

Session 1: Thinking Skills and Creativity



**SPICING UP CLASS WITH INNOVATIVE ACTIVITIES
FOR EFL AND CLIL TEACHERS**

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Opening thoughts

**“At its core,
education is
about nurturing
strengths, about
growth and
learning.”**

(Shankland & Rosset, 2017)



Outline for the course

Session 1 – January 23rd	Session 2 – January 30th	Session 3 – February 6th
<p>Thinking skills and creativity</p> <ul style="list-style-type: none"> - What thinking skills are - How to work on thinking skills in class - Higher/lower order thinking skills - Practical ideas - Working on creativity in class (Why? How?) <p>* Homework for Flipped Learning session the following week</p>	<p>Flipped Learning</p> <ul style="list-style-type: none"> - Check homework - The Basics of Flipped Learning - Selecting videos - In-class activities - Practical ideas - Pros and cons 	<p>Oral communication and assessment</p> <ul style="list-style-type: none"> - The importance of oral communication - Why students find oral communication challenging - Practical ideas - Formative and summative assessment techniques <p>Feedback and closing</p>

You will receive a PDF of the main slides after each session

Outline for today

Warm up

Thinking skills

Creativity

Reflection

What would YOU be...and why?

Sports car



Tricycle



Bulldozer



Birthdays January to June:

If you were a **fruit** what would you be, and why?

Birthdays July to December:

If you were an **animal** what would you be, and why?


About you....

1. What I am bringing to this course

2. What I hope to get from this course.

3. Two things I'm good at

4. What I've learnt



To fill in at the end of each section

Thinking skills



“We learn more by looking for the answer to a question and not finding it than we do from learning the answer itself.”

Lloyd Alexander

What are thinking skills?

Ways people use their minds to solve problems

Capacity to think in a conscious way to attain certain goals

Intelligent behaviour learned through practice

Mental capacities used to investigate the world

Mental processes to make sense of experiences

Metacognition - thinking about thinking

“The truth is that schools don’t often teach these skills explicitly. Instead, teachers hope that their learners will pick them up.” John Clegg

Critical Thinkers....

**Separate fact
from opinion**

**Open minded
about new
ideas**

**Feel comfortable
with trial and error**

**Question things
that don't make
sense**

**Look for
connections**

Keep in mind:

Critical thinking is not a set of skills that can be deployed at any time, in any context. It is a type of thought that even 3-year-olds can engage in—and even trained scientists can fail in.

“Critical Thinking: Why Is It So Hard to Teach?” Daniel T. Willingham (2007)

Higher Order Thinking Skills

Creating

Evaluating

Analysing

Applying

Understanding

Remembering

Bloom's Taxonomy

Understanding

Evaluating

Creating

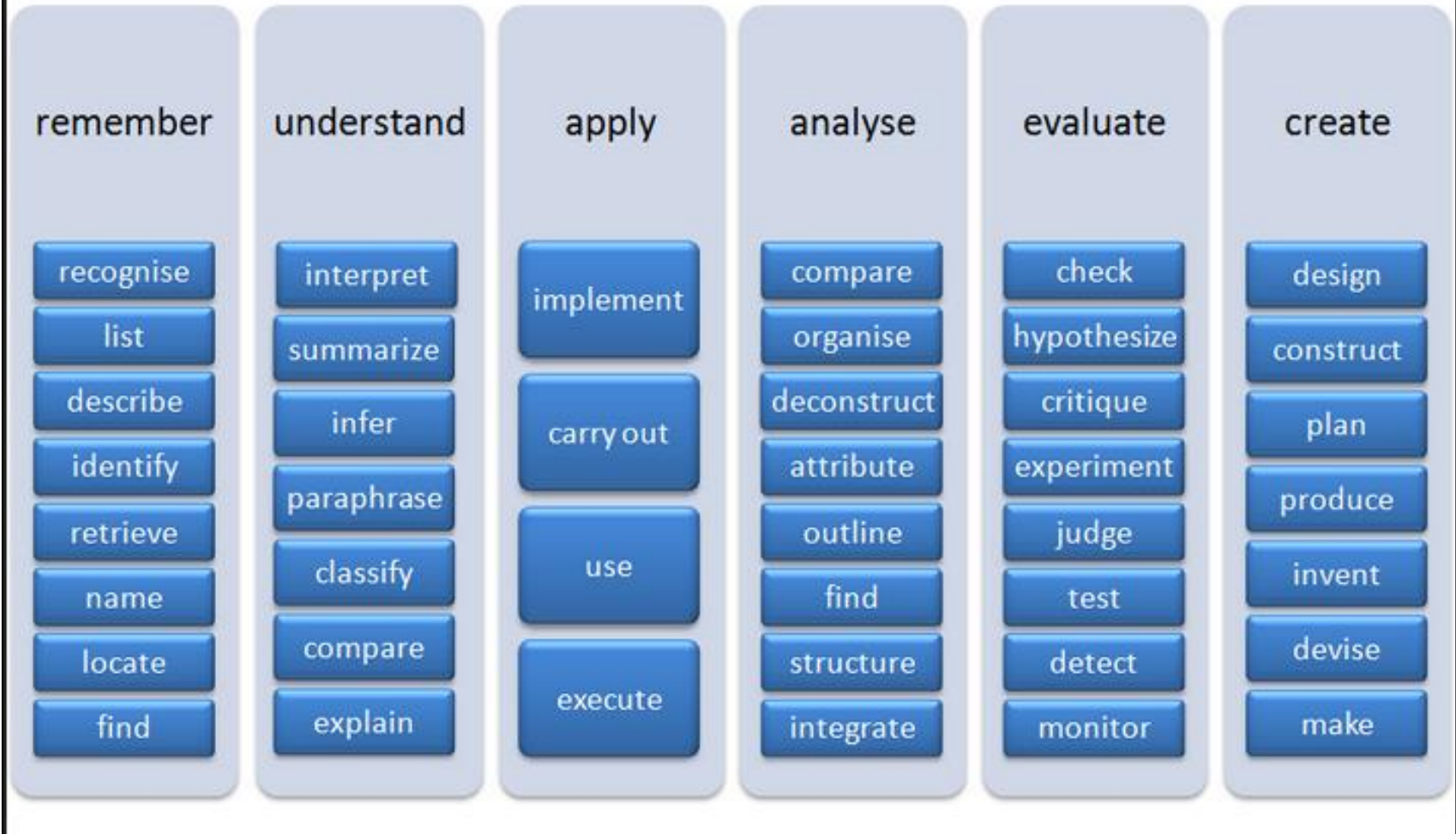
Applying

Analysing

Lower Order Thinking Skills

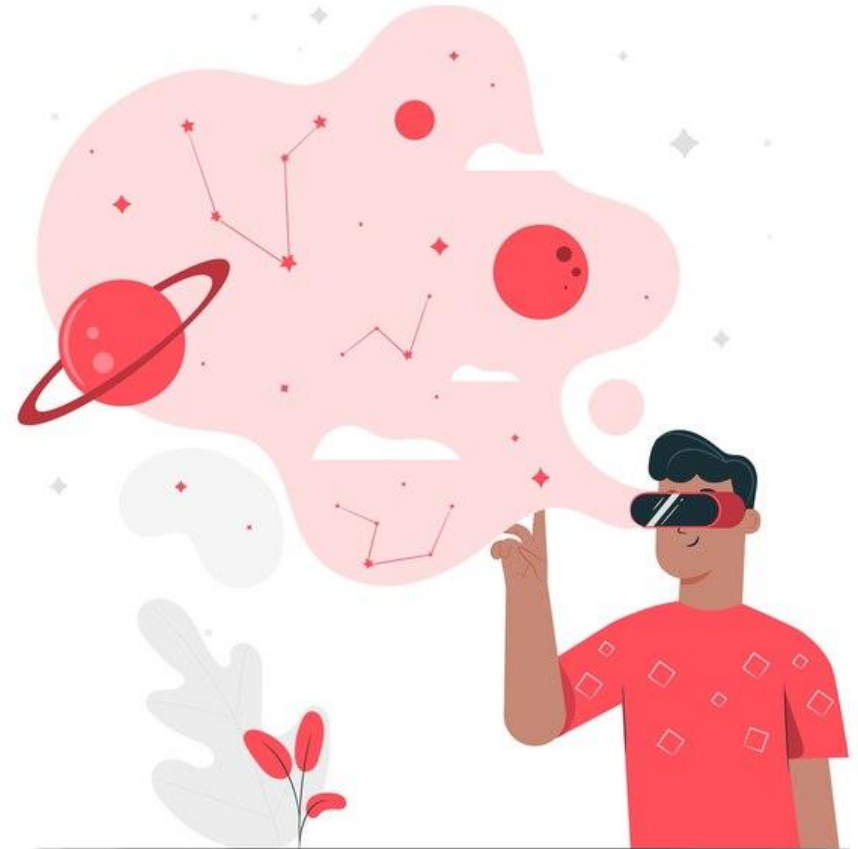
LOTS (lower order thinking skills)

HOTS (higher order thinking skills)



Bloom's revised taxonomy (Anderson & Krathwohl, 2001).

"In our evolving world, the ability to think is fast becoming more desirable than any fixed set of skills or knowledge. We need **problem solvers, decision makers and innovators. And to produce them, we need new ways to teach and learn. **We need to prepare our children for their future, not for our past.**" – Mike Fleetham**



Practical activities

Odd one out

Critical thinking

2 Circle the odd one out. Then write.

1 pink blue teacher red

teacher

2 student clock bin desk

3 green chair white black

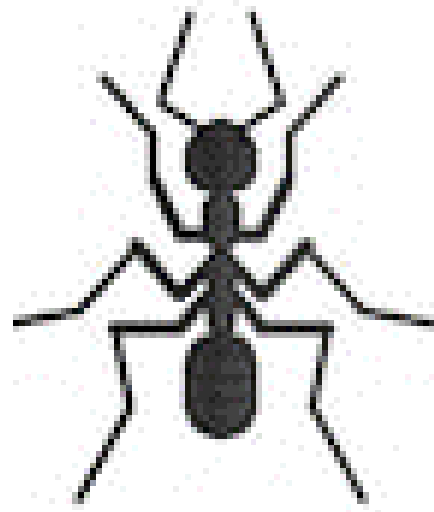
4 seven three four classroom

5 purple two ten eight

6 window door board nine

Odd one out

Justifying opinions



Close ups

1



2



3



Close ups

1



2



3



Riddles

This is something useful.

You can pick it up.

It can hold water.

It has holes in it.

It is commonly seen in homes.



Riddles

This is something useful.

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Asking questions

What's the difference between these questions?

A

How many bananas can you see?
What colour are they?

B

Do you think it is important to eat a healthy breakfast?
Why? Why not?
What would you have for lunch at the school canteen?



Asking questions

Display

How many bananas can you see?
What colour are they?

Open-ended

Do you think it is important to eat a healthy breakfast? Why? Why not?
What would you have for lunch at the school canteen?

Global skills: creativity and critical thinking

Expressing their own likes and dislikes allows students to use the new vocabulary in a creative way, while applying it to a real-life situation. Students are more likely to remember new words when they have used them in an activity that is meaningful to them.

2 Mealtime
Lesson 1 Words

Let's talk about food.

1 cereal

2 chips

3 rice

4 chicken

5 meatballs

6 biscuits

7 yoghurt

8 sandwiches

1 Look, share, learn.
2 Listen, point and repeat. ◀ 031
3 Say the chant. ▶ 032

4 Tell your partner.

I like chicken. I don't like cereal. I like cereal. I don't like yoghurt.

18 Words Food

Asking questions



Have you got a sleeping bag? Have you ever gone camping? Did you like it? Why? Why not? What are some advantages or disadvantages to sleeping in a tent? What are three things you would take on a camping trip? Where would you go?

Do you like walking outdoors? What is this activity called in your language? What word would you use to describe this activity in English? Do you know the term they use to describe this activity in New Zealand?



Asking questions



New Zealand
noun: **tramping**

1. the recreational activity of going for long-distance walks in rough country.

Have you got a sleeping bag?
Have you ever gone camping?

personal information

Did you like it? Why? Why not? What are some advantages or disadvantages to sleeping in a tent?

opinions

What are three things you would take on a camping trip?

vocabulary/decision making



"In our evolving world, the ability to think is fast becoming more desirable than any fixed set of skills or knowledge. We need problem solvers, decision makers and innovators. And to produce them, we need new ways to teach and learn. We need to prepare our children for their future, not for our past." Mike Fleetham

Creative Juices



What a day!

You have a day of teaching twenty-five 10 year-olds ahead of you. They need a balanced diet of: language, mathematics, science, physical education, and art.

The only resources in your classroom are:



What is creativity?

The *Oxford English Dictionary* defines creativity as:

“The use of the imagination or original ideas, especially in the production of an artistic work.”

Multi-dimensional

**Solve problems
in original and
valuable ways**

**Seeing new
meanings and
relationships and
making
connections**

**Having original
and imaginative
thoughts and
ideas about
something**

**Using
imagination and
experience to
create new
possibilities**

Creative people tend to....

..be curious

...be sensitive

**...think
divergently**

**..be playful and
childlike**

**...feel comfortable with
unanswered questions**

**...not be shaped by
preconceptions**

**...enjoy adventure and
exploration**

**...not see things as 'black
or white'**

...be persistent

Divergent Thinkers

98%



10%



32%



2%



Breakpoint and Beyond, Land and Jarman 1998

Divergent thinking: What can I do with a



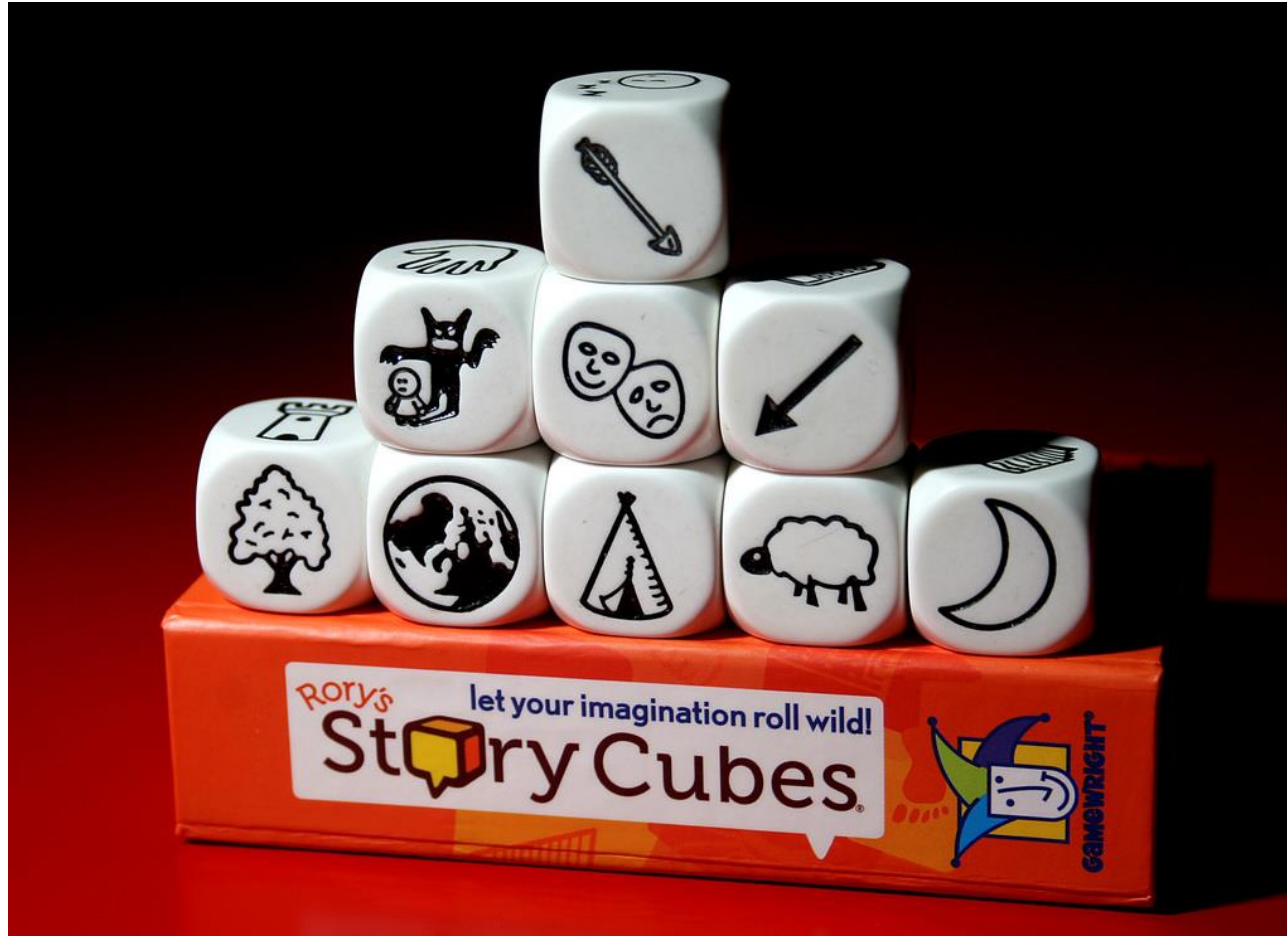
a brick



binder clips

Divergent thinking is a thought process or method used to generate creative ideas by exploring many possible solutions.

Rory's Story Cubes

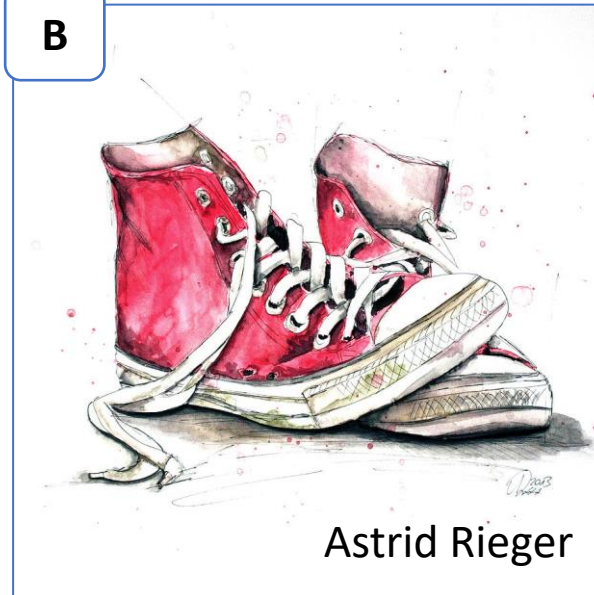


Whose shoes?

A



B



Astrid Rieger

C



Matisse

Who? What? Where? Why? When? Whose?

What are they saying?

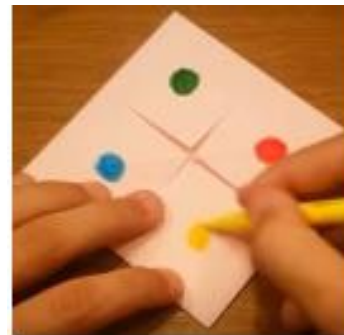
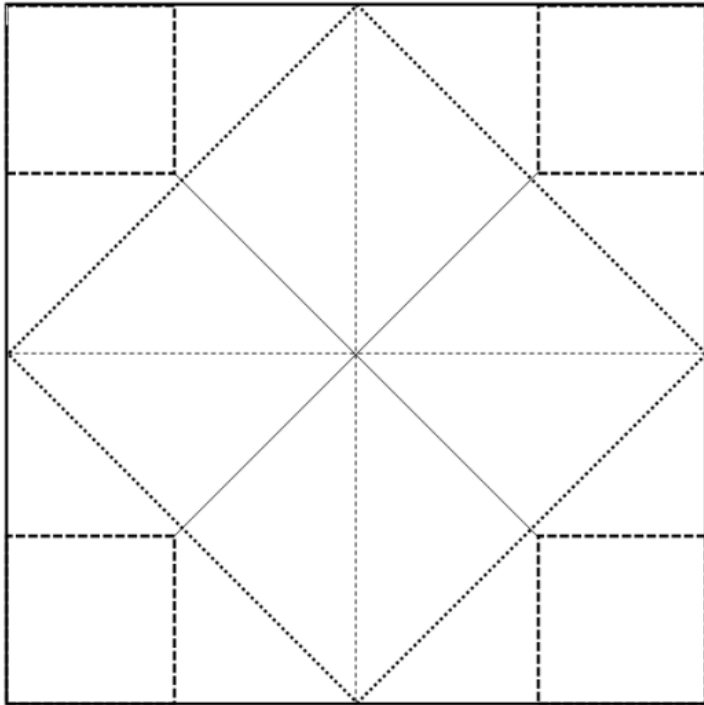


Chatterbox

Questions; Information exchange

Questions about:

- family
- school subjects
- hobbies
- Food / meals



Making connections: Creative comparatives

Give the class things to compare that have nothing to do with one another, like an *elephant* and a *potato*. The students then have to tax their imaginations to find points of comparison, the objective is more interesting and the results often entertaining.



laptop



umbrella



banana



elephant



bike

Explore ideas: The Torrance Test

- In the late 1950s, a man named **E. Paul Torrance** was interested in children's creativity. Torrance was a Georgia farm boy-turned-psychologist, and one of his first jobs was working with boys at a military academy. It was there that **he began to see creativity as something that was misunderstood**. A lot of the boys Torrance worked with were thought to be troublemakers.
- Torrance did a lot of research in how, for example, teachers prefer highly intelligent kids and often don't like highly creative kids because they are harder to control and they're misunderstood.

<http://www.npr.org/>

Over to YOU!





Teachers are ...and students are...



Creativity through music



DANCING ENGLISH



www.dancingenglish.com

Closing thoughts

“It is better to have enough ideas for some of them to be wrong, than to be always right by having no ideas at all.” — Edward de Bono

Flipped Learning Homework

Watch the video and answer the questions.

<https://www.youtube.com/watch?v=g1MKpyVPill>

You will send the document in Word format.

You do NOT need to send in your answers, but you should be prepared to discuss your opinions next class.

Ideas and solutions that work



Thank you for joining us!



See you on January 30th!