

Creativity and Innovation – Online teaching

Topic

How to become more creative

Learning outcomes

- Describe how a range of activities can be creative
- Develop reading skills by reading an article about creativity for gist
- Identify a range of synonyms to avoid repetition
- Discuss ways of developing creativity

Age and level

13-17 (B2)

Time

60–80 minutes

Materials

Presentation

Introduction

This lesson was devised to mark World Creativity and Innovation Day on 21 April. However, it can be used at any time of year, as this is not specifically mentioned.

The lesson begins by looking at what is involved in being creative, trying to expand this beyond the usual areas of art or creative writing. The students then do a reading activity where they match headings to sections of an article. They then identify the synonyms which enabled them to do this task and focus on the idea of avoiding repetition. They read the article again and discuss which ideas they personally find most useful. The lesson finishes with a creativity task, followed by a final discussion.

Procedure

1. Warmer (5 minutes)	<ul style="list-style-type: none"> Show the students the opening slide of the presentation with the title. Tell them that this lesson is about creativity and innovation. Option 1: Ask them to type, using the chat box, the first word or phrase that they associate with 'creativity and innovation'. Option 2: If all the students have their webcams enabled, ask them to write the word or phrase on a piece of paper (in large writing) and hold it up to their webcam, so you can see all of them.
2. Lead-in (5-10 minutes)	<ul style="list-style-type: none"> Show the students slide 2 of the presentation. Ask them to look at the list of activities and decide on their own which ones involve being creative. Give students 3-4 minutes for this. Option 1: If you have the option of using 'breakout rooms' (where students work separately in smaller groups), put them into small groups of three or four. Ask them to discuss their answers in their groups. Join each group for a short time and monitor their discussions, making a note of errors to focus on at a later stage, or examples of good language. Option 2: Conduct feedback as a whole group. If you have muted your students' microphones, choose a few students and unmute them one at a time. Ask them to give their answers and justify their ideas. Option 3: Go through each activity as a whole group. Ask 'Who thinks X involves being creative?' and ask a few of the students to say why by unmuting their microphones. Ask students if they think they are creative people. They can either answer in the chat, or by raising their hands (physically or virtually). With more confident groups, invite students to justify why they think they are creative, or to describe an activity where they have been creative. Note: This could also be used as a writing task for homework.
3. Reading for gist (10-15 minutes)	<ul style="list-style-type: none"> Show the students slide 3 of the presentation. Tell them that they are going to read an article which offers some different ways to become more creative. Tell them that the article is divided into 5 paragraphs and they will need to match a heading to each paragraph. Show students the full text on slide 4 of the presentation. Tell them they should read the entire text first. Give them a suitable time limit for this.

	<ul style="list-style-type: none"> • When the time limit is up, show students slide 5 of the presentation. • Option 1: Ask students what they can remember as a whole group. If you have muted your students' microphones, choose students and unmute them one at a time. Ask them to say one or two things they remember from the article. Try to give as many students as possible a chance to speak. • Option 2: (higher level students) Use breakout rooms to put students into small groups. Ask groups to write a 50- word summary of what they can remember. They should nominate one student per group to write the summary, either as Word or Google document, or a format that can be shared. They should write the names of all group members at the top of the document. Ensure that you have set up a way for students to share their work, either by email, or in a shared online folder such as Google Docs, or a tool like Padlet.
4. Reading to match headings (10–15 minutes)	<ul style="list-style-type: none"> • Show students slide 6 of the presentation. Tell them you are going to show them the five paragraphs in the article and that there are two on each slide. They should read the paragraphs on the page and decide which heading best fits. Tell them to write their answers on a piece of paper. • Show students slides 7-9 of the presentation, giving them a time limit to read the paragraphs and write their answers. Check that everyone understands the meaning of headings 1-6 before they start. • Show students slide 10 of the presentation. Ask students to hold their papers up to the camera. If they don't have a webcam, tell them to write their answers in the chat box. • Show the answers on slide 11 of the presentation.
5. Vocabulary focus (15-20 minutes)	<ul style="list-style-type: none"> • Show students slide 12 of the presentation and explain that you are going to show them the paragraphs again. Students should read the paragraphs and try to identify words and phrases which have a similar meaning to the heading of each section. • Show students slide 13 of the presentation. Give them a few minutes to read the paragraph and identify the similar words or phrases. • Use the 'raise hand' function, if this is available, to ask for volunteers to give you the answer. Choose one student, unmute their microphone and let them give you their answer. Ask other students if they agree or disagree. They can do this by typing in the chat box.

	<ul style="list-style-type: none"> • Show them the correct answers on slide 14 of the presentation. • Ask students if the suggestion given in paragraph 1 would be useful for them. If you have a group with students who like to speak, give one or two an opportunity to say why the suggestion is or isn't useful for them. • Repeat this process with slides 15 - 22, going through each of the paragraphs. When students are together in the main classroom, ask them why the author uses these synonyms and elicit that it is to avoid too much repetition. Invite them to either speak or type in the chat. • Optional activity: You could put students into groups using 'breakout rooms' and ask them to discuss what they do to help them be more creative, concentrate on study or think clearly. If you do this, make sure to visit the breakout rooms and monitor students' conversations. <p>Possible homework task: Ask students to think of at least one more way of expressing the ideas in the headings. Possible answers: A have a wander / go for a ramble B be lost in a fantasy / be lost in thought / be building castles in the air C find a new way of doing something / think laterally D shake with laughter / be doubled up with laughter (both quite strong) E racket (a loud ongoing noise) / babble (a low noise of people talking)</p>
6. Creativity task (10-15 minutes)	<ul style="list-style-type: none"> • Tell students that they are going to try a task to help develop creativity. • Show them slide 23 with the instructions. Wait until all students have drawn their squares and check that they haven't started by asking them to show their papers to the camera. • Time them for three minutes while they doodle on the squares. Stop them after the three minutes and show them slide 24 of the presentation. • Ask them to discuss the questions. This speaking activity would work best if you are able to use breakout rooms to put students in groups. Monitor the groups, making a note of good language usage and errors. If you are not able to put students into groups, conduct a whole class discussion making sure to mute the microphones of students who are not speaking.

Adapted for online teaching from the lesson written by

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