

Picture Books, Oral Language Created by Lisa Schwartz and Creative Thinking Competency

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According to Sir Ken Robinson:

Creativity is having original ideas of value.

There are three parts to being creative:

- Original thinking (to you, to others, not necessarily the whole world)
- Process (developing these ideas)
- These ideas have value

Check out this video by Ken Robinson: <https://www.youtube.com/watch?v=vlBpDggX3iE>

Creativity can be in anything that involves intelligence. It is not just in fine arts, but can be in science, math, cooking, engineering and the list could go on.

In the B.C. education, re-designed curriculum one of our core competencies is creative thinking.

The creative thinking competency has three facets:

- Generating ideas
- Developing ideas
- Novelty and value

As educators, we don't teach creativity through direct instruction, but instead we nurture creativity through opportunities, encouragement, inspiration and mentoring.

SAMPLE "I" STATEMENTS

- I get ideas when I play. My ideas are fun for me and make me happy.
- I can get new ideas or build on other people's ideas, to create new things within the constraints of a form, a problem, or materials.
- I generate new ideas as I pursue my interests.
- I get ideas that are new to my peers.
- I can develop a body of creative work over time in an area I'm interested in or passionate about.

SAMPLE "I" STATEMENTS

- I get ideas when I use my senses to explore.
- I build on others' ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straightforward problems.
- I deliberately learn a lot about something (e.g., by doing research, talking to others or practising) so that I am able to generate new ideas or ideas just pop into my head.
- I have deliberate strategies for quieting my conscious mind (e.g., walking away for a while, doing something relaxing, being deliberately playful) so that I can be more creative.
- I have interest and passions that I pursue over time.

SAMPLE "I" STATEMENTS

- I make my ideas work or I change what I am doing.
- I can usually make my ideas work within the constraints of a given form, problem, and materials if I keep playing with them.
- I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries.
- I use my experiences with various steps and attempts to direct my future work.
- I can persevere over years if necessary to develop my ideas. I expect ambiguity, failure, and setbacks, and use them to advance my thinking.

Oral Story Telling/Story Workshop (Novelty & Value and Generating Ideas)

Question(s)- What is a story? Where do stories come from?

Self Assessment- Look at the core competencies, what i-can statements could be used for this task?

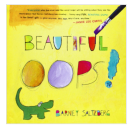


The Little Hummingbird

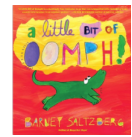
Just a Walk by Jordan Wheeler



Picture Books that Embody the Dispositions that Support Creativity



Beautiful Oops and *A Little Bit of Oomph* by Barney Saltzberg



Anything is Possible by Giulia Belloni & Marco Trevisan



Rosie Revere, Engineer by Andrea Beaty & David Roberts

Going Places by Peter and Paul Reynolds



What do you do with an Idea? by Kobi Yamada and Mae Besom

Picture Books to Encourage Creativity Across the Curriculum

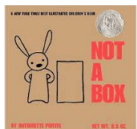


Perfect Square by Michael Hall

Question(s)- How many different shapes can you make from a square?

How many squares can you make from one perfect square?

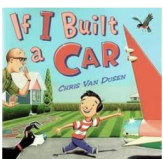
What can you create from one perfect square?



Not a Box and *Not a Stick* by Antoinette Portis

Question(s)- What can a box be? What can a stick be?

Create their own Not a Box or Not a Stick book to read and re-read.



If I Built a Car by Chris Van Dusen

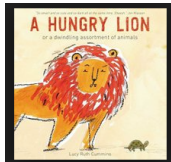
Activities: Explore how-to-draw-cars books. Challenge students to add creative designs to their cars like the suggestions in the book. Labels can be added to explain each features that are added.

Use an assortment of boxes, tubes, elastics, straws etc have students build their own car! Duct tape is ideal to stick all the pieces together. Students can take photos and write about their car creations.



The Most Magnificent Thing by Ashley Spires

Question(s)- How do you make something magnificent? What makes something magnificent?



A Hungry Lion or a Dwindling Assortment of Animals by Lucy Ruth Cummins

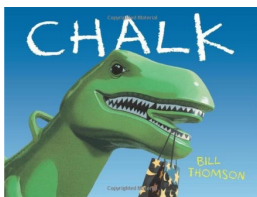
Use this book as a mentor text for creative writing.



6 Sticks by Molly Coxe

This book shows the variety of ways we can use six popsicle sticks.

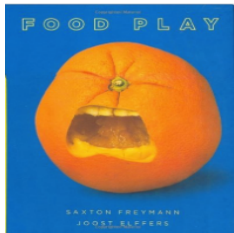
Question- What can you make with 6 sticks?



Chalk by Bill Thomson

This wordless picture book can be read over and over again because every time you read it, you will notice something new. Three children discover a magical bag of chalk at the playground. What will happen next?

Question- What will happen when white chalk meets black paper?



Food Play by Joost Elffers and Saxton Freymann

This book is all about food play. Use this mentor text to examine how food can be a creative outlet. Their other book, *How are you Peeling?* Is a great mentor text to talk about feelings.

Other Ways to Nurture Creativity Across the Curriculum

Make a Boat that Floats- (Developing Ideas)

Use the plasticine to create a boat that floats.

Question(s)- Does your boat float? If your boat floats, how many marbles can it hold?

Self Assessment:

I can make my ideas work or I change what I am doing.

I can build the skills I need to make my ideas work and usually succeed, even if it takes a few tries.

Create a Toy that Uses Magnets (Novelty and Value)

As a final task at the end of a science unit exploring magnetism

Self Assessment:

I can get ideas when I use my senses to explore.



Structures-

Using straws, playing cards and paper clips create the tallest structure possible.

Question(s)- How tall is your structure? How can you find out?

Self-Assessment: Look at the core competencies, what i-can statements could be used for this task?