

# Thinking & Learning

Conference



**CAROLYN COIL**

Saturday 23 May

**Creativity x 4: Creative Learning  
Strategies for the Classroom**

*Session 3*

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**MELBOURNE**

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# CAROLYN COIL

Carolyn (EdD) is an internationally known speaker and consultant who has worked in the field of education and training for over 30 years. She currently teaches courses in gifted education and does workshops for schools on a wide variety of topics. Carolyn has been adjunct professor at several universities and worked all over the world in places like Bermuda, Ecuador and China.



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## Creativity x 4

A presentation by  
Carolyn Coil

At the Hawker Brownlow Teaching and Learning Conference

Carolyn's website: [www.carolyncoil.com](http://www.carolyncoil.com) Carolyn's e-mail: [carolyncoil@comcast.net](mailto:carolyncoil@comcast.net)

**Creativity**, a combination of **divergent thinking** (generating many different and unique ideas) and **convergent thinking** (synthesizing these ideas to come up with a distinctive or best result) is a skill and a manner of thinking that can be developed. Today we will examine four creativity formats that can be used in any classroom to teach, encourage and enhance creative thinking.

### 1. Encounter Lessons

Encounter Lessons are open-ended lessons that encourage good listening skills, stimulate creativity and higher level thinking, and provide motivation. They are often used at the beginning of a unit of study. Encounter lessons help the teacher to personalize the topic for the students and open up discussion in a non-threatening way.

An **Encounter Lesson** has each of the following:

Boundary Breaker, Setting the Stage, Leading Questions, Standards/Objectives, Differentiated Extenders

### 2. Questivities

Questivities™ got their name by combining the word **Questioning** and the word **Activities**. The Questivities™ format consists of a standards-based **Project Activity** along with a series of **Thinking Questions** that stimulate creative and critical thinking and give practice in research skills. The questions are starter questions that should be done before students begin the project.

Questivities™ are written on a user-friendly one page form. The form has the following elements:

- ▶ Project Activity which provides the focus for the Questivities™
- ▶ Common Core Standards
- ▶ Assessment Mini-Rubric for the Project Activity
- ▶ Project Questions (Essential Questions answered through the Project Activity)
- ▶ Questivities™ Thinking Questions
- ▶ Active Question

### 3. SCAMPER – How can you:

**S** Substitute?

**C** Combine?

**A** Adapt?

**M** Modify? Magnify?

**P** Put to Other Use?

**E** Eliminate?

**R** Rearrange? Reverse?

*Scamper is a strategy developed by Bob Eberle. Using these words as a guide, you or your students can develop creative questions on any topic.*

*Scamper can provide teachers with the means for generating questions. It can also be used by students as a vehicle for creative thinking in their writing, discussions, projects and performances.*

### 4. Six Thinking Hats

This strategy was developed by Edward DeBono. It is a parallel thinking process that separates thinking into six clear functions and roles. Each type of thinking is identified with a colored symbolic "thinking hat."

White Hat = The Facts

Yellow Hat = Look for the positives

Black Hat = Judgment; look for difficulties

Red Hat = Emotions and feelings

Green Hat = Creativity and new ideas

Blue Hat = Summarizing and planning

## CREATIVITY × 4: USING THE AUSTRALIAN CURRICULUM



# LITERATURE AND MOVIES



## AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS

| Sample content descriptions | AUSTRALIAN CURRICULUM: ENGLISH  |
|-----------------------------|---|
| Year 7                      | <ul style="list-style-type: none"> <li>Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805)</li> </ul>  |
| Year 9                      | <ul style="list-style-type: none"> <li>Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink (ACELT1638)</li> </ul> |

## DIRECTIONS

This Encounter Lesson may be done at the beginning of a literature unit about a book that has also been made into a movie. It may also be a motivator for you to become more interested in literary texts.

## BOUNDARY BREAKER

Tell about your favourite movie and why you like it.

## SETTING THE STAGE

*You are an award-winning director. You were once a popular actor, but now you prefer to direct. You particularly like to direct movies that are based on literary classics written by well-known and well-respected authors.*

## LEADING QUESTIONS

- What kind of movies do you direct?  
Describe the movie that earned you the most money at the box office.
- Why do you like directing movies based on great literature?
- Tell about the craziest thing that ever happened on the set of one of your movies.
- You need a sound-bite that you can emphasise in the many TV interviews you will be doing.  
What short and memorable sound-bite will you use?
- If production money and/or ticket sales were no object, what book would you most like to make into a movie?

## ENCOUNTER LESSONS

**DIFFERENTIATED EXTENDERS**

Directions: Each student will choose one Extender. This may be completed alone or with a partner.

1. Bring a clip from your favourite movie. In an **oral presentation** compare and contrast it to one of the stories you've read in class.
2. Act out a **monologue** (by yourself) or a **dialogue** (with a partner) from your favourite movie. Come in costume.
3. Select a famous **speech** and rewrite it in the voice of a character from your favourite movie or TV show. The character must be well-known enough to be easily recognisable.
4. Write an **alternate ending** to your favourite movie. Be sure to include a summary of the movie including its original ending.
5. Create the **plot** to a movie you would like to see. Then create a **poster** to advertise it as "Coming Soon" to the local theatre. In an **oral presentation**, explain your plot to the class.
6. Write a **summary** of your favourite movie. Then list **five literary devices** demonstrated through the filming. Using film clips if possible, give a **presentation** about these five devices. Use technology for your presentation.

## QUESTIVITIES™



# NEW PLANT



## AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS

| Sample content descriptions | AUSTRALIAN CURRICULUM: SCIENCE   |
|-----------------------------|--|
| Foundation Year             | <ul style="list-style-type: none"> <li>Living things have basic needs, including food and water (ACSSU002)</li> </ul>  |
| Year 1                      | <ul style="list-style-type: none"> <li>Living things live in different places where their needs are met (ACSSU211)</li> </ul>                                      |
| Year 4                      | <ul style="list-style-type: none"> <li>Living things, including plants and animals, depend on each other and the environment to survive (ACSSU073)</li> </ul>      |
| Year 5                      | <ul style="list-style-type: none"> <li>Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)</li> </ul> |
| Year 6                      | <ul style="list-style-type: none"> <li>The growth and survival of living things are affected by the physical conditions of their environment (ACSSU094)</li> </ul> |

## PROJECT ACTIVITY

Invent a new plant. Make a diorama with your new plant in the habitat where it would best survive. Label all parts of the plant. In your diorama, show detailed parts of the habitat. Write a short report about your new plant (about 10 sentences) that includes its needs, habitat and functions.

|   |  |
|---|--|
| <b>Questions to be answered throughout the Project Activity</b> | <ul style="list-style-type: none"> <li>How are all plants alike? How are they different?</li> <li>Why is it important for plants to be in specific surroundings or locations?</li> </ul> |
|---|--|

## DIRECTIONS

- Answer the Questivities™ Thinking Questions and the Active Questions before doing the Project Activity.

## QUESTIVITIES™ THINKING QUESTIONS

- List as many plants and flowers that you can think of.
- Compare/contrast a pine tree and a blooming azalea bush.
- What would happen if no trees, bushes or flowers ever bloomed?
- Would you rather be an apple tree or a tulip? Why?
- How would you feel if there were no trees on Earth, and we only had bushes, shrubs and flowers? Explain your opinion.
- Why do plants grow in some climates, locations and habitats but not in others?
- How are you going to design a useful, new plant? How will it benefit people and /or animals? How will it fit into the habitat you choose for it?

## ACTIVE QUESTIONS

Make a list of questions a bee might ask a flower.

Make a list of questions a fern might ask a mushroom.

## ASSESSMENT MINI-RUBRIC FOR PROJECT ACTIVITY

- Follows Diorama criteria card
- New plant has at least four distinct parts and each part is labelled
- Habitat is appropriate for the plant
- Clear and coherent writing that explains needs, habitat and functions of plant
- Has bibliography citing at least three informational texts

## CREATIVITY × 4: USING THE AUSTRALIAN CURRICULUM

# FUELS FOR THE 21<sup>ST</sup> CENTURY



## AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS

| Sample content descriptions | AUSTRALIAN CURRICULUM: SCIENCE   |
|-----------------------------|--|
| Year 6                      | <ul style="list-style-type: none"> <li>Energy from a variety of sources can be used to generate electricity (ACSSU219)</li> </ul>  |
| Year 7                      | <ul style="list-style-type: none"> <li>Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations (ACSHE120)</li> </ul> |

## BACKGROUND ACTIVITY

Read and take notes using a variety of informational texts about different sources of energy and how they are found, extracted and made ready for people to use. Informational texts may vary and can include the year-level textbook, internet articles, books, newspaper and magazine articles, etc. Read informational texts about oil, natural gas, coal and alternate energy sources such as wind or solar power. Discuss the information you have found.

## SCAMPER ACTIVITY

Work in pairs using your notes from the informational texts plus creative and critical thinking to answer the SCAMPER questions. Most questions can be answered in sentence or list form. The "Modify" question requires a diagram, and the "Rearrange/Reverse" question requires a letter. Answers can be handwritten or written on a computer or electronic tablet.

## MATERIALS

Notes from informational texts, paper, pencil, large sheet of plain paper for diagram.

## SUBSTITUTE

Hydraulic fracturing or "fracking" is a controversial method of extracting oil and gas from shale. Fracturing fluids usually are 90% water, 9.5% sand and 0.5% chemicals. What could be substituted for these things or for this method of extracting fuel that might be more environmentally friendly?

## COMBINE

Hybrid cars are powered partly by gas and partly by electricity. What other sources of energy could be combined as fuel for everyday needs such as heating and cooling homes, refrigeration, household electronics, hot water and lighting?

## ADAPT

Think of something that people use every day such as a computer, television, hair dryer, car or smart phone. How could it be adapted to use a different source of energy or to use less energy?

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**SCAMPER**

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**MODIFY**

Draw a diagram showing ways to modify your school so it would be more energy-efficient. Be specific and label changes on your diagram.

**PUT TO OTHER USE**

Oil has been the biggest source of fuel in the world throughout the 20th century. What other fuels could be used in its place during the 21st century?

**ELIMINATE**

If you had to eliminate one type of fuel and could no longer use it (e.g. natural gas, oil, coal, biofuels) which one would you eliminate and why?

**REARRANGE/REVERSE**

What ideas might an executive of an oil company write in a letter to the World Nature Organization (WNO) trying to stop the agency from endorsing the idea of using only solar powered objects? Write the letter from the point of view of an oil executive.

**CONCLUDING ACTIVITY**

Each pair of students will pick the SCAMPER question that interests them the most and make a short oral presentation of their ideas and answers. You may use any visual or digital images that are appropriate. You must cite informational texts and sources to back up what you say.

**ASSESSMENT MINI-RUBRIC FOR THE CONCLUDING ACTIVITY**

- Follows Oral Presentation criteria card
- Focuses on one of the SCAMPER questions
- Clearly states ideas and answers
- Cites relevant sources in informational texts
- Innovative and creative ideas



## CREATIVITY × 4: USING THE AUSTRALIAN CURRICULUM

# MONEY MANAGEMENT

## AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS

| AUSTRALIAN CURRICULUM: HUMANITIES AND SOCIAL SCIENCES – ECONOMICS AND BUSINESS |  |
|--|--|
| Sample content description (Year 7)  | <ul style="list-style-type: none"> <li>Why and how individuals and businesses plan to achieve short-term and long-term personal, organisational and financial objectives (ACHEK018)</li> </ul> |

## WHOLE CLASS ACTIVITY

Read several informational texts with information about money management, credit cards, debit cards and budgeting. Through discussion, a KWL chart or any other means, find out what you already know about these topics.

## DIRECTIONS: THINKING HATS QUESTIONS

You may answer these questions on your own or may work with a partner. Write answers in complete sentences, in list form or visually as appropriate. Check with your teacher to find out if you need to answer both questions in each category or just one question in each category. You will only do one activity in the Blue Hat category.

### WHITE HAT THINKING (FACTS)

- What do you need to know to write a budget for a month?  
List at least five things.
- What types of maths are needed for balancing a checkbook?  
For planning a budget? Give an example of each.

### YELLOW HAT THINKING (BENEFITS)

- When is it a good idea to use a credit card to purchase an item? Why?  
When is it better to use a debit card?  
What is the difference between a credit card and a debit card?
- What are the benefits of having a budget rather than just spending whenever you feel like it?

### BLACK HAT THINKING (FLAWS OR PROBLEMS)

- What are the negative points for using a credit card to purchase an item?  
List at least three.
- What would happen if you had more debt that you could pay back?  
Write a paragraph explaining what you would do.

## SIX THINKING HATS®

**RED HAT THINKING (FEELINGS)**

- How do you feel
  - when you spend more money than you planned?
  - when you save up for something and finally are able to buy it?

Draw an icon or symbol that shows the feelings you might have about each of these. Write a sentence explaining each.

- Of all the things you have ever purchased, which gave you the most joy? Why?  
Which purchase did you most regret making after you bought it? Why? Explain both answers.

**GREEN HAT THINKING (CREATIVITY)**

- List three things you might do to earn money. Draw three webs or mind maps, each with a circle in the centre and four lines radiating out from the centre. Put each of your ideas in a centre circle of a web. Then on the lines in each web, write four creative ways you could expand your original idea.
- Make a two-column chart. In the first column, list five things you would like to do that cost money. Then think creatively and come up with five alternative activities that are similar but do not cost money. Write these ideas in the second column.

**BLUE HAT THINKING (SUMMARISING)**

- Write an editorial or an advice column about managing money. This will be read by others who are the same age as you are. Back up your advice with facts and reflect on what you have learned through doing the Thinking Hats activities.

**ASSESSMENT MINI-RUBRIC**

- Clear and coherent writing
- Appropriate and understandable for audience
- Has at least three ideas for managing money
- Ideas are backed up by facts and quantitative reasoning

**OR**

- You have \$5000 to spend. This money can be spent on things (such as electronics or clothing) or on activities (such as a trip to a theme park). You cannot go over this amount, but any of it that you do not spend will be given back. Use your creative imagination and your knowledge of prices, and develop a detailed budget about how you will spend this money.

**ASSESSMENT MINI-RUBRIC**

- Total spending is not more than \$5000
- Prices for things and/or activities are indicated individually and in detail
- Mathematically accurate
- Has creative ideas for getting the most out of the money available

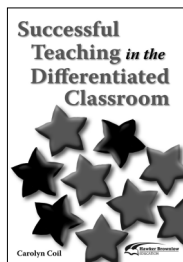




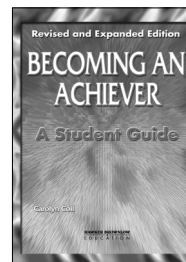


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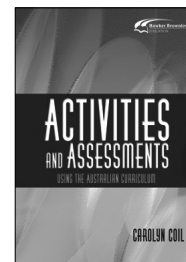
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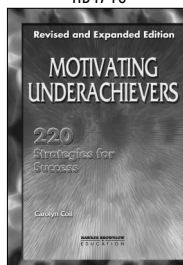
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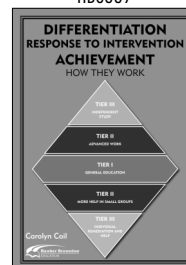
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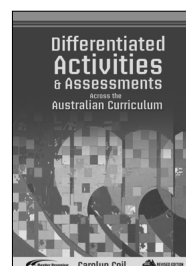
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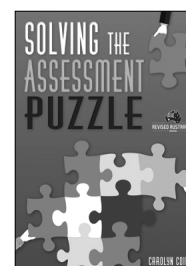
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