# Schoool Certificate in Creative Thinking

## Foundations

| Lesson | Overview |
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| What is creative thinking? | Introduction to the course using the outline document. Introduction to core definitions and exemplars |
| How do I go about choosing a creative thinking project? | An introduction to the process of choosing a successful creative thinking project, as well as how to begin gaining knowledge about it. |
| How do I become rich in knowledge about my chosen topic area? | Having begun to think about their topic areas, students are taught a simple research method and start to gather expertise on key content within their topic area. |
| How can I communicate the knowledge I have about my chosen topic? | In this lesson (and perhaps an additional lesson too), students spend time spend time writing up the background knowledge they have to their chosen problem, as a preparation to thinking creatively about it. |

## Creative Thinking Skills

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| Which creative skills can I use to help me solve / address my problem? | Spend three lessons teaching students the creative thinking skills detailed in the Creative Thinking Skills PPT. |
| How can I communicate my Creative Thinking Ideas? | After teaching students several creative thinking skills, and giving students time to research the concepts they will use to solve their problem, spend one lesson them how to write up their ideas. |

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| Supervised Creative Thinking Sessions | Students spend around four sessions using their skills to do any further research, and writing up the second section of their projects. |

## Reflection Skills

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| Which aspects of my project require further work? | Students reflect on remaining issues they would like to address, and summarise them. |
| How can I summarise my project? | Students spend time writing and polishing a succinct summary of their project. |

## Presentations and hand in

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| Presentations and hand in | Students pepare and share a presentation outling their projects |

# ȷ Scheme of Work

## Around 5 lessons, or time for private study

**Details**

Students are introduced to the course and to what ‘creative thinking’ is. Students reflect on existing real-world problems that require creative thinking, as well as famous creative thinkers and model creative thinking project titles. Students engage in discussion of the real-world problems that interest them.

Students are reminded of the aims of the course and of their initial thoughts about real-world problems that interest them from the last lesson. Students spend time considering what it means to make their problem meaningful and specific, and then how their project might be designed to require research and the application of ideas. If time, students come up with a sample title for their project, to be shared with the class and fed back on by the teacher.

Check in with your group about their chosen topic area, and re-cap what it means for a project to be successful. Ask students to write a list of the things they will need to understand about their problem, using the model question on the PPT, in order to come up with a creative solution to it. Spend time asking students to share their thoughts on the information they will need to find out about their own topic. Students then spend time trying to find out the key background information for their topic area.

Tell students that they have now nearly put in the foundational work for their projects, and that the creative thinking aspect will follow once they have written up the background knowledge they have to their problem. Teach students how to write using sources, give them guidance about how to make use of references, and give them extended time to write up the first 300 words of their project, which is titled 'Knowledge of the Problem.

## Around 10 lessons, or time for private study

Over the next five lessons, time is split between teaching students about diifferent aspects of creative thinking, and students giving time to thinking about how they will address their chosen problem. Time will inevitably spent during this part of the course on students refining their problem area, and they may need to return to Section 1 (Knowledge of the Problem) in order to re-set the foundations of their work. The model of teaching in these lessons is not linear; students are taught skills that they may or may not apply directly in that lesson. The important thing is that they are able to understand and practise each skill before returning to the particular stage of the project that they are at. The key skills taught during these sessions, which are then used in students' independent research projects are a) 'Using X to solve Y'; b) 'Problematize your problem; c) SCAMPER; d) basic principles of TRIZ. Each of these is explained in more detail in theCreative Thinking Course PPT. By the end of this period of lessons, students should have detailed research on how they propose to solve their chosen project.

This lesson marks a shift torwards students completing Section 2 of their projects, which is the key moment when they start to write up their ideas. They need to explain their ideas using formal written expression that incorporates, but at this stage their thinking could begin to make use of design, artwork, music, podcasts or another creative medium, as long as it relates back to their research and addresses their chosen problem directly. In this lesson, teach students the structures on the Powerpoint that will enable them to combine their creative ideas with a focused structure.

These lessons are devoted to students putting into practice the skills that they have learned, and addressing the problem into which they have conducted research. The teacher's role in these lessons is to supervise students, perhaps by setting them a goal for each lesson, and certainly by asking each student or group of students questions about their project, steering students towards making their project specific and doable, and making use of detailed research in their response to their chosen problem.

## Up to Two Lessons

Students spend time briefly summarising their topic to the class. They discuss and sharing ideas about further problems that remain despite their creative thinking work. They spend time writing these ideas up in the third section of their project.

Students spend time succinctly and clearly summarising the different stages of their problem, from their initial knowledge through to their creative thinking and onto their identification of remaining problems.

## 2 - 3 weeks

If there is time, students are taught a simple structure for presenting their project ideas, whch they then share with the rest of the class. Alternatively, they may film themselves giving their presentation. Ideally, there should be time for some questions after the presentation has been observed.

**Resources**

Course Outline document. Creative Thinking slides 1 - 16.

Creative Thinking Slides 17 - 22

Creative Thinking Slides X - X

Creative Thinking Slides X - X
Create Project Guidance Sheet

Creative Thinking Slides X - X.
Creative Thinking Project Guide and Proforma.

Creative Thinking Slides X - X.
Creative Thinking Project Guide and Proforma.

Course proforma. Student Project Guide Powerpoint. Internet access for research.

Creative Thinking Slides X - X. Creative Thinking Project Guide and Proforma.

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