

**Chapter 6: Integrating Creativity:  
Curriculum and Instructional Design**

<b>CREATIVITY LESSON PLANNER - SIDE A</b>		
<b>MULTIBILITIES SKILLS</b>	<b>CREATIVITY FAN SKILLS</b>	<b>PARTNERSHIP FOR 21<sup>ST</sup> CENTURY SKILLS</b>
<ul style="list-style-type: none"> <li>• Verbal/Linguistic</li> <li>• Logical/Mathematical</li> <li>• Visual/Spatial</li> <li>• Body/Kinesthetic</li> <li>• Musical/Rhythmic</li> <li>• Naturalist</li> <li>• Interpersonal</li> <li>• Intrapersonal</li> <li>• Creative</li> <li>• Emotional</li> <li>• Practical/Successful</li> <li>• Diversity Acceptance</li> </ul>	<ul style="list-style-type: none"> <li>• Product</li> <li>• Person</li> <li>• Passion</li> <li>• Persistence</li> <li>• Press</li> <li>• Perception</li> <li>• Process</li> </ul>	<p><b><u>Creativity &amp; Innovation Skills</u></b></p> <ul style="list-style-type: none"> <li>• Think &amp; work creatively with others</li> <li>• Idea Creation Techniques</li> <li>• Elaborate, Analyze, and Evaluate Ideas</li> <li>• Develop, implement and communicate new ideas</li> <li>• Be open and responsive to new and diverse perspectives</li> <li>• Incorporate group input and feedback into work</li> <li>• View failure as an opportunity to learn</li> <li>• Understand creativity is a cyclical process of small successes and frequent mistakes</li> </ul>
<b>THINKING VOCABULARY SKILLS</b>	<b>BUSINESS SKILLS</b>	
<ul style="list-style-type: none"> <li>• Brainstorm</li> <li>• Brain Write</li> <li>• Brain Walk</li> <li>• Brain Sort</li> <li>• Brain Post</li> <li>• Brain Vote</li> <li>• Brain Rank</li> <li>• Brain Starter</li> <li>• Brain Only</li> <li>• Brain Waste</li> </ul>	<ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Creativity &amp; Innovation</li> <li>• Oral Communication</li> <li>• Written Communication</li> <li>• Teamwork</li> <li>• Critical Thinking</li> <li>• Collaboration</li> <li>• Work Ethic</li> <li>• Creative Thinking</li> </ul>	
<b>BLOOM'S TAXONOMY SKILLS</b>	<b>ELEMENTS SKILLS</b>	
<ul style="list-style-type: none"> <li>• Creating</li> <li>• Evaluating</li> <li>• Analyzing</li> <li>• Applying</li> <li>• Understanding</li> <li>• Remembering</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency</li> <li>• Flexibility</li> <li>• Originality</li> <li>• Elaboration</li> </ul>	
<p>This table can be laminated and used as a desk-top aide (placemat) to serve as a reminder of the purpose of skill development during instruction. It can also be used during lesson planning and curriculum design to assist teachers in integrating skills into student learning activities.</p>		

Figure 6.9 Creativity Lesson Planner

<b>CREATIVITY LESSON PLANNER SIDE B (sample creativity exploratory class)</b>	
<b>STRUCTURE OF DAILY LESSON</b>	<b>PLAN OF ACTIVITIES</b>
<p><b>1. BRAIN STARTER</b> - daily activity used to start class or as a transition activity (journal, project work, etc.), to assess prior knowledge, introduce new material, and/or to continue with on-going work.</p> <p><b>2. CHECK-UP TASK(S)</b> – activity used to assess the on-going (formative assessment) learning point of a group or individual.</p> <p><b>3. INDIVIDUAL CREATIVITY TASK</b> – individual short/medium/long-term assignment/product.</p> <p><b>4. GROUP CREATIVITY TASK</b> – partner/group short/medium/long-term assignment/product.</p> <p><b>5. STANDARDS/CONTENT INSTRUCTION</b> – direct instruction to provide a baseline of knowledge for further: 1) Acceleration/Enrichment 2) Remediation/Accommodation</p> <p><b>6. FINAL TASK</b> – product or activity used to assess final learning point of a group or individual (summative assessment).</p> <p><b>7. DAILY FLUENCY AND/OR FLEXIBILITY TASK</b></p>	<p>1. Students work with a partner to solve a set of challenging brain riddles.</p> <p>2. As students complete brain riddles, the teacher meets with students to review the concept map they are creating representing their talents and interests in the Multibilities (Chapter 3) areas.</p> <p>3. Students are designing “Teacher Brain” products (see <i>Curiosita Teaching Handbook of Instructional Strategies</i>.)</p> <p>4. N/A</p> <p>5. Lecture/discussion on the parts of a neuron and the pathway of thoughts (see <i>Curiosita Teaching Handbook of Instructional Strategies: Brain Unit</i>).</p> <p>6. Brain Test – understanding the function and anatomy of the brain.</p> <p>7. Complete a Telethink using the starting word: Brain</p>
<p>1. Teachers may use items 1- 6 or focus on the steps needed for each period of instruction. Example: Some days may be devoted to product work (3 or 4) while the teacher consults with students on the progress of their product development (2). The period could end with a Telethink (7). Some days may be primarily direct instruction using steps 1, 5, and 7. Some days may be for final evaluation/presentations (6) and end with a fluency activity (7).</p> <p>2. Teachers must give themselves permission to do Fluency and Flexibility tasks daily for the sake of making students more flexible and fluent in their thinking. These tasks can be embedded into the daily instruction or added at the beginning or end of the lesson. They can be completed in very short time periods (3-5 minutes).</p> <p>3. Teachers can use this Lesson Planner as a reminder of the design of instruction for creativity and may choose not to write on this template, but include these components on a required lesson plan format.</p>	

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