**Creative thinking & innovation**

# overview

***Creative thinking involves the generation of new ideas and concepts that have value to the individual or others, and the development of these ideas and concepts from thought to reality.***

**Here are some illustrative examples from teachers around our district to jump start your thoughts about what creative thinking looks like in a classroom. These are by no means meant to be “prescriptive”; you do not have to suddenly include the following activities in your teaching. These are here to demonstrate that creative thinking is already occurring with your students and that many of the daily activities you do can be seen through a creative thinking lens.**

**Illustrative Examples:**

* when students take ideas that we have worked on together and then adapt them to create something new
* when students go beyond the expectations
* students' ”Biography in a Bag” assignments: They were to bring 5 things that represent themselves. There were lots of pictures and favourite toys but one boy brought a screw to represent his love of building and a wooden stick he found at his cabin to represent time with his family. Another brought a katana to represent his Japanese culture which sparked an interesting discussion about languages children were able to speak
* grade 3s are learning about patterning and when left to their own devices, most chose to represent an increasing pattern in a familiar skip counting way (starting at 5s and counting by 5s, starting at 2 and counting by 2s) One student counted by 18s; he said he jumped up by 20s and then took away 2
* A boy showed that he had put a piece of masking tape on his forehead with the words, "I am a dog” written on it.  He had also made himself a pair of dog ears
* when a student does something that wasn’t asked for or that the teacher hadn’t thought of
* when a student adapts to change
* creating a 3D model after researching topic
* do students need to have explicit directions every step of the way or can they take the freedom that is offered and run with it?; do they come up with lots of interesting project ideas themselves or do they require constant direction and feedback?
* more “hands-on” activities seem to get more positive feedback and allow for more creative ideas to flow
* problem solving
* inquiry
* student wrote a story in class then decided to create a movie trailer for it
* creates original and unusual game to teach peers in P.E.
* when creating a newspaper (studying Shakespeare), students skipped out on using the usual newspaper format and instead opted for creating a scroll using Styrofoam balls and a dowel and wrapped newspaper around it
* big buddies finding creative ways to help little buddies
* all students are given and identical drawings of a shape; they must use creative thinking to turn the shape into something else
* students are challenged to create a question to a given answer (i.e., the answer is “4” so the questions generated might be “How many cardinal directions are there?” or “How many corners are on a book?”
* creativity shows in writing, art, technology presentations, and play
* presenting assignments in different ways
* design an activity or project to show how mythology might impact modern lives
* <https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/CreativeThinkingCompetencyProfiles.pdf>