

Creativity and innovation - online lesson

Important - please read: This lesson has been adapted for teachers providing online classes. The lesson notes are specifically for online lessons and the student worksheets have been made available as a PowerPoint, to be used in place of the worksheet students would normally have in a physical classroom.

There is also guidance and advice for what teachers need to know and do before the lesson and at the beginning of the lesson. Please read the lesson instructions carefully before using them. They are for guidance only, designed to be used with the most common online platforms. You may need to adapt the lesson to the online platform you are working with.

Topic

How to become more creative

Aims

- Encourage students to think about their own creativity and how they could develop it further
- Expand students' vocabulary and ability to avoid repetition using a range of synonyms
- Provide reading and speaking practice around the topic of creativity and innovation

Age/level

Teenagers at CEF level B2

Time

60 - 80 minutes

Materials

PowerPoint presentation for students to follow the lesson

Introduction

This lesson was devised to mark World Creativity and Innovation Day on 21 April. However, it could be used at any time of year, as this is not specifically mentioned.

The lesson begins by looking at what is involved in being creative, trying to expand this beyond the usual areas of art or creative writing.

The students then do a reading activity where they match the headings to each section. They then identify the synonyms which will have enabled them to do this task and focus on the idea of avoiding repetition. They read the text again and discuss which ideas they personally find most useful.

The lesson finishes with a creativity task, followed up by a final discussion.

Before the lesson
CHECKLIST

- Always make sure you are familiar with the online platform you are using.
 - Have you tested your microphone and camera to make sure they work? Always do this before the lesson to check for any problems.
 - Do the students need a URL to join the online classroom? Do they all have this?
 - Do you know how to ‘mute’ the students’ microphones if you need to?
 - Do you know how to share what is on your computer screen so that the students can see it?
 - Do you know how to use ‘breakout rooms’ if you have this facility? Is this enabled?
- Make sure you have the student PowerPoint file open on your computer, and any other material you will be using during the lesson
- Make sure you are able to share what is on your computer screen with your students, so that they can all see it. Always check with your students that they can see what you are sharing. Most online learning platforms have a simple ‘raise hand’ button that can be used to check if students can see what you are showing on the screen or can hear what you are saying.
- Most online platforms have support videos or tutorials available online. Do you know where to access these?
- Make sure all of your students know they must arrive on time and that they have pen and paper. Many online learning platforms have a virtual waiting room. It is a good idea to tell your students to join the class at least 5 minutes before the lesson begins to avoid disruption.

At the start of the lesson
Questions for the teacher before beginning the lesson

Are all of your students in the online classroom? If not, consider a short, warm-up activity until they have all arrived. Don’t wait too long though!

Have you checked that all your students can see and hear you? How do you know? Ask them to type in the chat box, or raise their hand, or say ‘yes’ if they can hear you and see you. If they can’t hear you, ask them to check their audio and video settings.

Can all the students speak if they need to? Have you muted all their microphones? It is a good idea at the start of the lesson to mute students’ microphones to avoid unnecessary noise.

Do the students have their webcams switched on, if they have them?

Procedure
**1. Warmer
(2-5 minutes)**

- Show the students the opening slide with the title.
- Tell them that this lesson is about creativity and innovation

Option 1:

Ask them to type, using the chat box, the first word or phrase that they associate with 'creativity and innovation'

Option 2:

If all the students have their webcams enabled, ask them to write the word or phrase on a piece of paper (in large writing) and hold it up to their webcam, so you can see all of them

**2. Lead-in
(5–10 minutes)**

- Show the students slide 2.
- Ask them to look at the list of activities and decide on their own which ones involve being creative. Give student 3-4 minutes for this.

Feedback
Option 1:

If you have the option of using 'breakout rooms' (where students work separately in smaller groups), put them into small groups of three or four. Ask them to discuss their answers in their groups. Join each group for a short time and monitor their discussions, making a note of errors to focus on at a later stage, or examples of good language.

Option 2:

Conduct feedback as a whole group. If you have muted your students' microphones, choose a few students and unmute them one at a time. Ask them to give their answers and justify their ideas.

Option 3:

Go through each activity as a whole group. Ask 'Who thinks X involves being creative?' and ask a few of the students to say why by unmuting their microphones.

- Ask students if they think they are creative people. They can either answer in the chat, or by raising their hands (physically or virtually). With more confident groups, invite students to justify why they think they are creative, or to describe an activity where they have been creative.

**This could also be used as a writing task for homework*

**3. Reading for
gist
(10-15 minutes)**

- Show the students [slide 3](#)
- Tell students that they are going to read a text which offers some different ways to become more creative.
- Tell them that the text is divided into 5 paragraphs and they will need to match a heading to each paragraph.
- Show students the full text ([slide 4](#)). Tell them they should read the entire text first. Give them a suitable time-limit for this.

Post reading task

Show students [slide 5](#) (What do you remember?)

Option 1:

Conduct feedback as a whole group. If you have muted your students' microphones, choose students and unmute them one at a time. Ask them to say one or two things they remember from the text. Try to give as many students as possible a chance to speak

Option 2: (higher level students)

Use breakout rooms to put students into small groups. Ask groups to write a 50-word summary of the text. They should nominate one student per group to write the summary, either as Word or Google document, or a format that can be shared. They should write the names of all group members at the top of the document. Ensure that you have set up a way for students to share their work, either by email, or in a shared online folder such as Google Docs, or a tool like Padlet.

**4. Reading to
match headings
(10-15 minutes)**

- Show students [slide 6](#). Tell them you are going to show them the five paragraphs in the text and that there are two on each slide. They should read the paragraphs on the page and decide which heading best fits.
- Tell them to write their answers on a piece of paper.
- Show students slides 7-9, giving them a time-limit to read the paragraphs and write their answers. Check that everyone has finished before moving on to the next slide with the new paragraphs.
- Show students slide 10. Ask students to hold their papers up to the camera. If they don't have a webcam, tell them to write their answers in the chat box.
- Show the answers ([slide 11](#)):

**5. Vocabulary
focus
(15–20 minutes)**

- Show students slide 12 and explain that you are going to show them the paragraphs again. Students should read the paragraphs and try to identify words and phrases which have a similar meaning to the title of each section.
- Show students slide 13. Give them a few minutes to read the paragraph and identify the similar words or phrases.
- Use the 'raise hand' function, if this is available, to ask for volunteers to give you the answer. Choose one student, unmute their microphone and let them give you their answer. Ask other students if they agree or disagree. They can do this by typing in the chat box.
- Show them the correct answers on slide 14
- Ask students if the suggestion given in paragraph 1 would be useful for them. If you have a group with students who like to speak, give one or two an opportunity to say why the suggestion is or isn't useful for them.
- Repeat this process with slides 15 - 22, going through each of the paragraphs.
- When students are together in the main classroom, ask them why the author uses these synonyms and elicit that it is to avoid too much repetition. Invite them to either speak or type in the chat.

Optional activity

You could put students into groups using 'breakout rooms' and ask them to discuss what they do to help them be more creative, concentrate on study or think clearly. If you do this, make sure to visit the breakout rooms and monitor students' conversations.

Possible homework task

Ask students to think of at least one more way of expressing the ideas in the titles.

Possible answers:

A have a wander / go for a ramble

B be lost in a fantasy / be lost in thought / be building castles in the air

C find a new way of doing something / think laterally

D shake with laughter / be doubled up with laughter (both quite strong)

E racket (a loud ongoing noise) / babble(a low noise of people talking)

**5. Creativity task
(10-15 minutes)**

- Tell students that they are going to try a task to help develop creativity.
- Show them slide 23 with the instructions. Wait until all students have drawn their squares and check that they haven't started by asking them to show their papers to the camera.

- Time them for three minutes while they doodle on the squares.
- Stop them after the three minutes and show them slide 24.
- Ask them to discuss the questions. This speaking activity would work best if you are able to use breakout rooms to put students in groups. Again, monitor the groups, making a note of good language usage and errors. If you are not able to put students into groups, conduct a whole class discussion making sure to mute the microphones of students who are not speaking.

Adapted for online teaching from the lesson written by:

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