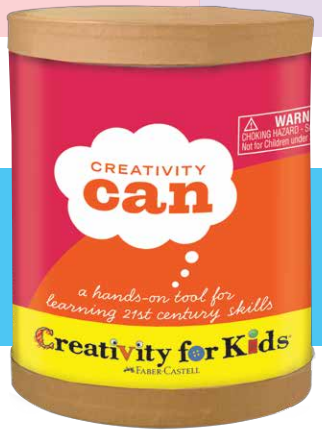

"You can create!"

Creativity for Kids
FABER-CASTELL

Suggested Implementation

Open-ended, Creative Problem-solving

A Hands on Tool for Learning 21st Century Skills

Before opening Creativity Can:

Set the Stage with a group conversation about creativity:

-What is creativity? -Why does it matter? -How is the world better because of it? Ask for examples; ask students how they are creative.

Encourage children to be as creative as they can be, express their own ideas, use their imaginations and have fun! Remind them there is no "right or wrong" way to create!

Before:

- Have available construction paper for desk mats (*for easier clean up)*
- Have scissors available for student use
- Gently shake the Creativity Can
- Identify the shape of the Creativity Can (cylinder)
- Predict items in the Creativity Can (optional: write predictions on post-it notes/index cards)
- Listen for sounds of objects (students can compare predictions)

During Creativity Exploration:

- Teachers collect the "salt packs" and discard
- Point out sticky tabs and sticker paper
- Have students display all objects in the Creativity Can on their desk
- Give students time to explore possible uses of items before they design
- Use the items in the Creativity Can for open-ended creativity
- Allow for the sharing and trading of materials as needed

After Construction:

- Encourage students to share their creations with the class (communication skills)
- Reflect on the social skills that were used during creativity/sharing time
- Reflect on how being open-minded to others' creations and ideas leads to a happy classroom community
- Collect unused items to be used at a later date for similar activities or have students use remaining materials at home
- Have students write about how they created their item (expository writing)
- Write a story integrating your character (narrative writing)
- Reflect on how they could improve their design and what they would have done differently (STEM)
- Order and plan your next creative experience

Let the imaginations run wild!

Share your ideas and pictures on Twitter, Instagram, and Facebook using #creativitycan

Curriculum Connections credited to K-12 International Baccalaureate Educators Melissa Garcar, Leslie Garrett, and STEM Program Specialist Jacquelyn Taylor

Item # 3911000

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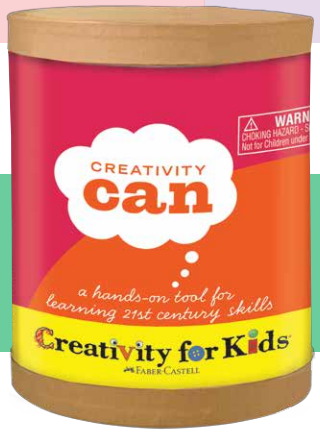

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Curriculum Connections

Open-ended, Creative Problem-solving

Suggested Curriculum Connections

Language Arts:

- Read books about creativity
- Use self-selected literature (student or teacher) to guide the activity
- Create a character for a story you are reading and writing (narrative)
- Write a story integrating your character (narrative)
- Write about how you created your item (informational/expository)
- Defend your creation (opinion)
- Engage in collaborative discussions (speaking and listening)
- Ask and answer questions from a speaker (speaking and listening)
- Tell a story or recount your experience (speaking and listening)
- Put on a puppet show or play using the creations (narrative, speaking)

Social Studies:

- Explore wants/needs, produce/consume, resources (economics)
- Make decisions based on availability/scarcity of resources; consider costs and benefits (economics)
- Barter and trade (economics)
- Follow directions and rules (government)

Mathematics:

- Sort/classify, compare, contrast, count, describe materials
- Measure pieces using metric or customary units; make conversions
- Create arrays to reinforce fluency of multiplication and division facts
- Model fractions using the Creativity Can contents; reduce fractions
- Identify and describe 2-dimensional and 3-dimensional shapes
- Describe attributes of the Creativity Can contents
- Count and compare numbers

Science:

- Design a creation based on basic needs or necessary adaptations for a specific environment
- Create an object that allows for motion
- Make a model of a concept being discussed in the classroom (STEM/design)

Social Skills:

- Collaborate on a story using creations
- Reflect on how to be a problem-solver
- Reflect on how to be open-minded

Content Standards: Many standards align with these activities. The following are suggestions.

	ELA	Mathematics	Science	Social Studies
K	W2, 3; SPL1, 3, 5, 6; LVA1	CC1, 4, 5, 6; OAT5; MD1, 2, 3; G1, 2, 3, 4, 5, 6	Life Physical	Government Economics
1	W5, 7; SPL1, 2, 3, 4, 5, 6; LVA 5, 6	OAT5, 6; NO1, 2, 3, 5, 6; MD1, 2, 4; G1, 2		
2	W1,2,3,5,6; SPL1,2,3,4,5,6	OAT3, 4; NO5; MD1, 2, 3, 4, 9, 10; G1		
3	W1, 2, 3, 4, 5, 6; SPL1, 3, 4, 5, 6; LKL3	OAT1, 3, 6, 7; NOBT2, 3; NOF1, 2; MD3, 4, 8; G1, 2		
4	W1, 2, 3, 4, 5, 6; SPL1, 3, 4, 5; LC1, 2; LKL3	NOBT4; NOF1, 2; MD1, 3, 4, 5; G1, 2, 3		
5	W1, 2, 3, 4, 5, 6; SPL4, 5, 6; LC1, 2; LKL3	NOF1, 2; MD1, 2, 3, 4, 5; G3, 4		

Standards Key:

- **ELA:** W- writing; SPL- speaking and listening; LVA- language: vocabulary acquisition; LKL- language: knowledge language; LC- language: conventions
- **Mathematics:** CC- counting and cardinality; OAT- operations and algebraic thinking; MD- measurement and data; G- geometry; NO- numbers and operations; NOBT- number and operations: base ten; NOF- numbers and operations fractions

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