



"You can create!"

**Creativity
for Kids**
by FABER-CASTELL

Suggested Implementation

Open-ended, Creative Problem-solving

A Hands on
Tool for
Learning 21st
Century Skills

Before opening The Big Creativity Can:

Set the Stage with a group conversation about creativity and teamwork:

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

What does it mean to be a part of a team?

What does collaboration mean?

How can a team solve a problem?

Before:

- Have available construction paper for desk mats (*for easier clean up*)
- Have scissors available for student use if needed
- Identify the shape of the The Big Creativity Can (cylinder)
- Gently shake the The Big Creativity Can and listen for sounds of objects (compare predictions)
- Predict items in The Big Creativity Can (optional: write predictions on post-it notes/index cards)
- Review the design cycle (investigate, plan, create, evaluate)

During Exploration:

- Teachers collect the "salt packs" and dispose
- Point out sticky tabs and sticky paper and other key items
- Have teams display all objects in The Big Creativity Can on their desks
- Use the items in The Big Creativity Can for open-ended creativity or specific design challenges (present the challenge)
- Give teams time to explore possible uses of items before they design
- Allow for the sharing and trading of materials as needed

After Construction:

- Allow teams to share their creations with the class (speaking and listening skills)
- Reflect on how they could improve their design and what they would have done differently
- 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
- 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
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Curriculum Connections

The Big Creativity Can encourages collaboration, communication, critical thinking, and creativity.

Suggested Collaborative Engagements 21st Century Learning Skills

- Focus group lesson on the skills of compromise and persuasion.
- Divide students into small groups.
- Introduce The Big Creativity Can contents.
- Prior to challenge, allow teams to view contents of The Big Creativity Can and discuss potential designs. Permit each team member to bring an item from home to add to supplies.
- Introduce students to a design challenge. Use constraints in the design challenge model to encourage critical-thinking skills (create something that: is a means of transportation, moves under water/floats, solves a problem, uses a set number of pieces, etc.).
- Allow a set amount of time for students to collaboratively create.
- Reassemble class and share designs. (Optional: Students will defend why their design best meets the set criteria.)
- Use technology to tell the story of the design (animate, movie-maker, slide show, etc.)
- Create a marketing pitch to sell the creation.

Best practice* Consider using The Big Creativity Can in small groups of 3-6 students.

Content Standards: although 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