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GLOBAL TEACHERS' FESTIVAL 2024
19th February – 1st March

Ideation in the YL Classroom:
Generating, Developing and Sharing Creative Ideas

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Sarah Smith and Sea Steele

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Look at these creative tasks!

Kids Can! Project
What do monsters look like?
1 Be creative Prepare your monster mask.
1 Colour the parts of the body.
2 Cut them out.
3 Stick them on your mask.

3 Write your favourite month in code.

3 Be creative Create and write about your special street. Give it a name.
Plan / Draw / Write / Practise / Share
Teacher Resource Centre: Unit 3
Tell your family about your special street.

2 Draw your favourite weather. Say.
Your turn!
My favourite weather is …

Curious Kids, Activity Books 1 & 4, Pupil's Books 1 & 4, Macmillan

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Let's do the task!

2 Draw your favourite weather. Say.
Your turn!
My favourite weather is …

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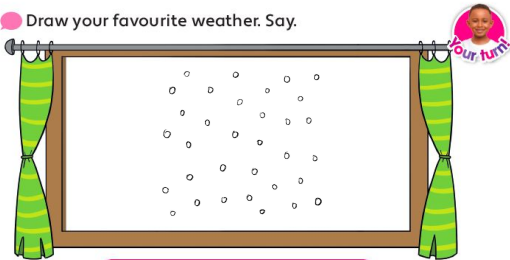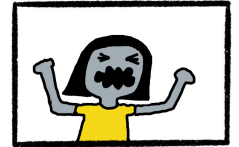
When we focus on the final creative product, some children…

…produce a quick product to please the teacher.
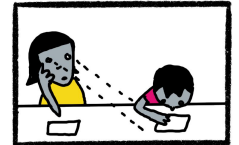
…copy their classmates.

…don't know where to start/can't think of ideas.

…seem reticent or feel frustrated they can't do it.

(Berry 2020)

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The focus is here…

…but really the focus should be here…

the ability to create something new **(creativity)**

the creation of new ideas **(idea generation or ideation)**

(Pang, 2015)

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What is ideation?

It is the creative process of **generating**, **developing**, and **communicating** new ideas. Ideation is **all stages of a thought cycle**, from innovation, to development, to actualization. (Berry 2020)
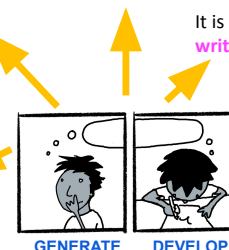
Idea generation is "the **creation** of **new** and potentially **useful ideas**." (Gibson & Mumford 2013)

It is a vital stage of the Design Thinking Process. To ideate is a **non-linear process** that **challenges assumptions**, helps us to **observe**, **question problems** & **generate new ideas and concepts**.
(Interaction Design Foundation)

It is expressed through **graphical**, **written** or **verbal** methods.

It helps **'out-of-the-box' thinking** & is a way to tackle **creative tasks**.

Not all ideas that are **generated** are creative – but they have the **potential to be developed**.
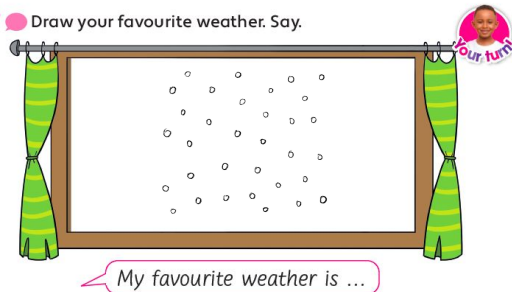
GENERATE   DEVELOP

How do we help our YLs

generate,   develop   &   communicate/share ideas?

The original task

2 Draw your favourite weather. Say.

My favourite weather is …

Generate

The task: Draw & write a poem about weather

Choose **one** of the pictures.

What sounds do you hear? Don't write the thing that makes the sound, just the sound itself.

Develop

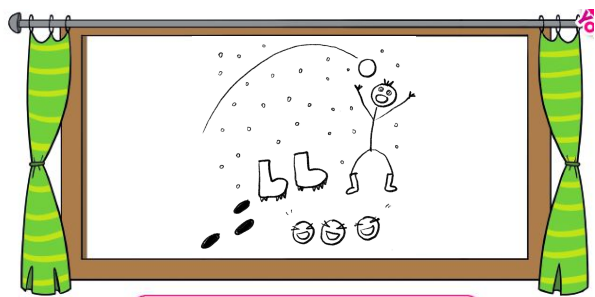Now, the students use these sounds to make a poem.

**Flump, flump, flump
WHOOOSH
Blap!**

**Oi! Ouch!
Hahahahahaha**

**Crunch, crunch, squeak
Brrrrrrrrrrrrrrrrrrr**

Develop

The learner uses their poem to illustrate their weather.

Communicate

1. Collect all the pictures and display them where all the students can see
2. Put students into small groups
3. Students read out their poems and the others in their group need to match it to the correct picture, and say why they chose it
4. Students could even tell a story using their illustrations.

How did we help our YLs

generate, develop & communicate/ share ideas?

Flump, flump, flump
WHOOOSH
Blap!

Oi! Ouch!
Hahahahahaha

Crunch, crunch, squeak
Brrrrrrrrrrrrrrrrrrrr

⟲ Generate

The task: **Design a piece of jewellery/accessory to raise money for a local animal shelter**

1. Tell students to bring something to class they found in nature e.g. a shell, a leaf, a stone, etc.
2. Help the learners really observe their object by giving them time to record their answers to the following in their notebooks:
   - What colour(s) is it?
   - How does it feel?
   - Look at it from different perspectives, how does the shape change?
   - What happens if you cut it/smash it/squeeze it, repeat the shape, etc.?

⟲ Develop

1. Put the students in pairs and ask them to share what they recorded – they can also add anything their partner thinks about their object to their notes
2. Students then choose some words, shapes and ideas (from their notes) to develop an idea for a piece of jewellery/accessory to raise money for their animal shelter – they work on their designs individually, but are encouraged to talk to their partner and tell them what they're thinking and ask for their advice/thoughts.

Why don't you…?

I think that's a great idea!

How about you…?

I like it!

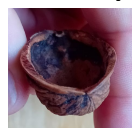Hmmm, what about you…

I'm thinking of…

⟲ Communicate

1. Divide the students into As and Bs
2. As display their jewellery designs around the classroom and stand next to them
3. Bs visit each student A
4. As share what their jewellery is, and how they developed their ideas on their creative journey
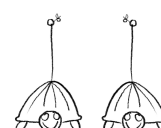5. They then swap so Bs share.
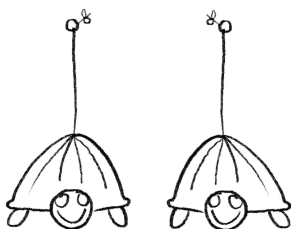
How did we help our YLs

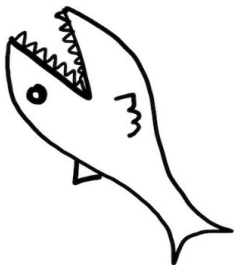

generate, develop & communicate/ share ideas?

Why don't you…?

I think that's a great idea!

How about you…?

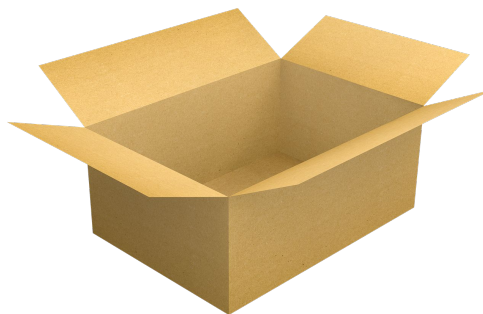I like it!

Hmmm, what about you…

I'm thinking of…

Generate

The task: To tell a story using a cardboard box

Start by giving students a non-descript doodle/shape. Ask them to imagine what it could be and then they draw on it.
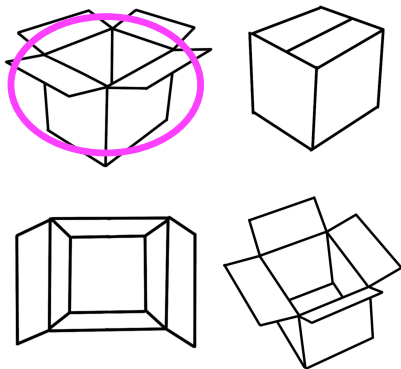

What's this?

Generate

Give each student these 4 pictures of cardboard boxes from different perspectives.
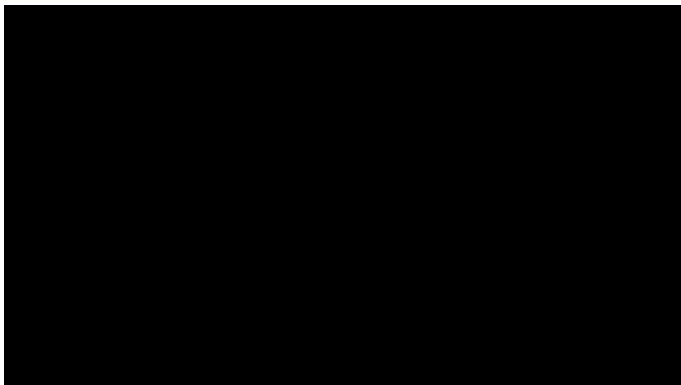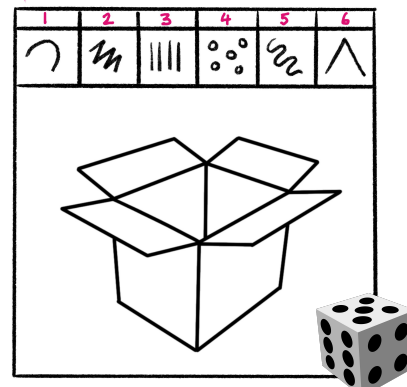
They need to choose one.

Generate

Put students into groups of 4.

They take turns to throw the dice.

They need to add to the box with the shapes/lines/squiggles that correspond to the number.

This also teaches children to be flexible when their original ideas are different from what they first imagined.
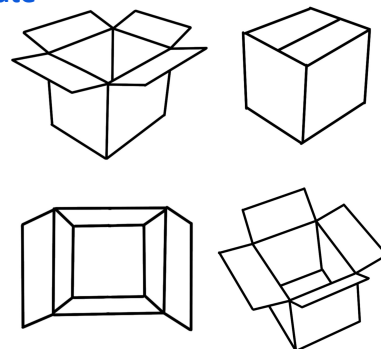

Develop & Communicate

Now the children (still in their groups) choose a drawing that they started to work on together with the dice – one each.

They spend time developing their drawing.

After they have finished their drawing, in groups they practise…

What is your box?
*It's not a box, it's a …!*

Communicate

1. Tell students to put their drawings in the centre of the table
2. Together they need to develop a story that uses all the drawings on the table
3. This could be spoken or written (depending on age and level)
4. If your learners are low-level language learners, scaffold this with some language input and/or prompts to develop a story e.g., characters, problem, etc.
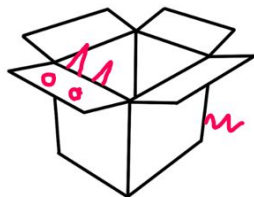
How did we help our YLs

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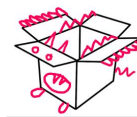
storytelling

Summary

- Creative thinking is about the process rather than just the product
- Helping our students generate and develop ideas reduces the pressure on learners to produce a final creative task
- By focusing on this ideation stage, learners also have the appropriate scaffolding to carry out the tasks we give them
- By helping learners to generate and develop ideas, they will have more to share/communicate, and therefore use the language more meaningfully

References

- Interaction Design Foundation - IxDF. (2016, June 5). What is Ideation?. https://www.interaction-design.org/literature/topics/ideation
- https://www.developmentalpathways.com/ideation Berry, R (2020)
- https://www.youtube.com/watch?v=svlNiELjDao&ab_channel=ReadAloudChildrensBooksAndFunStuff
- McGlashan, A. (2007). *Know How: A Pedagogic Approach to Encourage Creative Ideation in Classroom Technological Practice.* University of Auckland
- Gibson, C & Mumford, M. D. (2013). *Evaluation, Criticism, and Creativity: Criticism content and effects on creative problem-solving.* Psychology of Aesthetics, Creativity & the Arts, 7, 314-331
- Pang, W. (2015). *Promoting Creativity in the Classroom: A Generative View.* Psychology of Aesthetics, Creativity & the Arts, 9, 122-127

Thank you!

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Sarah Smith and Sea Steele