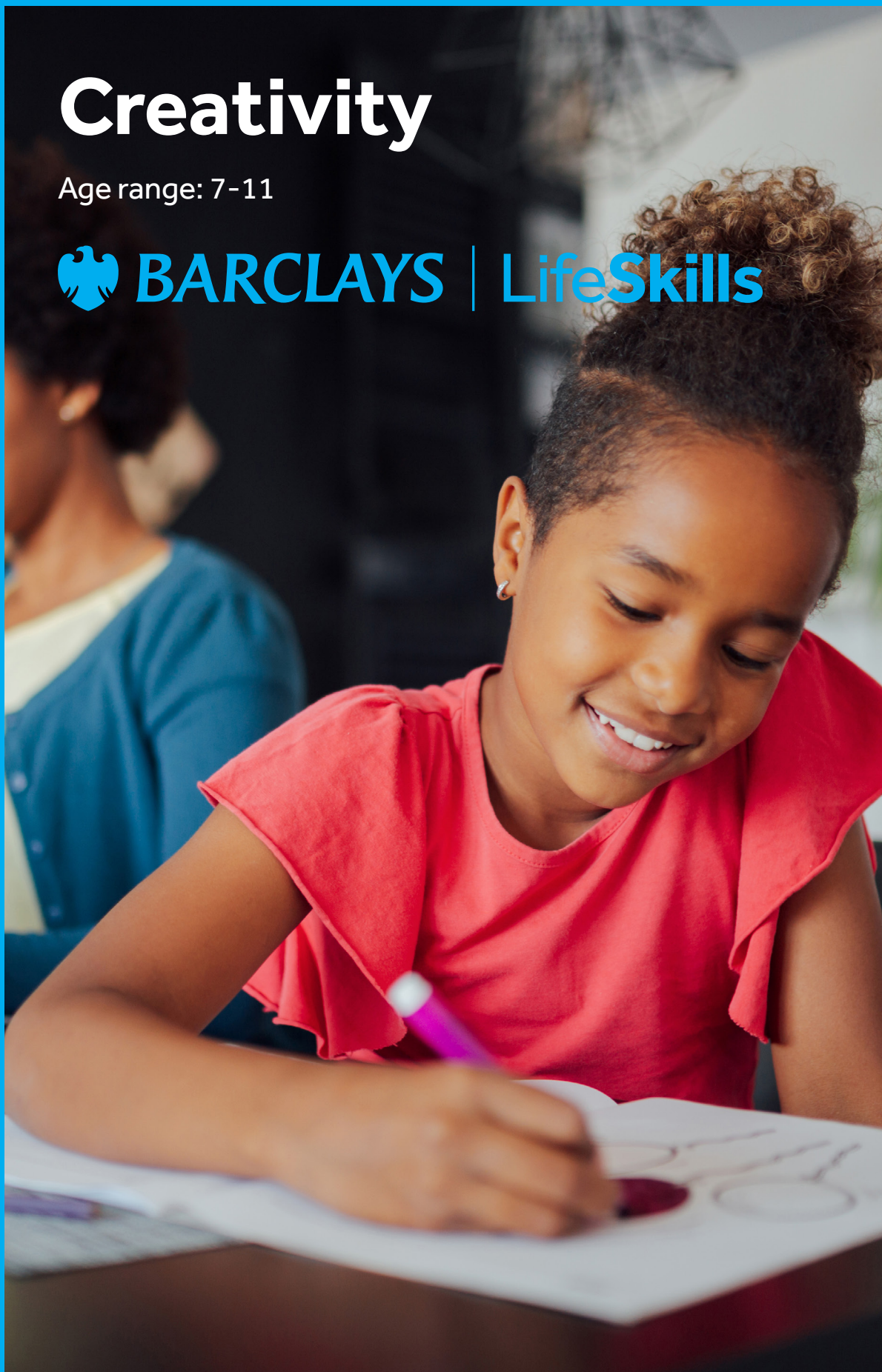




Creativity

Age range: 7-11

 **BARCLAYS** | LifeSkills



Session overview

Time	Key learning outcomes	Resources
10-60 mins	By the end of the activity students will be able to: <ul style="list-style-type: none"> Explain the skill of creativity Understand why creativity can be helpful in the workplace Discuss how they can show creativity at school, home or at after school clubs 	<ul style="list-style-type: none"> Creativity slides

This lesson has been developed for pupils aged 7-11, to help them understand the importance of creativity both throughout education and in the world of work. Through case studies, class discussions and an activity, pupils will start to understand how they can show creativity at home and at school. Completing this lesson supports The Skills Builder Framework for creativity. The session can be delivered as a stand alone lesson to focus on this particular skill, or as part of a series. The Barclays LifeSkills programme has a [core transferable skills toolkit](#) containing seven lessons for seven different skills for the primary age group which can be delivered in any order.

To complete the activity within this lesson, you will need to provide your class with some basic equipment: dice, counters, stopwatch/timer, pens and paper.

Contents

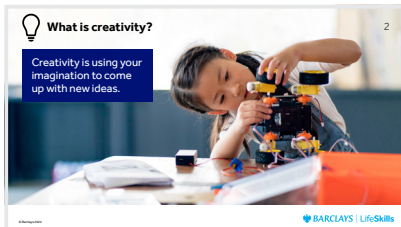
Activities	Time	Page
Activity one: What is creativity?	10 mins	3
Activity two: Game design	20 mins	3
Activity three: Case studies	30 mins	4

Word bank

- Advertising:** Type of communication which usually aims to sell users a product or service
- Company:** A business
- Garden designer:** Someone who designs green spaces
- Industry:** Types of organisations, for example the education industry
- Statue:** A 3-D piece of art, usually in the shape of a person or animal
- Skills:** The things you're good at, for example listening, being creative
- Sustainability:** Small changes we can make to look after the planet

Activity one

What is creativity?



Creativity

- Steps 0-2 of the Skills Builder Framework for creativity

Start by showing your pupils this [short animation](#) that outlines the set of core transferable skills which the LifeSkills programme focuses on. Teamwork is also included in this animation as the eighth transferable skill. Instead of showcasing this skill in a separate lesson, we embed it throughout the other core transferable skills lessons.

What's special about these skills in the world of work is that they can be used in any industry and almost any job.

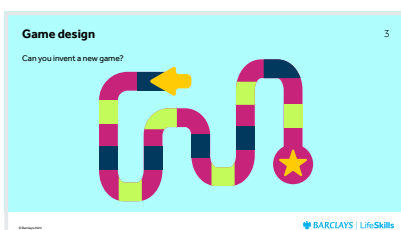
Young people can develop these skills at home, in school and in clubs they attend. As they are likely to carry out a number of different roles throughout their working lives, it's important they recognise how they can transfer these skills from one setting to another, especially as they move from education into work.

Show slide 2 and discuss the following definition of creativity: using your imagination to come up with new ideas.

It may also be useful to outline the Skills Builder Framework definition: The use of imagination and the generation of new ideas. Ask pupils to think about why it's important and how they might show it already at home, school or at an after school club. If you are working with younger pupils or those who need more support, you could use the example of drawing, writing stories or making up games to play at breaktime.

Activity two

Game design



Creativity

- Steps 3-8 of the Skills Builder Framework for creativity

Move onto **slide 3**. If you are working with a younger age group, we recommend completing this activity as a class. Older pupils or those who can work independently can complete it small groups.

Provide each group with some everyday equipment, e.g. dice, counters, paper, pens, stopwatch/timer. Ask each group to invent a short new game that they could play as a class. The game must be new, rather than a copy of an existing game, so pupils must use creativity and the equipment they have access to.

They will also need to provide instructions/rules for the game and be able to clearly explain to someone else how to play the game they've created. If working in small groups, each group can then play a game another group has created (you may want to wait until the end of the lesson to do this).

How did pupils approach the task?

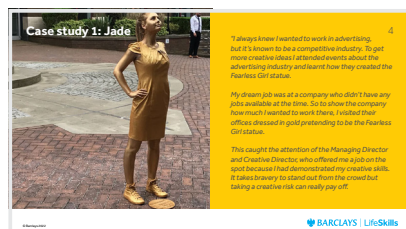
Did pupils come up with lots of different ideas?

Can pupils think of how using a mind map could help them to think of different ideas?

Activity three: Case studies

In this section you will find a written and a film case study that help demonstrate the skill of creativity. You could use both case studies, or just one depending on what you think will work best for your class. Discussion prompts for each case study are differentiated so that you can pick the most appropriate ones for your pupils.

Case study 1: Jade



Creativity

- Steps 6-9 of the Skills Builder Framework for creativity

Jade works in advertising. Ask your class if they know what advertising is. Explain that it's a type of communication which usually aims to sell the users a product or service, like TV or radio adverts. Discuss what someone working in advertising might do in a typical day at work, e.g think of new ways to advertise a product, pitch an idea to a client.

You might also want to explain what the 'fearless girl' statue is, this is a statue in New York that was unveiled for international women's day and aims to promote female empowerment.

"I always knew I wanted to work in advertising, but it's known to be a competitive industry. To get more creative ideas I attended events about the advertising industry and learnt how they created the Fearless Girl statue."

My dream job was at a company who didn't have any jobs available at the time. So to show the company how much I wanted to work there, I visited their offices dressed in gold pretending to be the Fearless Girl statue.

This caught the attention of the Managing Director and Creative Director, who offered me a job on the spot because I had demonstrated my creative skills. It takes bravery to stand out from the crowd but taking a creative risk can really pay off."

Show **slide 4** and work through the below discussion prompts with your class. You can either complete them as a class, get pupils to discuss in pairs or small groups, or ask pupils to write down their thoughts individually.

Discussion prompts for younger pupils or those that need more support:

- Explain to pupils how Jade has shown creativity, for example she has thought of a creative idea to make her stand out

Can you think of times when you have shown creativity?

Discussion prompts for older pupils or those who need less support:

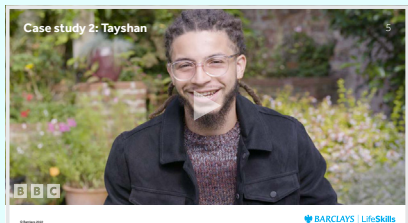
Why do you think Jade's creative idea worked well?

What could you do to develop your ideas? For example, create a mind map, talk them through with someone else, test them to see what went well or what could be improved

Can you think of what questions you could ask yourself to help improve your ideas?

Activity three: Case studies

Case study 2: Tayshan



Head over to the BBC Bitesize website to watch its film, as a class, about Tayshan who is a garden designer, by clicking [here](#) or by clicking the link on **slide 5**.

Before playing the film, you may want to discuss some background to this job with your class, for example explain how someone in this role might complete tasks such as planting flowers, designing a garden layout, taking care of plants to help them grow.



Creativity

- Steps 6-10 of the Skills Builder Framework for creativity

Work through the below discussion prompts with your class.

Discussion prompts for younger pupils or those that need more support:

- Explain to pupils how Tayshan has shown creativity in his job, for example by thinking of a solution to the lack of green space in his local community by designing a garden

How do you know if an idea will make something better or not?

Why is being creative important for this job?

Discussion prompts for older pupils or those who need less support:

How does Tayshan show creativity in his job?

Why do you think creativity is an important skill for this job? For example, involves thinking of new ways to encourage people to spend time outdoors

Why is creativity an essential skill in jobs relating to sustainability and the environment?

Why is it important to think about how your ideas might affect other people?