



# Creativity

Age range: 11-19

 **BARCLAYS** | LifeSkills



# Session overview

Time	Key learning outcomes	Resources
50-65 mins	By the end of the activity students will be able to: <ul style="list-style-type: none"> <li>Explain and identify how creative skills can be useful at school and work</li> <li>Demonstrate ways of working together to come up with innovative ideas</li> <li>Use different tools and methods of creative thinking to find solutions</li> </ul>	<ul style="list-style-type: none"> <li>Creativity student worksheet</li> <li>Creativity presentation slides</li> </ul>

Remember that you can refer to the guiding principles for establishing a safe learning environment in the Appendix section of the LifeSkills content guide. This includes suggestions for signposting students to further support. The content guide can be downloaded [here](#).

Please note you will need:

- Two containers to hold options from activity one
- Pens and scrap paper
- Flip chart or white board

## Contents

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# Introduction to transferable skills

Economic, societal and technological forces are changing the world of work, and skills like staying positive (resilience), problem solving, creativity and leadership are becoming increasingly valuable to employers. Your students may already possess some of these core transferable skills but by improving them and developing others, they can be better prepared for the future workplace. By delivering each of the skill-based lessons in this suite you can encourage growth in all these areas or focus in on the ones your students need most.

- If this is the first LifeSkills lesson you have delivered with this group start by showing students **slide 2** which features each of the core transferable skills at the heart of the programme. Go through each skill and ask students if they can offer definitions (provided below), examples of these skills in action or explain how they might work together, for example being proactive to solve a problem
- If you have already introduced all these skills to the group and why they are all important, move on to the next step to explore the specific skill for this lesson in more detail. Use **slide 3** to focus in on the skill of Creativity and explain how the activities in this lesson help them work towards specific steps of the Skills Builder Framework

## Core transferable skills



**Problem solving** skills are about the ability to find a solution to a complex situation or challenge, often using analytical thinking to come up with a methodical approach or break a problem down into parts



**Creativity** is the use of imagination and the generation of new ideas, and building the confidence to improve these ideas on your own and by collaborating with others



**Listening and speaking (communication)** is about receiving and retaining information, persuading and influencing others, and using critical thinking skills to evaluate different perspectives



**Leadership** is about recognising your own strengths in order to best support, encourage and motivate others to achieve a shared goal



**Aiming high (being proactive)** is the ability to set clear goals and prioritise tasks to achieve them, as well identifying when to take the initiative instead of reacting to external events



**Staying positive (resilience)** is about the ability to use tactics and strategies to overcome setbacks and achieve goals



**Adaptability** is having the skills to cope and thrive in response to changes and challenge



**Teamwork** is an important skill used when working with another person, or people in a group

# Introduction to transferable skills (cont'd)

- The Skills Builder Framework, developed by the Skills Builder Partnership, provides a shared language and common expectations for eight essential skills: Listening; Speaking; Problem Solving; Creativity; Staying Positive; Aiming High; Leadership; Teamwork. LifeSkills content on transferable skills can be used to support a young person's progression through each of the essential skills, providing a relatable, real-world employability context and this relationship is indicated in brackets above
- LifeSkills lessons always include the opportunity for young people to work in groups and share ideas, as well as providing context for the importance of effective teamwork in the workplace. Look out for the teamwork icon in this lesson and throughout the core transferable skills content



## Optional

The Skills Builder Framework provides measurable steps for eight essential skills and can be used in combination with this lesson to support your students' progress.

Skills Builder also offer a student Self-Assessment Tool, which helps learners to reflect on their own skill strengths and areas for development. This and other resources can be accessed on the Skills Builder Hub ([skillsbuilder.org/hub](https://skillsbuilder.org/hub)).



# Activity two

## Creating memories (11-16)

### 1. Discuss students' most memorable lesson

- Ask students whether they agree being creative made it a memorable experience/lesson
- Share the LifeSkills definition of creativity: the use of imagination and the generation of new ideas
- Explain to students that creative skills are transferable across all aspects of life including school, college and work

### 2. Generate creative ways to remember things

- In groups, ask students to think of something they learnt recently that they need to remember, maybe for an upcoming test. Examples could be
  - Causes of the First World War
  - Different foods in French
  - Elements on the Periodic table
- Challenge them to come up with the most creative way of helping the rest of the class remember this topic or information – it could be a song, a dance, a video, a play, a poem, a picture etc
- Give students five to ten minutes to think about and plan their creative activity before asking each group to teach it to the class

### 3. Reflect on the ideas shared by the group

Encourage students to discuss the different methods used by the groups to present to the class

**Why did they choose this method?**

**What were the pros and cons of using different creative methods? What tools might have supported them to explore ideas further?**

**Did the group use any other skills as part of their activity?**

**Can they think of when being creative at work might help teams work well together and help them achieve their goal?**

**Have they had any experience of supporting someone else to be creative?**

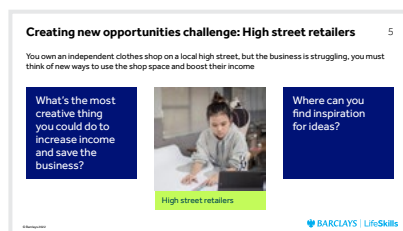
- This activity aligns with step 13 of the Skills Builder Framework for creativity

# Activity three

## Creating new opportunities (16-19)

### 1. Explore how creative thinking can boost business success

- Start by dividing students into groups and share that they will be exploring how creative thinking can boost business success
- Give the class the example of Churchfields Farm and let them explore the website and see how many examples of creativity they can find. If they need prompting, suggest some of the following:
  - Starting to make ice cream
  - Creating an adventurous cheese flavour ice cream to get publicity
  - Using their buildings for weddings
  - Using their fields for running events
- Explain that sometimes businesses must think creatively when they face challenges
- Share that dairy farmers have struggled a lot with the lower prices they are paid for milk so often have to think of new ways to boost their income using the assets they have
- Explain that when facing certain challenges, thinking creatively may involve being innovative and taking a risk



### 2. Try the high street retailers challenge

- Set students a challenge that businesses in another industry face, where they must be creative to diversify their income streams
- Challenge: High street retailers (**slide 5**)
  - Students should imagine they own an independent clothes shop on a local high street, but the business is struggling, and they need to think of new ways to use the shop space and boost their income
  - For students needing extra inspiration they can search online for ideas
  - If they need prompting suggest the following: could they rent part of the space to another company, could they hold after hours events?

**What's the most creative thing they could do to increase their income and potentially save their business?**

# Activity three

## Creating new opportunities (16-19) (cont'd)

Creative thinking methods		
<b>Method 1</b> <ul style="list-style-type: none"> <li>Each member has one minute to think of quickfire suggestions individually</li> <li>Be as outlandish and creative as you want and push boundaries</li> <li>When each member of the group has shared their suggestions, review and filter them down to the best ones</li> <li>Build on these ideas and present as a solution</li> </ul>	<b>Method 2</b> <ul style="list-style-type: none"> <li>From a hat, each member picks a piece of paper with the name of a famous person</li> <li>Each member should channel that person when putting forward their ideas               <ul style="list-style-type: none"> <li>E.g. what would a world leader do? What would an influential celebrity do?</li> </ul> </li> <li>All ideas should be reviewed by the group to decide which they think is strongest to develop into a presentation</li> </ul>	<b>Method 3</b> <ul style="list-style-type: none"> <li>One person starts off with an idea</li> <li>The next person has to add a creative idea to further develop the concept</li> <li>Once the idea has circled the group, a new person starts with a different idea to develop in the same manner               <ul style="list-style-type: none"> <li>This can be done on paper or verbally</li> </ul> </li> <li>Review the ideas and decide which are the best to take forward and present</li> </ul>

### 3. Explore different creative thinking methods

- To help students develop their creative thinking skills allocate to each group one of the three different creative thinking methods on **slide 6** to complete the task:
  - Each member of the group is given one minute to think of quickfire suggestions individually. They can be as outlandish and creative as they want and push boundaries. When each member of the group has shared their suggestions, students within the group review and filter them down to the best ones to build on and present as a solution
  - From a hat, each member of the group picks a piece of paper with the name of a famous person. Each student should channel that person when putting forward their ideas, helping them to think boldly and from a different perspective e.g. what would a world leader do? What would an influential celebrity do? All ideas should be reviewed by the group to decide which they think is strongest to develop into a presentation
  - One person in the group starts off with an idea and the next person has to add a creative idea to further develop the concept. Once the idea has circled the group, a new person starts with a different idea to develop in the same manner. This can be done on paper or verbally and the range of ideas produced can be reviewed to decide which is best to take forward and present
- Once completed, ask groups to feedback their potential solution ideas to the rest of the class
- Hand out the **Creative thinking methods worksheet** detailing further options for creative thinking methods students can use in other instances they need to think creatively in addition to the options above
- This activity aligns with steps 10-11 of the Skills Builder Framework for creativity

### 4. Discuss these reflection questions

How would they get others to buy into their idea?

How thinking about the perspective of a famous person or world leader lead to different ideas?

How can you make sense of different perspectives?

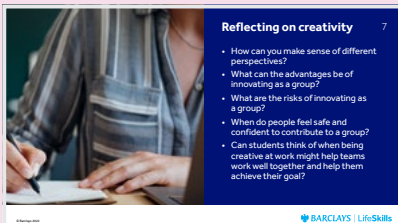
What can the advantages be of innovating as a group?

What are the risks of innovating as a group?

When do people feel safe and confident to contribute to a group?



# Summary



- Finish the lesson by encouraging students to think of situations where they could, or do use, creative skills outside the classroom. These may be related to specific creative talents they have, but could also include:
  - The way they approach challenges and setbacks
  - Thinking differently about situations
  - Bringing alternative ideas and suggestions to discussions
  - Ways of doing or seeing things differently to others
  - Participating in social action
- Ask students to reflect on why it is helpful to recognise when they are being creative. Explain that employers are looking for this skill so it's helpful for them to start building examples which will help demonstrate their creativity in interviews or in the workplace
- Remind them that being creative through a hobby or interest they enjoy can help them relax and potentially fight stress
- This activity aligns with step 7 of the Skills Builder Framework for creativity

## Try next

The Problem solving lesson ([barclayslifeskills.com/transferableskills](https://barclayslifeskills.com/transferableskills)) follows this session well, as part of approaching problems and solutions is thinking about both parts creatively.

Students can also try the [Innovation and idea generation](#) lesson, which provides further activities on how to approach things creatively and turn ideas into reality.

# Creativity

## Creative thinking methods

Next time you need to do a group brainstorm try these different methods to maximise your creativity:

1. Each member of the group is given one minute to think of quickfire suggestions individually. They can be as outlandish and creative as they want and push boundaries. When each member of the group has shared their suggestions, everyone within the group reviews and filters them down to the best one to build on and present as a solution
2. From a hat, each member of the group picks a piece of paper with the name of a famous person. Each group member should channel their famous person when putting forward their ideas, helping them to think boldly and from a different perspective e.g. what would a world leader do? What would an influential celebrity do? All ideas should be reviewed by the group to decide which they think is strongest to develop into a presentation
3. One person in the group starts off with an idea and the next person has to add a creative idea to further develop the concept. Once the idea has circled the group, a new person starts with a different idea to develop in the same way. This can be done on paper or verbally and the range of ideas produced can be reviewed to decide which is best to take forward and present
4. Everyone in the group uses sticky notes to write their ideas and sticks them onto a larger piece of paper to begin to develop how they see the project progressing – they can move them around as the ideas develop to group common themes together and draw lines or pin string between ideas that are related
5. In the middle of a piece of paper, write a central idea or topic and circle it. Members of the group then branch out different ideas that come to mind in connection to the topic and add further branches that are connected to the previous branch. When the page is filled or the number of ideas begins to slow, group members begin to compare the ideas and concepts that came from the branches and discuss which they think are worth exploring further
6. Group members discuss what is causing the problem they are trying to solve and list out how to cause further problems. After 10 minutes of listing all the factors that could cause the issue, members should start working backwards towards solving those problems, discussing and gaining different perspectives on what the solutions could be

