**LESSON PLAN : Creativity in the Classroom**

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| **Subject: English** | **Grade: 9** | **Date: 12.10.16** | **Duration:**  **50 min** |
| **Lesson Overview** | In this lesson, students will watch Ken Robinson’s TED talk ‘Do Schools Kill Creativity?’. Students will then use this video as a prompt to write to reflect on their own talents that they can use in the classroom. In doing so they will employ the grammatical constraint of formatting their sentences in the order of ‘adjective, verb, noun’. | | |
| **Class Profile** | 25 students in the class:  -17 ‘typical’ students  -8 ELL | | |

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| **Big Idea(s)** | Exploring stories and other texts helps us understand ourselves and to make connection to others and to the world. |

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| **Curriculum Competencies** | -Construct meaningful personal connections between self, text, and the world. |
| **Content** | The students will know that they have strengths to bring to the classroom. The students will know how to reflect in a personal manner to the text. |
| **Language Objectives** | Students will practice their writing skills. Students will use their previous knowledge of adjectives, verbs, and nouns to construct sentences using all three of these grammatical terms in sequence. |

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| **Materials and Equipment Needed for this Lesson** |
| -Computer with internet connection  -Overhead projector to view video in larger format  -Paper  -Pen or pencil  Website: <https://www.youtube.com/watch?v=iG9CE55wbtY> |

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|  | **Lesson Stages** | **Learning Activities** | **Time Allotted** |
| 1. | **Warm-up** | Students settle down and take seats. Introduce TED talk and explain that class will be doing a reflective exercise afterwards. | 5 min |
| 2. | **Presentation** | Students watch Ken Robinson’s TED talk ‘Do Schools Kill Creativity?’  Students are told that they are to write a self-reflection inspired by the TED talk, identifying a strength they have that they can bring to the classroom. Constraints are that sentences must be constructed in the manner of ‘adjective, verb, noun’. Students are asked to give examples of sentences formed in this manner. | 20 min  10 min |
| 3. | **Practice and Production** | Students work on their self reflections. | 15 min |
| 4. | **Closure** | Students hand in their work on the way out of the classroom |  |

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| **Adaptations for English Language Learners** | ELL students are required to construct sentences using an adjective, a verb, and a noun but they are not required to use them in any particular order. |

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| **Assessment/Evaluation of Students’ Learning** | Students will be assessed on whether they can use the three grammatical terms appropriately and in the correct order. |

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| **Reflection** | This lesson was inspired by my own personal reaction to Ken Robinson’s TED talk. In our EPSE 308 class we touched on the idea that many students have a fixed idea of their own academic abilities and can easily separate their classmates into the ‘smart’ kids and ‘dumb’ kids and place themselves within these constructs. I connected this idea to Robinson’s talk. That is, all students have talents and I wanted each student to have the opportunity to rethink their self-perceived role in the classroom. |

Within the sphere of education and teacher training, my background and extensive study of psychology and counselling is extremely beneficial. It allows me to successfully assess motivation of students, clearly understand student development, and continuously contemplate variables. I have extensively experienced mental health issues within young people as well as the longstanding effects of abuse that may effect students. With these past experiences guiding me, I can effectively employ strategies while clearly providing supportive teaching. By continuously promoting confidence in students, I can creatively mentor them, supportively provide safe spaces, and clearly build resiliency.