Inventiveness: Creativity, Originality and Imagination

The learning outcome:

1. The desire to learn something new, questioning the topic
2. Ability and courage to associate what apparently does not fit together through an interdisciplinary approach
3. To be able to use different interpretive strategies to process information and put them into practice to construct products and ideas not yet detected

Principles of working:

1. Students are allowed to make mistakes in the process of learning;
2. Freedom of expression needs to be paired with structured stages to achieve the final outcome;
3. The process of learning and production is given higher consideration than the aesthetic features of the product itself.

Suggested Themes:

Advertisement, Behaviourism, cooking, social customs (especially if of foreign countries), comparing love poetry from different countries, tourism in my country, environment - global warming, science medicine during the world wars, It projects (for example using arduino.

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The learning outcome is better achieved if different disciplines are involved. A serious planning needs to take to place for the activities to run smoothly.

The learning outcome can also be carried out and assessed in extra-curricular activities.
Methodology to reach the learning outcome

1. **WARMING-UP ACTIVITY – PRESENTING THE THEME**
   a. start with brainstorming or use visuals (photos/magazine cut outs);
   b. Introduce the students to the topic
   c. Contextualize topic

2. **GIVE ADDITIONAL MATERIAL AND ANALYZE IT IN CONTEXT**
   a) Give guidelines
   b) Teacher and/or students carry out research and the material to class

3. **SET THE TASK**
   a) Teacher is introducing the task to the class
   b) Planning the stages to complete the task takes place
   
   The task needs to have a creative element (for example role-play, drawing, short movie, poster, creative writing, poems) and a reasoned elaboration, which can be tested orally or in the written form. The creative element can be based on individual or group work.

4. **STUDENTS DEVELOP KNOWLEDGE AND RESEARCH SKILLS**
   a) Introduce useful specific vocabulary, prerequisite
   b) Resources are shared (television, the internet, books, magazines)
   c) Feedback is given by the teacher (monitoring learning process)

   Ideally this will involve independent and class time research

5. **PRESENTATION OF THE TASK**

   Students present the creative element of the task and are tested on the reasoned elaboration.

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*The five phases should be respected as much as possible; the order of the second, third and fourth phases can be changed over to accommodate the needs of the students and of the teacher.*
### Assessment grid for Inventiveness: Creativity, Originality and Imagination

<table>
<thead>
<tr>
<th>Expectations Not Met: (each criterion is 1 point)</th>
<th>Expectation Met: (each criterion is 2 points)</th>
<th>Expectations Exceeded: (each criterion is 3 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Not all components of the task have been completed;</td>
<td>• All components of the task have been completed following instructions;</td>
<td>• All components of the task have been completed thoroughly following instructions in detail;</td>
</tr>
<tr>
<td>• New questions have not been generated;</td>
<td>• New questions on the topic have been generated;</td>
<td>• New questions on the topic have been generated, explored and attempts to find answers have been made;</td>
</tr>
<tr>
<td>• Risks have not been undertaken to carry out the task and different interpretative strategies have not been used to process information;</td>
<td>• Some risks have been undertaken to carry out the task and different interpretative strategies have been used to some degree to process information;</td>
<td>• Multiple risks have been undertaken to carry out the task and different interpretative strategies have been used to a high degree to process information;</td>
</tr>
<tr>
<td>• The process used to complete the task cannot be explained;</td>
<td>• The process used to complete the task is explained;</td>
<td>• The process used to complete the task is explained clearly</td>
</tr>
<tr>
<td>• There is no evidence of personal engagement with theme.</td>
<td>• There is evidence of personal awareness.</td>
<td>• There is evidence of deep personal awareness.</td>
</tr>
</tbody>
</table>

Expectation exceeded is from: 11
Expectation met is from: 8 points

**Any other comment:**