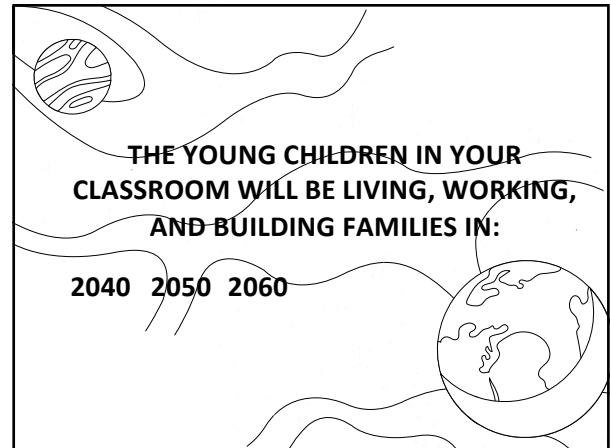


The Challenge of the 21st Century: Nurturing Young Children to be Creative Communicators, Collaborators, and Critical Thinkers

Dr. Rebecca Isbell
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Challenges in the 21st Century

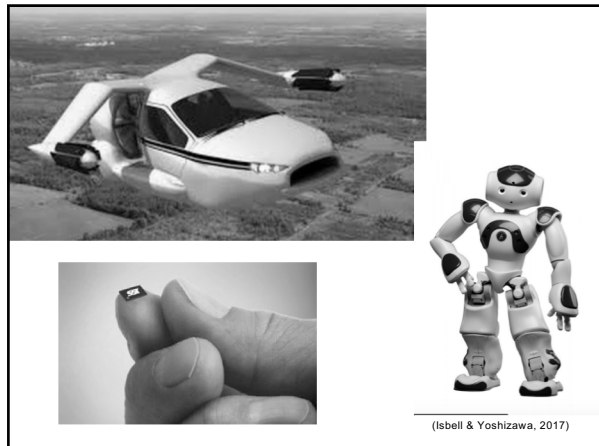
The children in our classroom will live in a very different world than today.

2

Some Reasons

- Expanding amount of new information.
- Adapting to the changing environment.
- Increased understanding of brain development.
- New challenges that have never dealt with before.

3



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Researchers predict that in about 12 years' time there will be **200** new professions we have not heard of.

(Business Day, 13/09/2018)

5

The Future of Jobs

- Robot Counselor
- Air Traffic Controller for Vehicles
- 3D Organ/Body Part Creator
- Trash Engineer
- Memory Creator

(World Economic Forum, Sept. 2018)

6

Bureau of Labor Statistics

- Job growth will be in services.
- Second largest job generator will be educational services after health care.
- Teachers, trainers, and mentors prepare citizens for flexible, fulfilling, and productive jobs.

(Anne Morison, Time Inc.)

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Why is
creativity
important in
today's
world?

8

Why is Creativity Important for Today's Children?

- Use varied ways to communicate
- Collaborate with diverse people on complex ideas
- Develop creative confidence to deal with issues
- Accept and take risks to make innovations



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Torrance: A Pioneer in the Study of Creativity

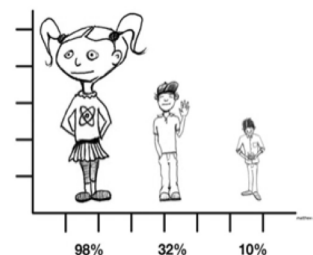
- Studied young children in his research
- Identified that 4-year old children were the most creative
- Developed Torrance Test of Creativity



Dr. E. Paul Torrance

(Fox & Schirmacher, 2015; Torrance, 1965)

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Torrance's 4 Elements of Creativity

Fluency: Generating many possibilities
Flexibility: Making adjustments and adapting from one idea to another
Originality: Forming new and unique possibilities
Elaboration: Improving and extending original ideas and concepts



(Fox & Schirmacher, 2015; Torrance, 1965)

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*At a Time When Creativity
is Most Needed, We are
Seeing a Decline*

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WHY? WHY? WHY?

- Focus on test-taking
- Increased requirements and standards
- Divergent ideas not valued
- Less time for the arts: visual arts, music, and movement
- Less opportunity for play
- Increased stress and anxiety

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Research

- Torrance Creativity Test: Scores have decreased (1998 –2008)
- Children are less expressive, less talkative, and less imaginative.
- The most significant decrease was found in the Kindergarteners (5 – 6 years old),
- Young children generate fewer and unique ideas.

(Kim, College of William and Mary, 2017)

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“We are preparing people to work in factories--NOT thinkers or problem-solvers.”

“I believe that creativity should now be a priority for education in the world.”

(Robinson, 2011)



Sir Ken Robinson

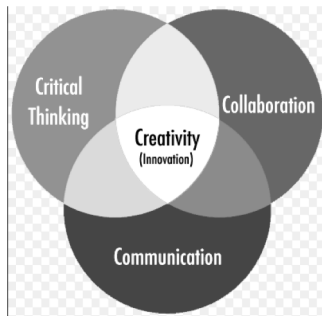
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Recognizing the Need for Creative Communicators and Thinkers

- Finland
- China
- Singapore
- Italy
- Growing Number of Countries

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The Essential 4C's in the United States



- Creativity
- Communication
- Collaboration
- Critical Thinking (Problem Solving)

(Trilling & Fadel, 2009)

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Confidence

- Willingness to Try
- Persistence
- Making Mistakes
- Taking Risks



Golinkoff, R. M., & Hirsh-Pasek, K. (2016).

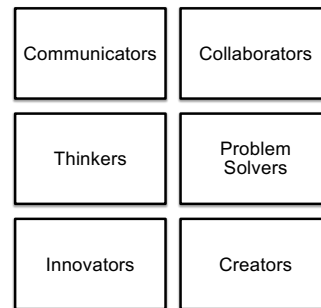
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Who has the potential to
be creative thinkers?

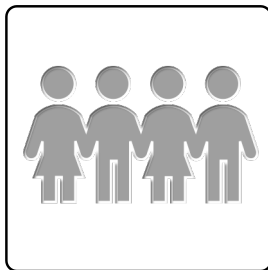
Young Children!

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In the 21st century, WE NEED:



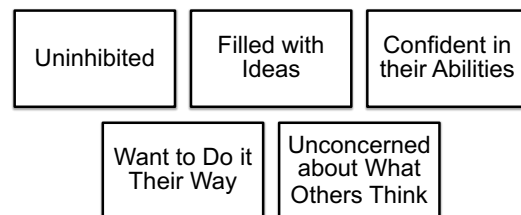
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Understanding the
Characteristics of
creative Children

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CHARACTERISTICS:



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Our Challenge:

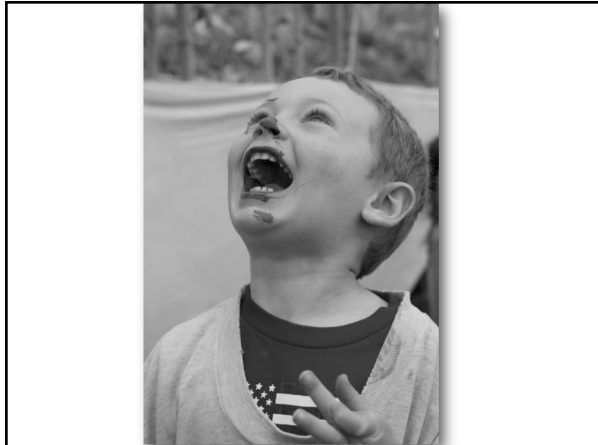
To support and nurture
children being creative

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Creative Thinkers need
Time to PLAY with:

- . Ideas
- . Materials
- . Peers
- . Possibilities

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Communicators

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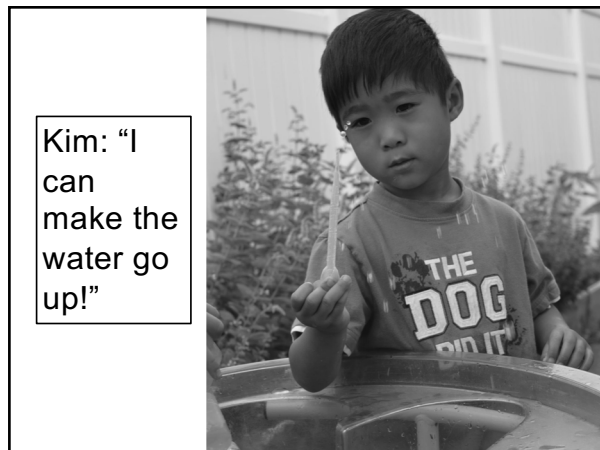
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Language Explosion

- Toddlers: 18-24 months have 25-50 words
- By 6 years of age, they can have as many as 14,000 words.

(Hoff, E. 2009. Language Development at an Early Age:
Learning Mechanisms and Outcomes from Birth to 5 years)

29



Kim: "I
can
make the
water go
up!"

30



Inventive Language

Angie: "Did you
ever notice that
our legs also
need clothes?"

Nayla: "I like your
pink one!"

Angie: "It's called
leg-scarf!"

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Playful

Ryan: "I made a
Jupiter-yarn!"
(giggles)

32



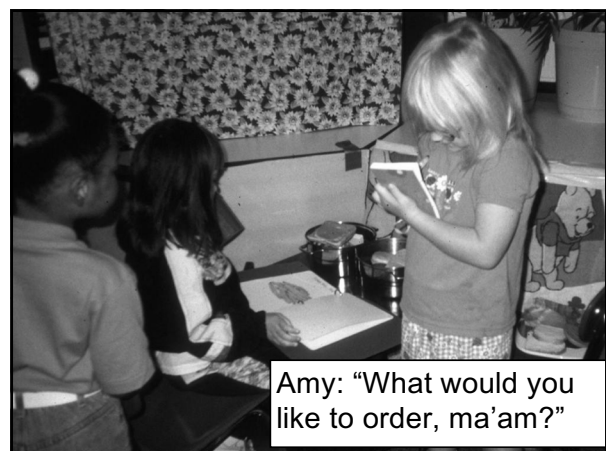
Collaborators

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Attempt to construct something unique

34



Amy: "What would you
like to order, ma'am?"

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Ali spills sand on the floor. She decides to sweep the floor on her own (independent responsibility).

Soon after, Ali's friends join in, and they decide to sweep as well (collaboration).



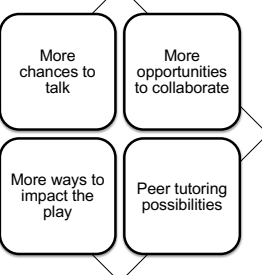
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Real Experiences: Collaboration



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Small Group: More Communication and Collaboration



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Small Group: More Language



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Music Center

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Clap, Clap, Clap Your Hands

- CLAP, CLAP, CLAP YOUR HANDS,
- CLAP YOUR HANDS TOGETHER.
- CLAP, CLAP, CLAP YOUR HANDS,
- CLAP YOUR HANDS TOGETHER.
- LA, LA, LA, LA, LA, LA, LA,
- LA, LA, LA, LA, LA,
- LA, LA, LA, LA, LA, LA, LA.
- CLAP YOUR HANDS TOGETHER.

41

**Improvisation For:
(Clap, Clap, Clap Your Hands)**

- WIGGLE, WIGGLE, WIGGLE YOUR NOSE
- WIGGLE YOUR NOSE TOGETHER.
- WIGGLE, WIGGLE, WIGGLE YOUR NOSE
- WIGGLE YOUR NOSE TOGETHER.
- LA, LA, LA, LA, LA, LA, LA,
- LA, LA, LA, LA, LA,
- LA, LA, LA, LA, LA, LA, LA
- WIGGLE YOUR NOSE TOGETHER.

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Creative Thinkers

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“My brain is full of ideas!!!”



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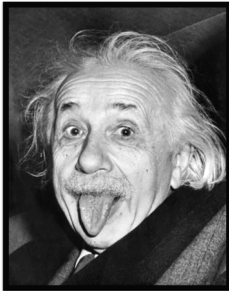
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**Creative Teacher
=
Creative Children**

(Isenberg & Jalongo, 2014)

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Cultural Creativity C



Personal Creativity c



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Questions for You!

- Do you ever forget the words to a song and you had to quickly invent a new lyric?
- What would you do when you begin an activity and one of your major materials is missing?
- When you are preparing for dinner, you notice that a major ingredient is missing. What do you do?

49

YOU ARE CREATIVE!

50

Characteristics of a Creative Teacher

- Playful with children
- Have a sense of humor
- Flexible
- Willing to take risks and try new things
- Enjoys working with creative children
- Appreciates that messy leads to order
- Understands the importance of continuing to grow

(Isbell & Yoshizawa, 2017)

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**Creative Process
or
Product?**

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Questions: Provocation

- Wait Time
- "Wh-" Questions
- Interactive
- Convergent or Divergent?
- Posing Questions Before and Return to Later
- Brainstorming Possibilities
- Reflecting and Revisiting

(Isbell & Yoshizawa, 2017)

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Supporting Children's Ideas



To help children plan what they're going to do

- Tell me about your plan.
- How would you...?
- What would happen next?
- How would you solve...?



When children are stuck or need encouragement or direction

- Keep going...you are on track.
- Are you stuck? How can I help?
- I noticed...
- How does this help...?



To encourage children to explain their thinking or go deeper

- Where do you go from here?
- What would happen if?
- How would you change...?
- Show me how...



To help children reflect on what they did and learn from it

- Would you want to do something different next time?
- When was the hardest time coming up with this idea?
- Tell me a story about your work?
- What were you thinking when you...?

(Isbell & Yoshizawa, 2017, p. 85)

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Providing Choices:

- Children decide what they will work on
- Determine which materials they will use
- Group or individual decides which projects to do, book to read, songs to sing, or find a way to solve problems
- Self-evaluation/Independent thinking

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Which Center Will You Work In Today?



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Open-ended Materials: Many Possibilities and Combinations



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Valuing Creative Moments



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Communicating and Collaborating with Children about their Ideas



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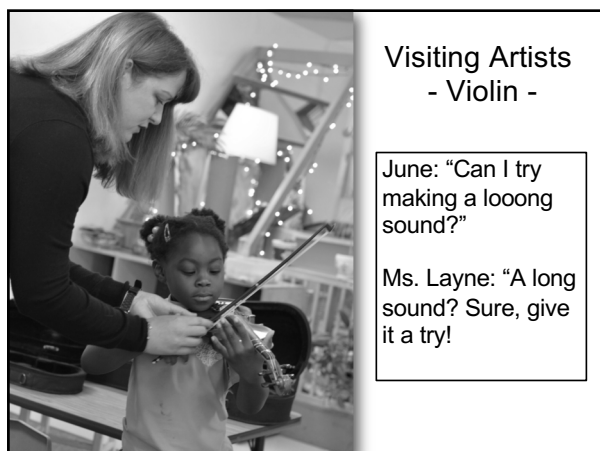
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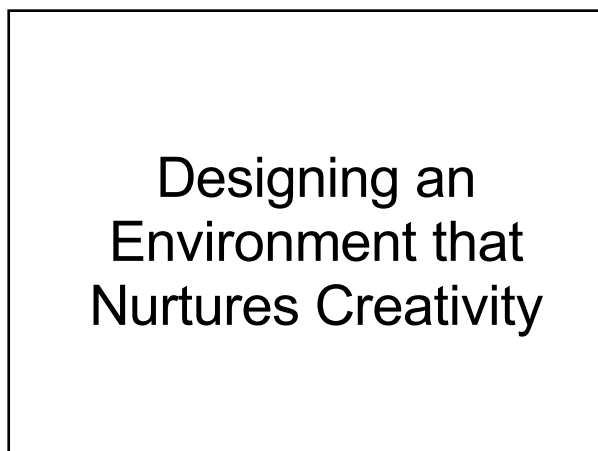
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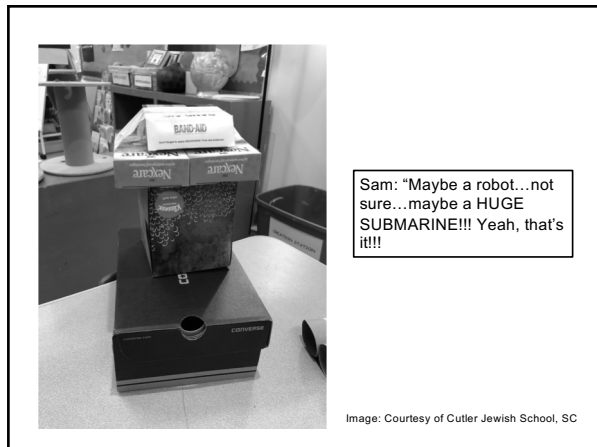
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- Provide safe and caring places
- Present variety of materials and novel items
- Respect and encourage uniqueness
- Provide places to work and display creations
- Understand that mistakes are part of learning
- Encourage self-evaluation

66



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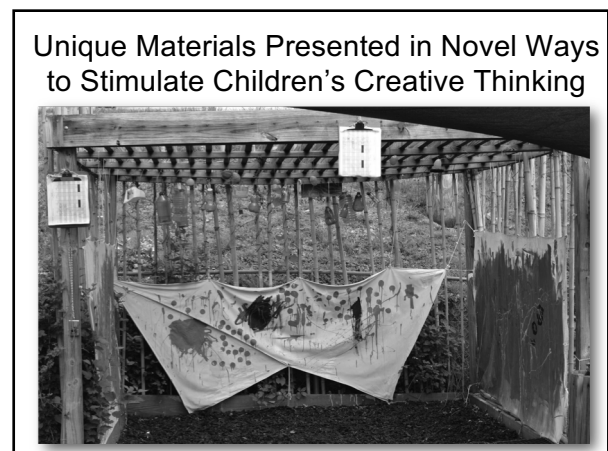
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Chris:
"Hey! This
one sounds
louder than
the other
one!"



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3-Dimensional Construction Using Unique and Collected Materials



Tommy: "It's a big
city with lots of tall
and pointy
buildings!!!"

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Space and Places to Work

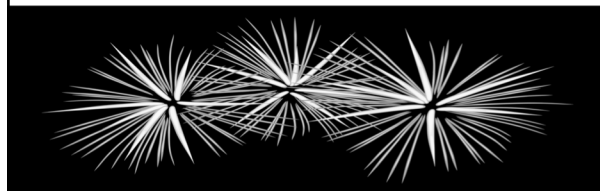


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What is our
challenge?

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To **NURTURE** Young Creative
Communicators, Collaborators,
and Critical Thinkers!!!



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Nurturing
Communicators,
Collaborators,
Creators, and Problem
Solvers

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