

Creativity (conversation lesson)

level: upper-intermediate (B2) +

class: one-to-one

time: 60 min

skills: speaking, listening, reading

Warm-up

1. Show your student the picture in worksheet 1 and ask them to list any words which spring to mind when they see that. Encourage them to come up with multiple ideas, explain the associations if necessary, and see if *creativity* appears on the list.
2. If not, tell them that today you want to talk about 'creativity/inspiration'.

How creative are you?

3. Ask your student a few *questions* as a lead-in to the topic: 'Do you consider yourself to be a creative person? In what ways do you like to use your creativity? Which professions do you think must be especially creative? Where might they draw inspiration from (elicit different jobs such as chefs, garden architects, writers, ...)? Do you think we are all creative or is creativity something only special people have? What might trigger/hinder creativity (e.g. working under pressure, spending a lot of time alone, financial reward, ...)?'
4. Ask your student: 'Who is the *most creative person* you know?' Write their name in the middle of the *mind map* in worksheet 2 and allow some time for the student to complete the mind map with some information about the person (e.g. their job, their creative work, sources of inspiration, ...). Encourage them to ask you for any vocabulary they might need. Then, let them tell you about the person but emphasize that you're only going to listen now and you won't help with any language difficulties that might arise – they have to find a way to say what they have to say on their own. This activity aims to improve speaking fluency and independence.

Unusual sources of inspiration

5. Ask your student if they know any people who draw inspiration from *unusual sources*.
6. Then, watch this *video* together <http://www.bbc.com/news/entertainment-arts-14706864> and ask your student: 'What is the man's unique talent?'
(he draws in his sleep)
7. Watch again (the video is not easy to understand, so they can watch as many times as they need) and answer some *more detailed questions*:
'When did it all start?' (when he was about 4, later at the age of 15/16 it became more intricate)
'Is he conscious about his artwork?' (no, he doesn't remember anything)
'How has it changed his life?' (he works with galleries now, has taken part in scientific research and raises money for charity)

My sources of inspiration

8. Ask your student where *they draw inspiration from*. Encourage multiple sources and a variety of ideas, e.g. not just places, but also activities etc.

9. Read the texts on worksheet 3 and check any difficult vocabulary. Then cover the cards and ask your student to sum up all the 6 sources with the visual help of this *Prezi* <https://prezi.com/6wlz7pjiezbg/inspiration/>.
(You can download the presentation or present it online.)
10. Ask your student which of the ideas they *like best* and if they are going to apply any of them to their lives.

Cooler

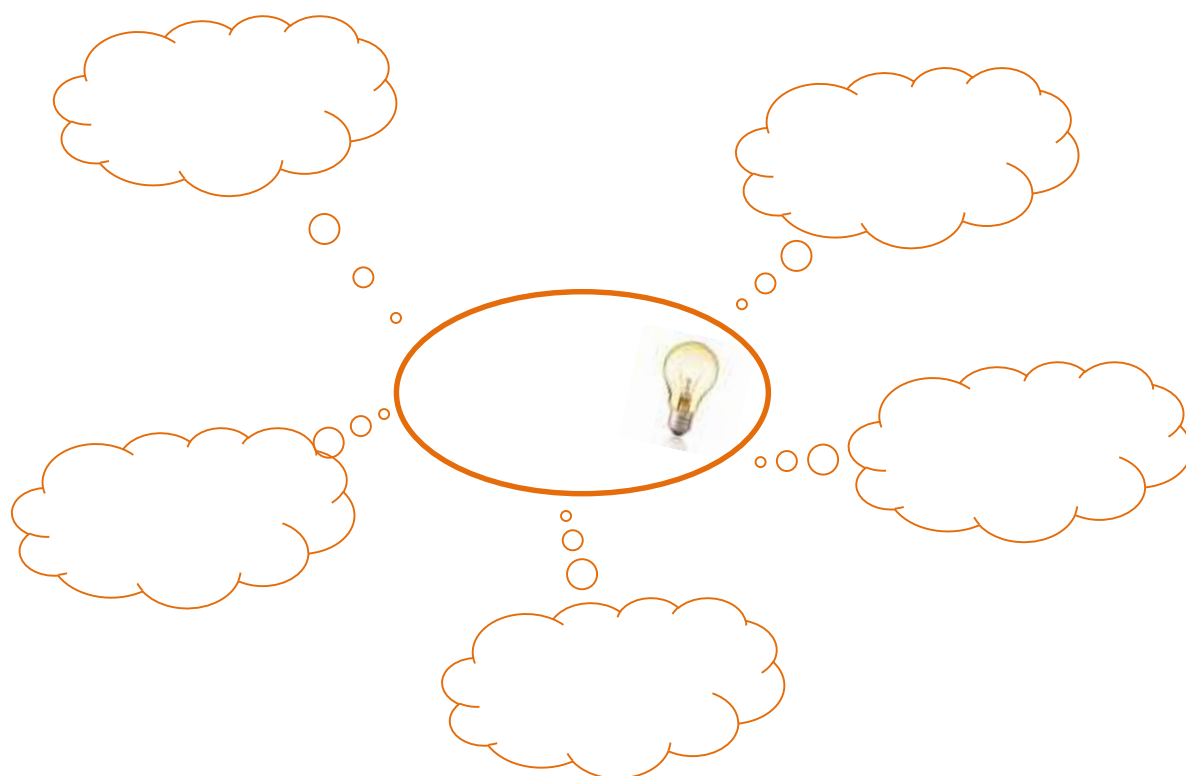
11. Do a *quick revision* of all vocabulary that was new/difficult for your student today, e.g. ‘Which verb can you use with inspiration? – Draw. What is another word for trigger? – Prompt.’ etc.

worksheet 1



<https://www.youtube.com/watch?v=GhmHO7nSMTI>

worksheet 2



<p>1. Cultivate your imagination. Write everything down. Charles Darwin kept a rigorous system of notebooks to keep track of his observations and he reread them frequently. These days, we have Google Docs. Use a 'spark file' to keep track of interesting ideas and websites you come across.</p>	<p>2. Create a 'coffee house' culture in your brain by extending your sphere of interest with hobbies. Many great inventors worked on several projects simultaneously. Darwin had no fewer than sixteen hobbies.</p>
<p>3. Take a reading sabbatical. Bill Gates takes two weeks off annually just to read. This isn't practical for most people, but you can adopt the principle. Save up everything you want to read about a topic and then take a long weekend to do nothing but read.</p>	<p>4. Learn to share. George Bernard Shaw said, 'If you have an apple and I have an apple and we exchange these apples then you and I will still each have one apple. But if you have an idea and I have an idea and we exchange these ideas, then each of us will have two ideas.' Share your ideas readily, both online and offline.</p>
<p>5. Spend time on your own. Every once in a while, find space and time to just relax and be by yourself. Solitude bears surprising fruit.</p>	<p>6. Try new things. Doing the same thing every day does little to spark your creative genius. Put yourself in new situations and try new experiences. This will most probably allow your brain to make new and interesting connections.</p>

(taken from Speakout Advanced)