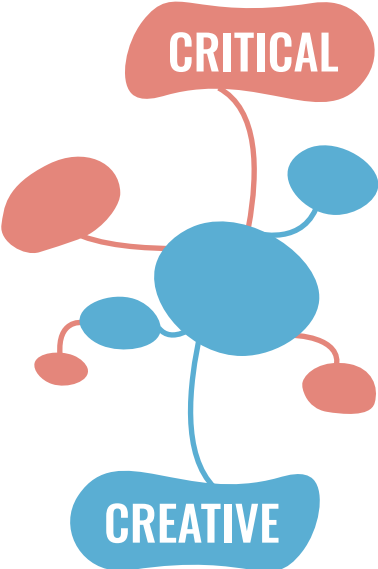


# Critical and Creative Thinking Flashcards.

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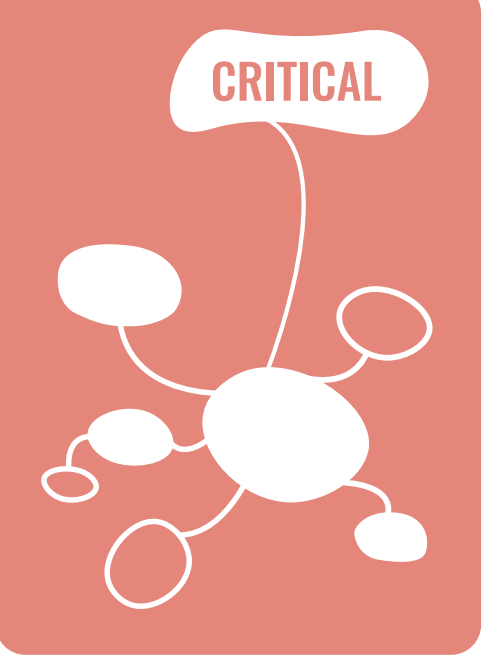
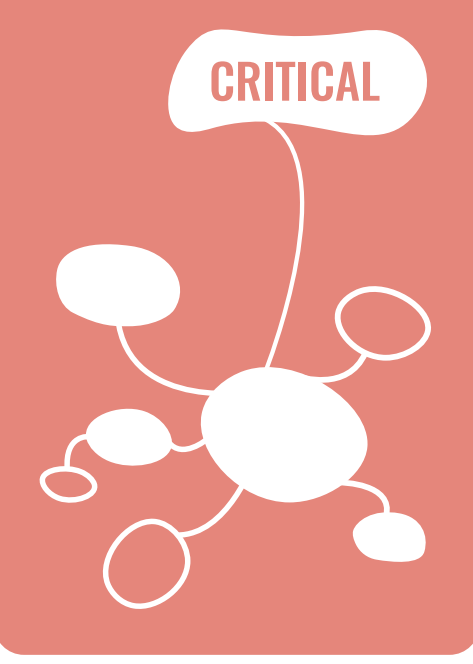
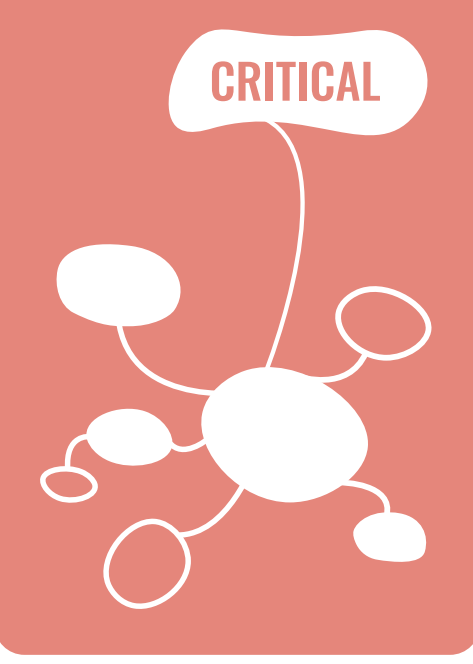
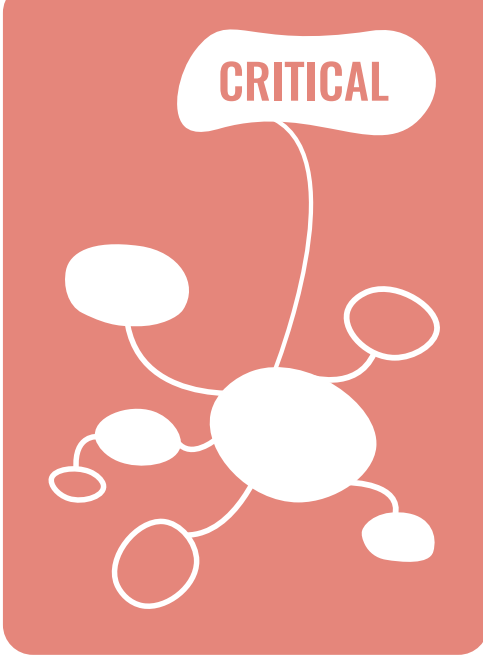
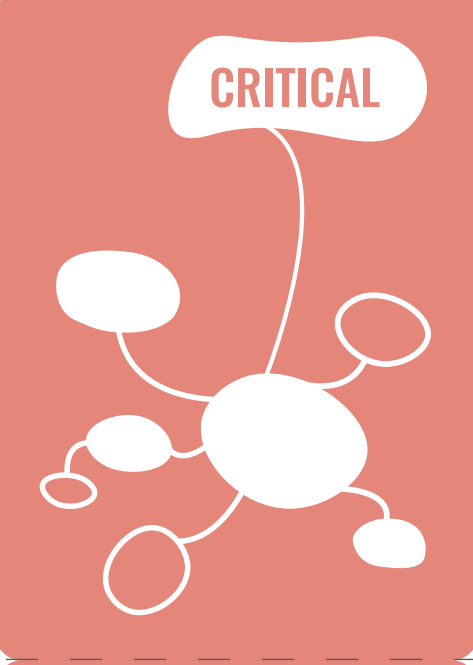
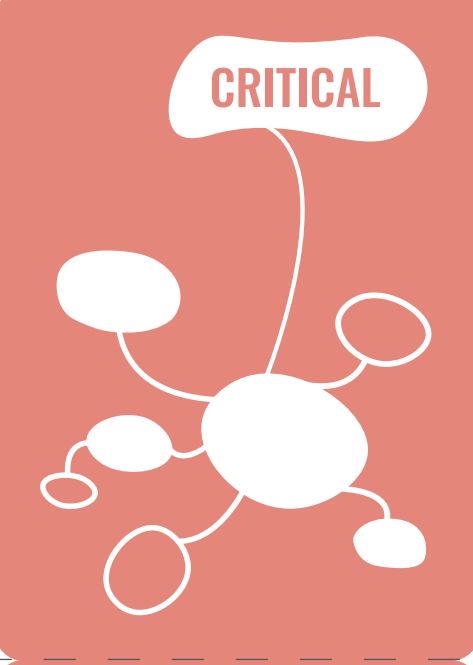
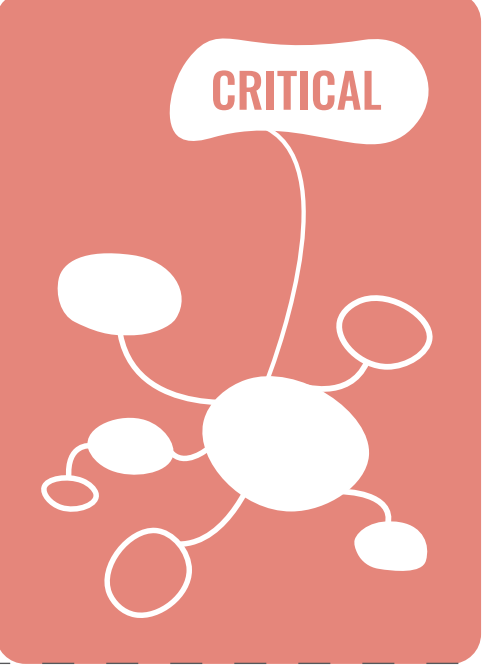
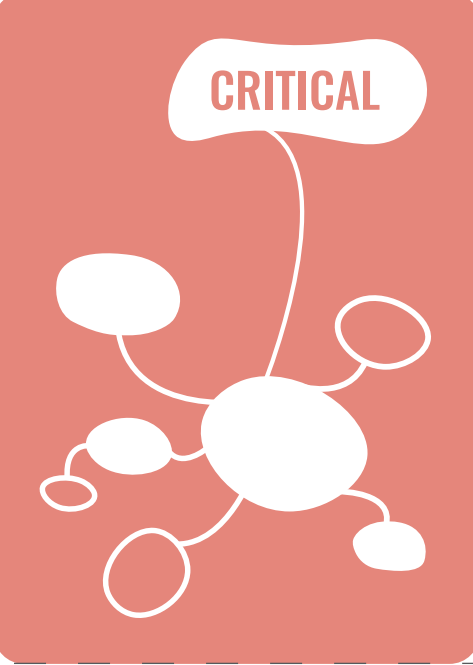
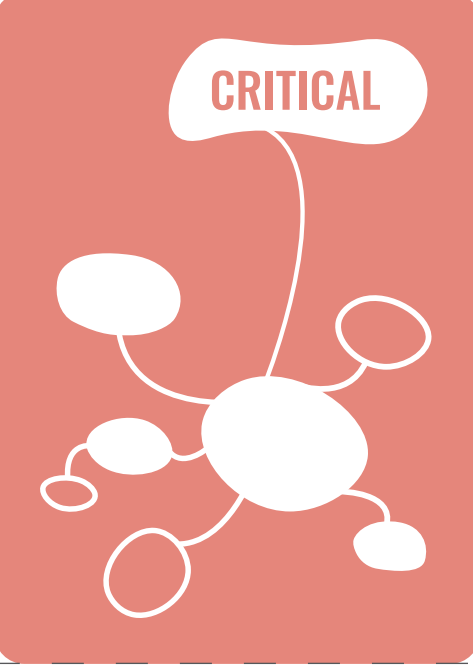
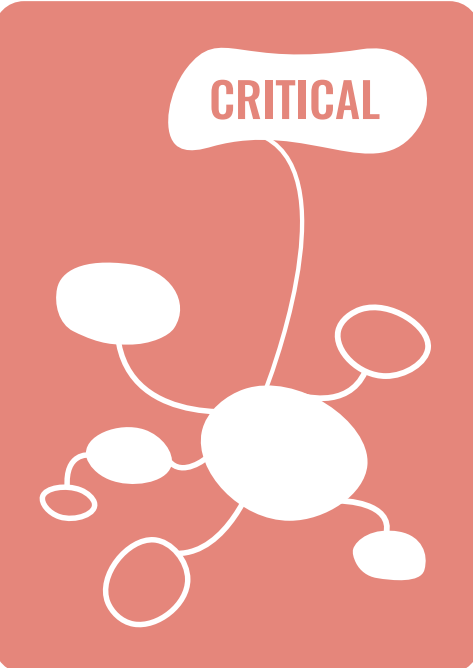
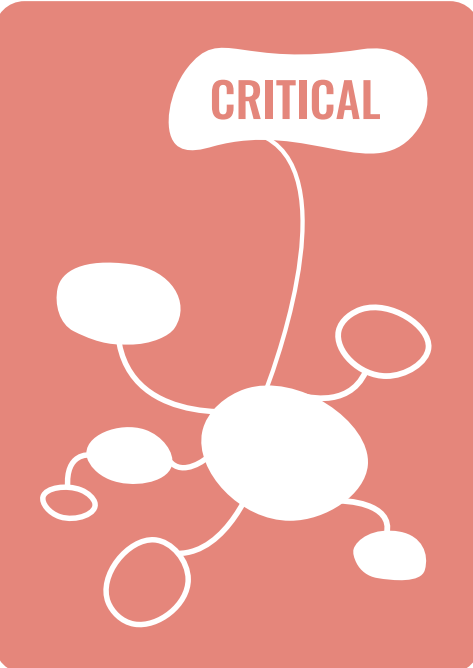
**CRITICAL**

**CREATIVE**

**How to engage.**

1. Place both card packs upside down on the table.
2. One pack contains 25 cards for critical thinking and the other 25 cards for creative thinking.
3. Select a card from each pack and lay them next to each other.
4. Consider how they work together and apart to provoke you to wonder, speculate, reflect and problem solve.

<div><p><b>CRITICAL</b></p><p>What do you notice about the array of artifacts at your table?</p></div>	<div><p><b>CRITICAL</b></p><p>What key thought or question lingers in your thoughts from discussions with your colleagues today.</p></div>	<div><p><b>CRITICAL</b></p><p>Share your artifact, consider how the discussion today has prompted further questions or thoughts.</p></div>	<div><p><b>CRITICAL</b></p><p>Describe your artifact without showing it.</p></div>
<div><p><b>CRITICAL</b></p><p>What are the common stages in problem-solving or inquiry that your use in your teaching? Proposing and justifying a particular sequence, for example for an excursion to a museum.</p></div>	<div><p><b>CRITICAL</b></p><p>Identify different ways to represent information to your students, and justify a preferred way based on what will support purposeful thinking.</p></div>	<div><p><b>CRITICAL</b></p><p>What are your 3 big ideas about critical thinking in the arts - what possible ideas oppose this viewpoint?</p></div>	<div><p><b>CRITICAL</b></p><p>You have been invited to exhibit in a school wide critical thinking showcase, what are you showing from the arts classroom?</p></div>
<div><p><b>CRITICAL</b></p><p>In what ways can we express and describe a thinking activity? How can we invite reflective expressions of feelings about learning in our classrooms?</p></div>	<div><p><b>CRITICAL</b></p><p>How do your personal reactions to situations or problems influence critical thinking in your classroom?</p></div>	<div><p><b>CRITICAL</b></p><p>Ask a what if? question of your artefact.</p></div>	<div><p><b>CRITICAL</b></p><p>What skills and learning dispositions support logical, strategic, flexible, and adventurous thinking?</p></div>



## CRITICAL

Is critical thinking a risk?

## CRITICAL

What challenges the notion or experience of critical thinking in your classroom?

## CRITICAL

In what ways does critical thinking appear in your teaching environment?

## CRITICAL

Why did you choose your artifact?

## CRITICAL

What strategies do you have to create space for students to be willing to shift their perspective when generating ideas, resulting in new ways of perceiving solutions?

## CRITICAL

How do you approach and use critical questioning that have different elements, including factual, temporal, and conceptual elements?

## CRITICAL

Suspend judgements temporarily and consider how preconceptions may limit ideas and alternatives in your learning areas.

## CRITICAL

How do you adjust for problem-solving with your students when considering new knowledge?

## CRITICAL

How do you invite brainstorming, wondering, speculating, identifying, comparing, and selecting options, and developing and testing ideas in your classroom?

## CRITICAL

How do you use/or will you use concrete and pictorial models to facilitate thinking, including a range of visualisation strategies?

## CRITICAL

Why and when should the consequences of a point of view be considered in your classroom?

## CRITICAL

How do you problem-solve?

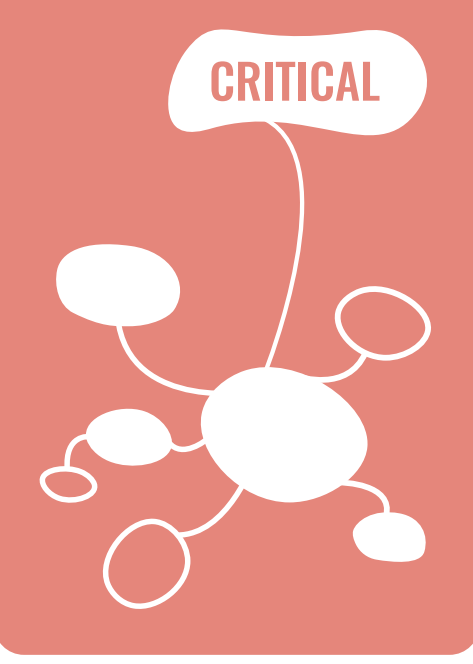
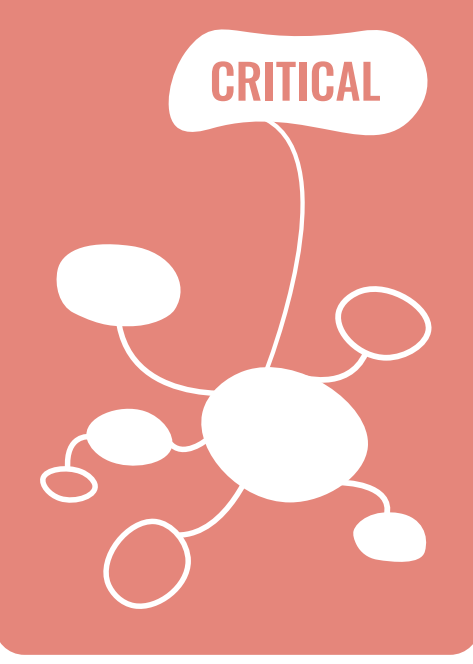
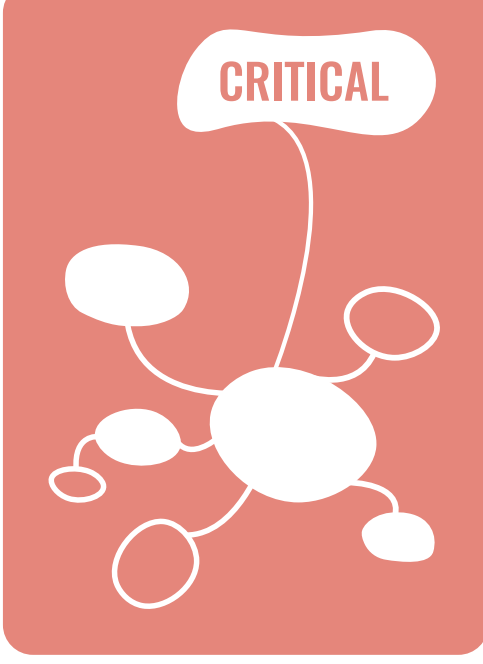
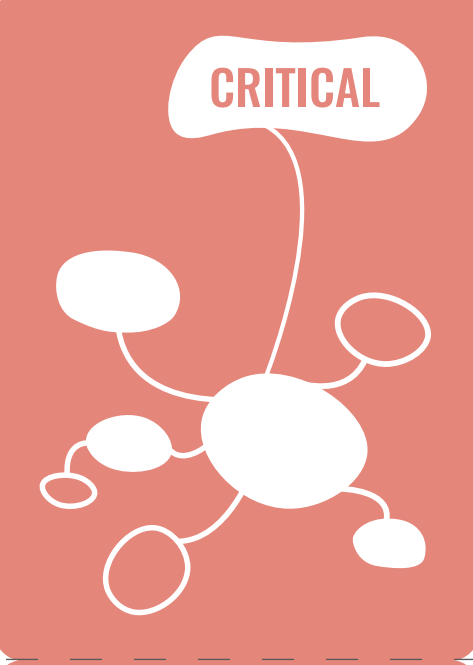
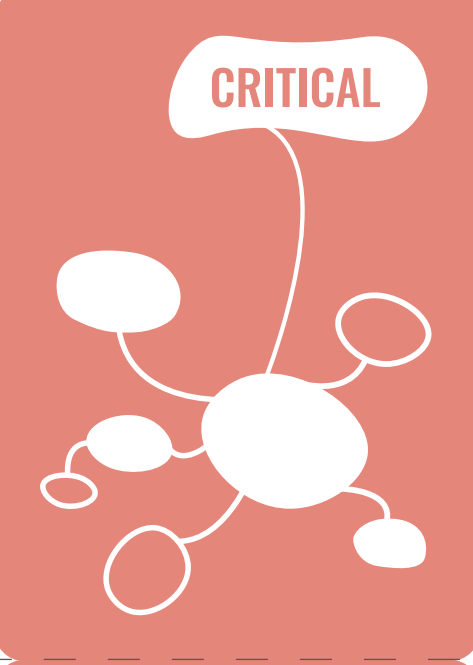
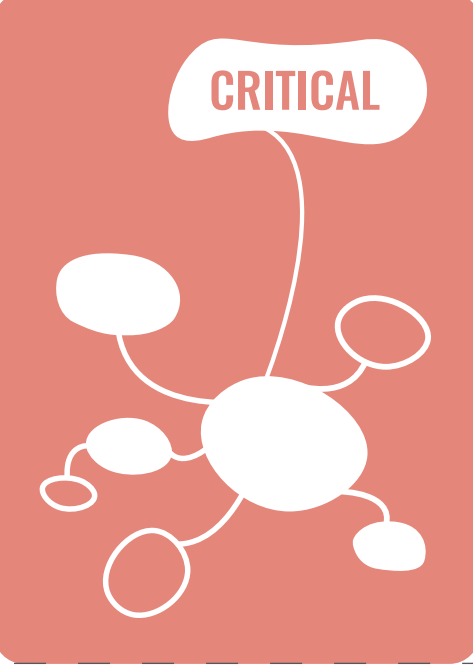
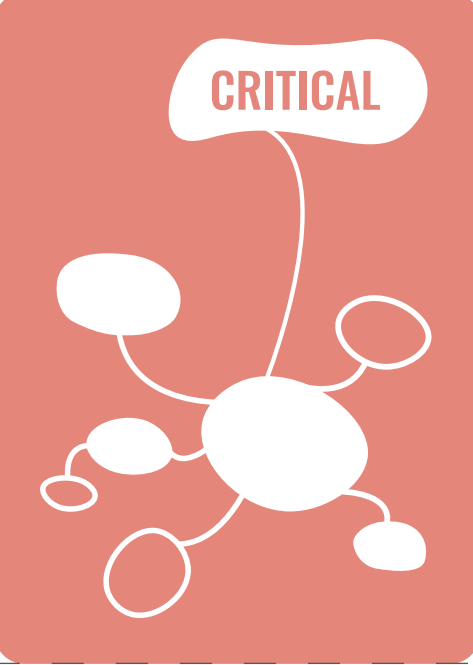
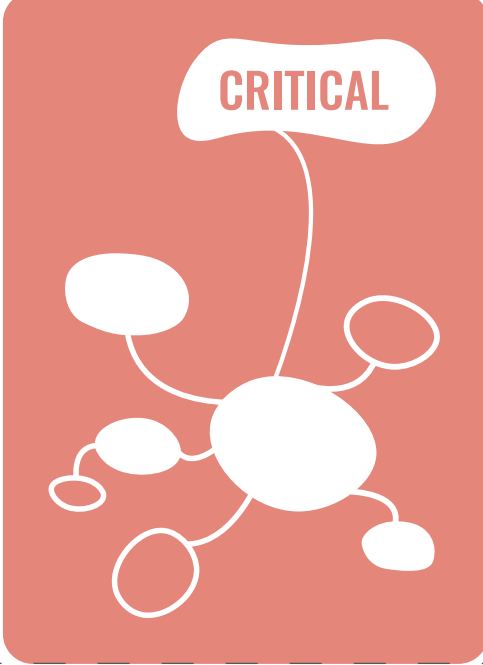
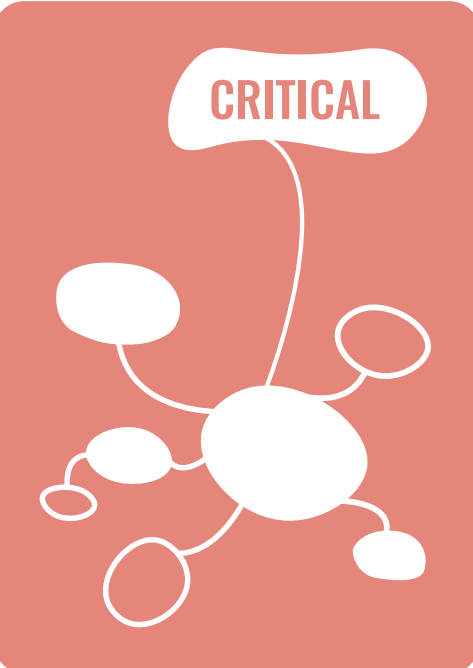
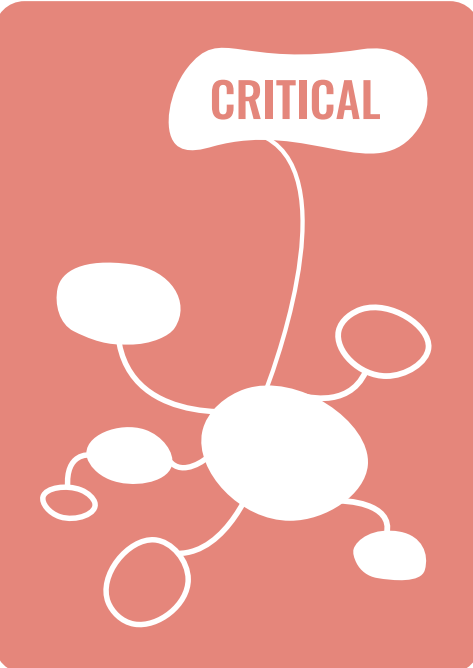
## CRITICAL

Your classroom is being filmed to demonstrate critical thinking in action. What is taking place?

## CRITICAL

## CRITICAL

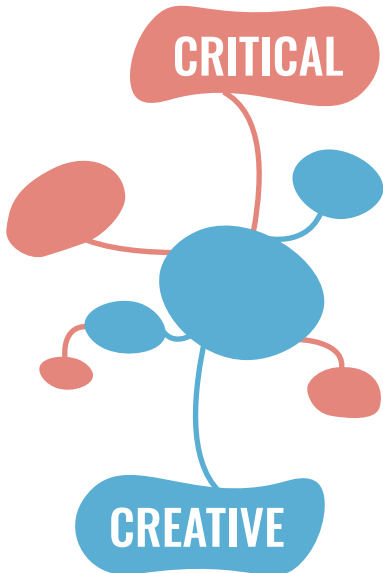
## CRITICAL



# Critical and Creative Thinking Flashcards.

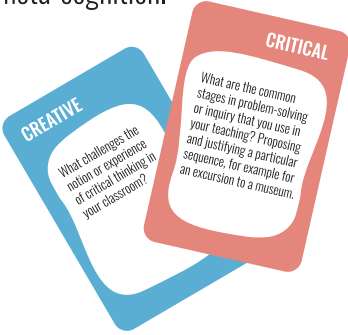
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Consider how combinations can provoke you to wonder, speculate, reflect and problem solve.

Create opportunities for questions and possibilities, reasoning and meta-cognition.



<div>CREATIVE</div> <div>Where do classroom lessons really need more of a creative thinking boost and how can you facilitate this?</div>	<div>CREATIVE</div> <div>When does creative thinking matter most during your lessons?</div>	<div>CREATIVE</div> <div>What do your students want out of creative thinking?</div>	<div>CREATIVE</div> <div>If students were to bring an artifact from your class to sum up creative thinking, what would they choose?</div>
<div>CREATIVE</div> <div>What strategies do you have to stimulate thinking when experiencing a creativity block?</div>	<div>CREATIVE</div> <div>How do you promote radical, speculative, or emerging ideas and proposals in your classroom?</div>	<div>CREATIVE</div> <div>Draw a Rube Goldberg machine that would open the door to your classroom.</div>	<div>CREATIVE</div> <div>You are hosting a dinner party and two of your guests are loudly debating creative thinking in the arts in schools...what are they saying?</div>
<div>CREATIVE</div> <div>Is creative thinking a risk?</div>	<div>CREATIVE</div> <div>What challenges the notion or experience of creative thinking in your classroom?</div>	<div>CREATIVE</div> <div>Share a 'creative thinking' moment in your life.</div>	<div>CREATIVE</div> <div>Is your artifact representational, provocative, metaphoric, or pragmatic? What does this say about your philosophy on creative thinking?</div>



## CREATIVE

What is creative thinking?

## CREATIVE

What role does creative thinking play in your classroom?

## CREATIVE

How do objects, artifacts or resources support the generation of creative thinking in your classroom?

## CREATIVE

How does your artifact reflect creative thinking in this place?

## CREATIVE

Tell a story about your artifact.

## CREATIVE

How do you problem-solve? Use colourful, expressive, and emotive words.

## CREATIVE

A news reported has just arrived at your table to interview you about your beliefs and values in creativity and creative practice in your teaching. What is your headline?

## CREATIVE

Share your artifact, consider how the discussion today has prompted further questions or thoughts.

## CREATIVE

In a recent study about teaching for creativity a primary teacher explained: "And sometimes, you can't plan for creativity you have to be guided by what the kids find interesting or how it flows with them." What are your thoughts?

## CREATIVE

Why did you choose your artifact?

## CREATIVE

What questions do you have about creative thinking that are pertinent or specific to your own teaching environment?

## CREATIVE

View your artifact from a new angle – what do you see/think?

## CREATIVE

What challenged your thinking about creative thinking today?

## CREATIVE

## CREATIVE

## CREATIVE



