

## Lesson Plan 3

**Book and Authors: Niran Vinod and Damola Timeyin - How To Build It**

**Topic: Being creative and unlocking your potential**

**Learning Objective: To learn how to channel creativity and unlock your potential**

**Starter (7 minutes)** – recall from previous lessons. Ask students to match the definitions to the terminology by colour coding them. Check answers match to the answer sheet.

**Activity One (15 minutes)** – watch the first clip (13.46–17.55) where Niran and Damola discuss how to challenge their creativity – ask students to focus on ideas that they are able to incorporate into their lifestyle.

Task – ask students to create a mind map (in pairs) thinking of ways they can use their phone for creativity. The idea of this is to get into each student's creative outlet (gaming, exercise, make-up, design etc)

Discuss challenge task – trying to get students to think of social media algorithms and how they can use them to create a creative outlet.

Watch the rest of the clip (17.55 -23.28) and then go back to the mind map as a class and add on ideas from Niran and Damola on how they think phones can be used for creativity.

**Activity Two (25 minutes)** – it is up to your individual school policies whether or not students are allowed to use their phones for creativity in this task to harness the knowledge used so far.

Following on from Damola stating that ‘writing is a creative endeavour’ we would like you to ask your students to look at the images on the board – adding some modifiers/adjectives together as a class to describe some of the images. Independently we would like students to create a short piece of writing describing one of these images, using their creative license.

- It could be part of their gaming world that they are exploring as an NPC or lead character
- They could be a photographer there on a fashion shoot or the model asked to pose at the waterfall
- A writer looking for a setting for their next bestseller
- A travel journalist on an all-expenses paid work holiday
- An entrepreneur, spending their income on an amazing holiday

The purpose is for them to be their own kind of creative, and using descriptive writing in a nonstandard format, hopefully fully engaging and enjoying the freedom of the process.

**Plenary (5 minutes)** – choose one student to stand in front of the board and show the class the words written on it. They must help the student guess the word behind them (this can be made difficult by using the ‘power up’ and not letting them say the buzz words to help. When the student has guessed correctly ask them to choose someone else and do this as many times as possible.

# **3. Being creative and unlocking your potential**

## **Starter – match the definitions**

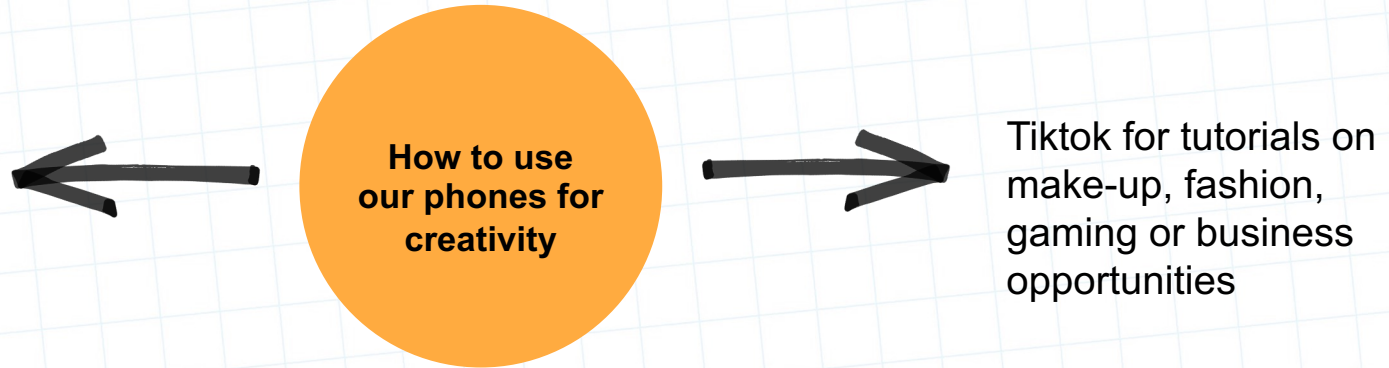
Use your knowledge built from our previous lessons to complete the matching activity – colour the term and the definition to match.

**Challenge:** What has been the most important skill/piece of knowledge that you have acquired from these lessons so far? Write down your answer and explanation



## How to use your phone for creativity

**Challenge task:** How would we define the difference between using our phones for creativity and using them for enjoyment? Is there a way for us to create certain social media platforms to specifically do this?



## Fuse cultures – writing is a creative endeavour



### Useful terminology:

- Gregarious
- Intrepid
- Adventurous

## Plenary – game of Taboo

Choose your person to be first up, can they guess the correct answer?

# Taboo Entrepreneur

## Power up:

- Business
- Creative
- Money



Taboo

# Mental health

Power up:

- Mindset
- Well Being
- Healthy

# Taboo Social Media

## Power up:

- Instagram
- Tiktok
- Facebook

Taboo

# How to Build it?

Power up:

- Niran
- Damola
- Book