

iKEEPSAFE

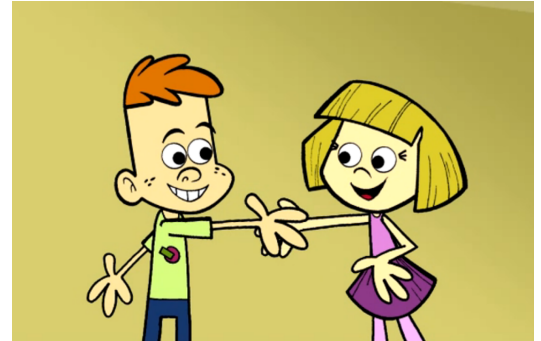
It's Great to Create and Play Fair

Purpose

To promote creative expression and help students understand the creative process of sharing and inspiration. To help students be fair with creative work.

Key concepts

- Creativity creates more creativity.
- It's important to recognize works of art (drawings, photos, music, movies, etc.) and the artists who inspire us to create.



Grades: Appropriate for Grade 1

Time required: 15 - 20 minutes

Preparation

Equipment/materials needed:

- Computer/TV screen to play video.
- Markers/pencils/crayons; paper; images of superheroes.
- Download video for this lesson at www.iKeepSafe.org/COPYRIGHT

Notes to Presenter:

- Consider doing the optional Pre-Lesson Discussion Extension *before* you teach the lesson as a way to engage students in the topic and give them an opportunity to be creative.

Pre-lesson Discussion Extension (Optional)

The following discussions are designed to create context, help students engage with the topic, and prepare them for the lesson discussion.

Sometime before teaching this lesson, or as an introduction to the lesson, have students watch the one-minute video. Do one or both of the discussion exercises below as a class.

OPTION 1: Character Sketch

Play video for students: “It’s Great to Create and Play Fair,” Download here: www.iKeepSafe.org/COPYRIGHT You may need to play it 2 - 3 times. Ask students to help you create a character sketch about one of the characters in the video.

We’re going to do a character sketch, where we decide who this person is. Which one of the characters should we use? Let’s vote. *[Take a quick vote.]* Be as creative as you can. There are no wrong answers. We want to give this character a life of his/her own—whatever you want it to be.

Write the character sketch on the board as students contribute ideas. Prompt with questions:

- Who is this character?
- What is his/her name?
- Who are his/her friends? How long have they known each other?
- Who are the people in his/her family? What are they like?
- What’s his/her backstory?
 - Where does he/she live?
 - Has he/she lived there all his/her life or has he/she moved from somewhere else?
 - What exciting thing might have happened to him/her back in kindergarten, first grade?
- What does he/she look forward to?
- What is he/she afraid of?

OPTION 2: Tell the Story

Play video for students: “It’s Great to Create and Play Fair,” Download here: www.iKeepSafe.org/COPYRIGHT You may need to play it 2 - 3 times. Ask students to tell the story they see portrayed in the video.

We want our story to have a beginning, a middle, and an end. Be creative. Let’s make it interesting.

Write story on the board as students contribute ideas. Prompt with questions:

- Who is the main character? What is her name?
- Where is she?
- What is she doing?
- How do the characters feel about it?
- How does this story end?

Pre-lesson Discussion Extension (Optional)

If time permits, consider showing the kindergarten video and have a brief discussion: “Look what the kindergarteners are learning about. You already know it!”

Kindergarten: “Respect the Person”—Two friends learn the importance of respecting names on artwork (attribution).

Lesson

Ask students about their favorite superheroes. If possible, show images of two or three superheroes on the board. Discuss the stories of these characters—What are their super powers? What do they use their powers for?

(Other ways to tie the activity into the lesson: Have students classify superpowers into like groups, list similarities and differences between superheroes, or discuss the character traits and back stories of the superheroes.)

After discussion, ask your students to draw their own superhero character. When they are finished, discuss what they created:

What did you create?

[Accept responses.]

What inspired your character?

[Accept responses.]

What makes your superhero different from or better than any other?

[Take responses.]

How is yours similar to other superheroes?

[Take responses.]

Have you ever seen a movie or played a video game that made you want to make something?

[Accept responses.]

It’s great to create. And, it’s great to recognize how others’ creations inspire our new creations. We want to be fair when we’re using each other’s creative work.

I’m going to play a short video. As you watch the video, think about how you would feel if this situation happened to you. What would you do?

PLAY VIDEO (45 seconds): “It’s Great to Create” [Download here: www.iKeepSafe.org/COPYRIGHT]

VIDEO SUMMARY: Two friends discover the fun and benefit of creative collaboration.

DISCUSSION

What did you think about that situation? What was going on? *[Accept responses]* These students combined their work to make something new—the t-shirt. What would you do in that situation? *[Accept responses.]* Did these friends treat each other fairly?

What if she had wanted to add a ballerina tutu or big boots or glasses to the dragon? Do you think the boy would have liked that? *[Yes. No. Maybe . . .]* Do you think that would be fair? *[Invite discussion.]* How would you have felt?

Wrap-up

We all love to create new things—art, music, movies, paper creations, structures, even buildings! And, it's great to create and share and be inspired—as long as we respect each other as artists and play fair.



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Dear Parent,

At school today we learned that collaborating together is a great way to explore creativity. And when we create something, we own it, and we get to decide how it will be used. If you're interested, you can view the lesson here:

"It's Great to Create and Play Fair"

www.iKeepSafe.org/COPYRIGHT

We hope your child will continue to create and to understand that we all benefit when we respect each other's work.

For fun and to reinforce this concept, you can do the following activity with your child:

Make up a silly song with your child. This is easy to do by putting your child's name into the tune of a common nursery rhyme like "Twinkle, Twinkle Little Star." Record a video of you and your child performing "your song." Decide with your child if you want to share your song with other people. [Send to a grandparent or teacher.]

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