



Practical strategies for developing talents in young children 4/6

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Practical strategies

1 Exercise Warm up our brains

2 Exercise Creativity walk (5 – 6 year old)

Creativity walk consist in:

- Observation
- Definition
- Solutions
- Actions

1 Divide group into groups of four people

2 Take a paper and pencil.

3 Go around the room and write down or draw all disturbing things that you notice.

4 Come to the group again and discuss your observation.

Find solutions

Cards

Other use	How can you use this object/idea in a new situation? How can we also use this object/idea? How can you modify object/idea?
Change	Can you change the object/idea? Can you turn around the object/idea? Can you change the meaning, color, motion, sound, names, forms of the object, idea? What happens? How does it look? How does it smell?
Increase	Can you add something to this object/idea? Can you adopt this object/idea to be: higher, longer, double, multiplied, exaggerated, smaller, more compact, minimized, lowered, divided. What happens? How does it look? How does it smell?
Replace	Can you replace the object/idea? Can you add other material, ingredients? Can you develop new approach? Can you develop tone, voice, function of object/idea? Can you add new process or change the old one? What happens? How does it look? How does it smell?
Transform	Can you replacie the components? Can you replace the cause of the result? Can you develop different appearances? Can you develop different sequences? What happens? How does it look? How does it smell?
Return	Can you return from negative to positive? Can you return around the conflicts? Can you replace the starting point? Can you see it from another side? What happens? How does it look? How does it smell?
Combinie	Can you combine the units of the object/idea? Can you combine purposes and ideas? What happens? How does it look? How does it smell?

MINDSETS

FIXED MINDSET

The belief that skills, intellect, and talents are set and unchangeable.



GROWTH MINDSET

The belief that skills, intellect, and talents can be developed through practice and perseverance.



I'll stick to what I know.
Either I'm good at it or not.

DESIRES

I want to learn new things.
I am eager to take risks.

It's fine the way it is.
There is nothing to change.

SKILLS

Is this really my best work?
What else can I improve?

This is a waste of time;
there's a lot to figure out.

EFFORT

I know this will help me
even though it is difficult.

It's easier to give up.
I'm really not smart.

SETBACKS

I'll use another strategy;
my mistakes help me learn.

This work is boring.
No one likes to do it.

FEEDBACK

I recognize my weakness,
and I know what to fix.

It's easy for him or her.
They were born smart.

TALENTED PEERS

I wonder how they did it.
Let me try to figure it out.

Growth mindset



Research

- how others are doing?
- is there a different approach?
- research new ways



Create

- return/other use
- combining
- transform
- change
- replace



Learn

- where I can learn
- where I could get information
- what I have to learn for success



Ask

- teacher, friend, parents
- make the interview
- professionals



Choose

- new way
- look how others are doing
- look what you are doing right
- is your decision ok



Go on

- now, tomorrow
- not yet
- look around
- take a break

STORY 1: CINDERELLA (folk tale, Grimm)

A teacher or a child reads a story about Cinderella.

Integration of Bloom taxonomy and Gardner intelligence

	INTRAPERSONAL INTELLIGENCE INTRAPERSONÁLNÍ INTRAPERSONLIJK INTRAPERSONALNA	INTERPERSONAL INTELLIGENCE INTERPERSONÁLNÍ INTERPERSONLIJK INTERPERSONALNA	PICTURE/SPATIAL INTELLIGENCE VUZULANO PROSTORNÝ VISUEEL RUIMTELIJK VIZUALNO PROSTORSKA	BODY/KINAESTHETIC INTELLIGENCE KOSMETICKÉ TĚLO LICHAMELIJK KINESTHETISCH TELESNO KINESTETIČNA	MUSICAL/RHYTHMIC INTELLIGENCE HUDEBNÍ RYTMICKÝ MUZIKAAL RITMISCH GLASBENO RITMIČNA	VERBAL/LINGUISTIC INTELLIGENCE SLOVNĚ LINGVISTICKÉ VERBAAL LINGUSTISCH VERBALNO LINGVISTIČNA	LOGICAL/MATH INTELLIGENCE LOGICKY MATEMATICKY LOGISCH MATHEMATISCH LOGIČNO MATEMATIČNA
CREATIVITY KREATIVITA CREATIVITEIT KREATIVNOST	How would Cinderella still be able to react to the bad relationship of half-sisters. Do you have any solution?	How would you solve the bad relationship with the half sisters?	What shoes could she have for not losing them? Make them or draw them.	How would a dance look like if you organized it now? Show it.	What kind of music would you perform at the dance? Create it.	How could Cinderella be presented to the prince so that he would not forget her?	How many additional heroes should have been added to the fairy tale so that Cinderella could meet another prince.
EVALUATION HODNOCENÍ EVALUATIE EVALVACIJA	How would you feel if someone were violent towards you, just like half sisters to Cinderella? Did something like this happen to you?	What kind of relationships do you like in the fairy tale? Explain.	Make a mansion by different materials.	Evaluate how the prince and Cinderella dance? Explain.	Evaluate different types of music and decide which one is best for the fairy tale.	Describe how the prince did everything to forget Cinderella.	Evaluate how the story of Cinderella could be logically broken if she hadn't met the prince.
ANALYZING ANALÝZA ANALYSE ANALIZA	How would you feel if you live as a prince?	At what time Cinderella knew she loved the prince?	Make a painting of Cinderella's room.	Show how the prince and the Cinderella danced.	On which music did they dance?	Describe all people who did n't understand tCinderella.	How many girls visited the prince?
APPLYING							
UNDERSTANDING							
REMEMBERING							

Interview: Mistakes

Why do we make mistakes?

How do you feel when you make a mistake?

What mistakes we are making?

What can we do when we make a mistake?

What can we learn from mistakes?

What are the consequences of mistakes?

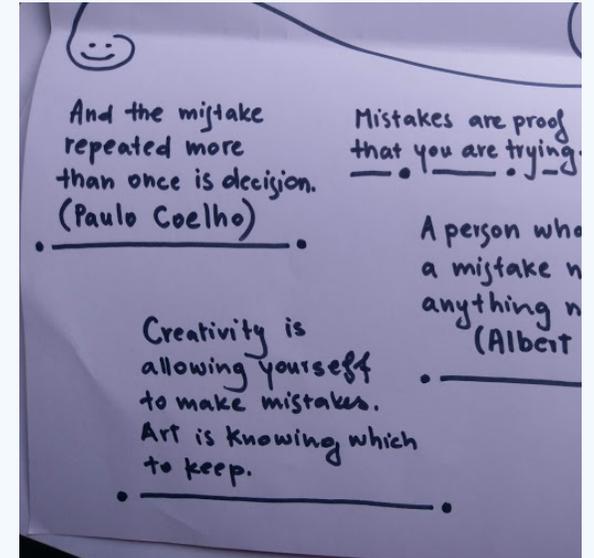
Did you make any mistake today?

What mistake did you make?

How did you feel about it?

What did you do?

Did you learn something?





Thank you 😊