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Bringing the world to the classroom and the classroom to life

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# The Creative Classroom

Katherine Stannett

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**Teenagers  
are  
moody!**

**They can  
change from  
☹ to ☺  
quickly!**



**They're  
addicted to  
their  
phones.**



**They're  
digitally  
competent!**



**They  
challenge  
authority.**



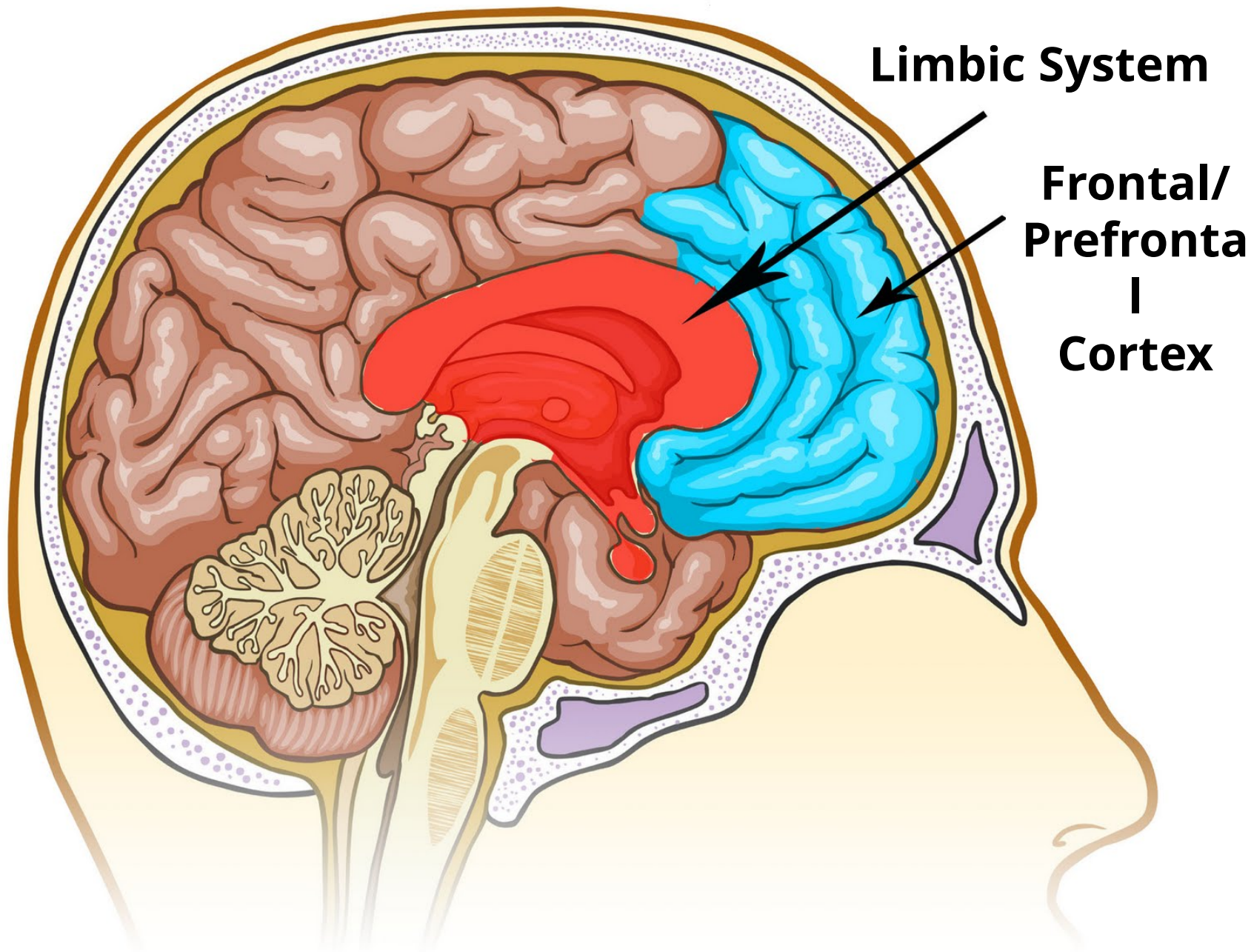
**They're  
preparing for  
independence  
!**

**They can seem  
disconnected  
with the real  
world and bored.**

**Once engaged,  
they can be  
enthusiastic  
and committed.**

# What's going on in the teenage brain?







## **Passive Learners**

- **Receive information**
- **Follow instructions**
- **Listen to explanations**

## **Active Learners**

- **Think for themselves**
- **Question and discuss**
- **Produce their own responses**



I hear and I forget.



I see and I remember.



I do and I understand.

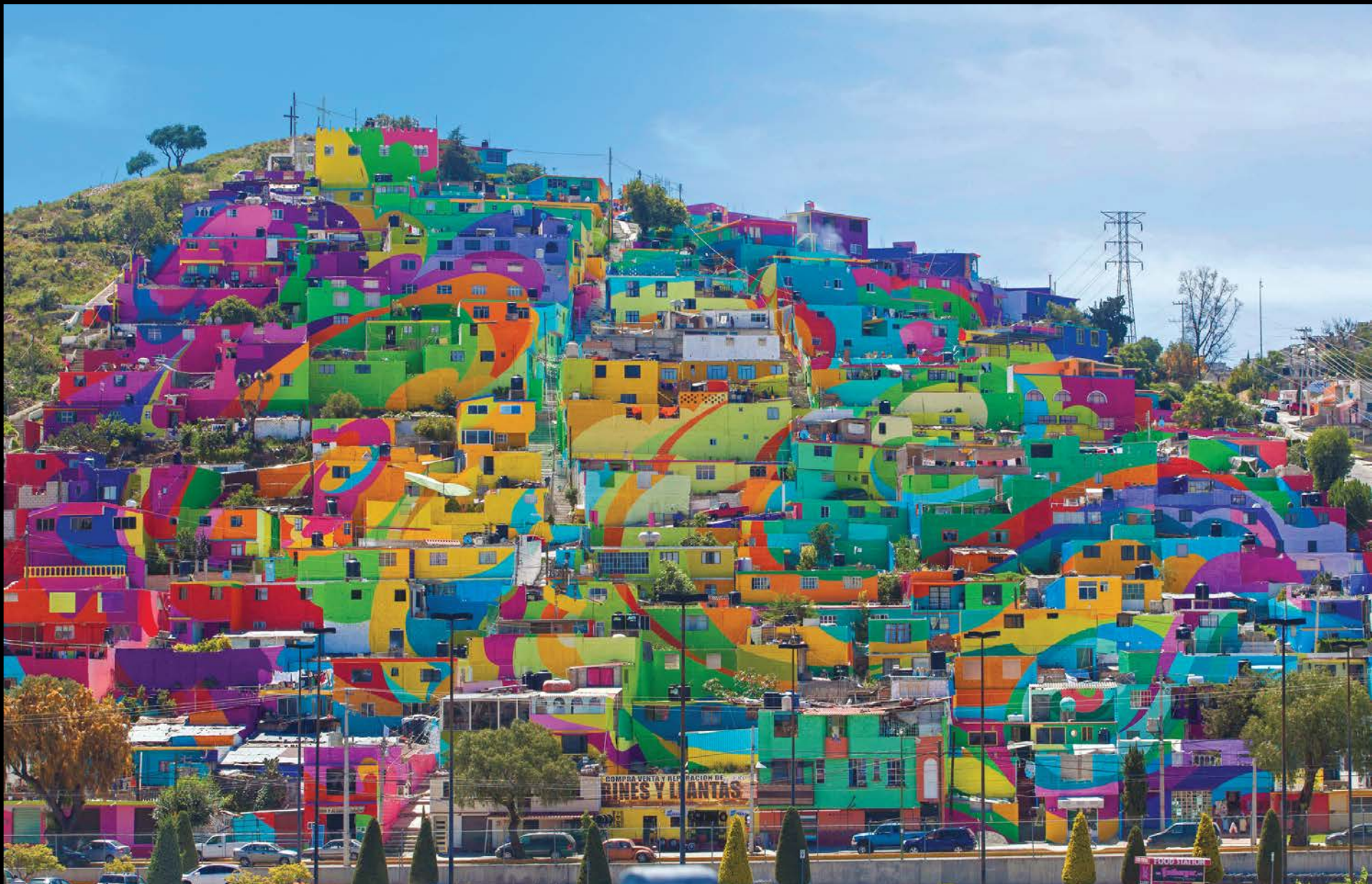
CONFUCIUS

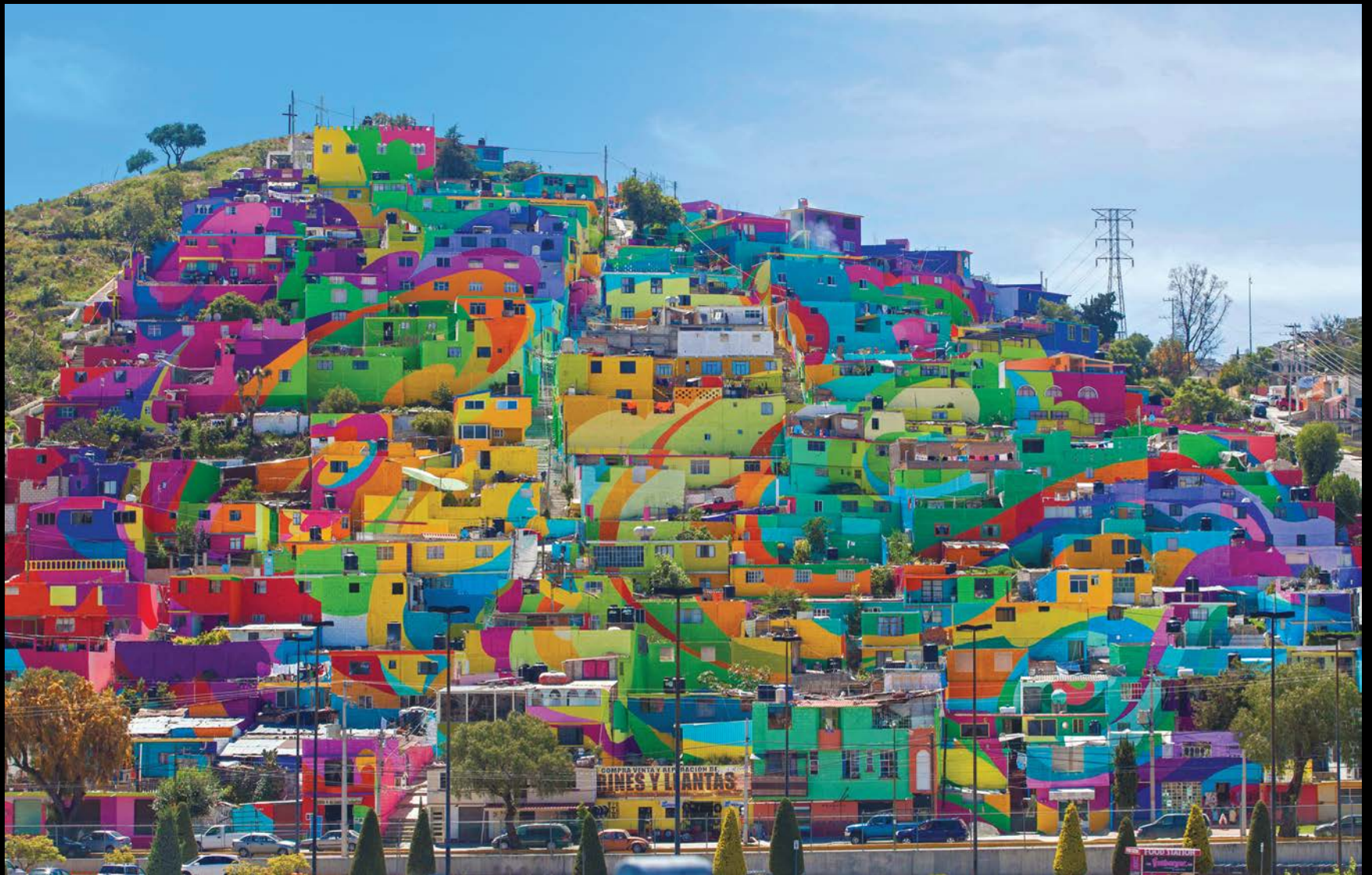
# **Challenging Beginnings**

**Discussion and Debate**

**Talk about the Real World**

**Give Choice**





**Where is this?**

**Why are the houses painted like this?**

**Would you want your house to be painted like this?**





## HOW TO BE BRILLIANT

Eduardo Briceño is an expert in education. He wants to find out why some people are chess champions or brilliant at music or maths. He believes that it is because of how they think. He calls this their 'growth mindset'. These people don't believe they are special or better than other people. They believe they can work hard and improve their skills.

One example of this is Josh Waitzkin. Let's look back at his story.

When Josh is six years old, he sees people playing chess in Washington Square Park in New York City. He learns to play chess with them. He loves the game and he plays a lot of chess! He becomes very good at it. But then, a couple of years later, he loses his first national championship.

This is an important moment for Josh. He realises that it's not about how clever you are. It's about how hard you work. He works very hard and he wins the next national championship.

Then, when he is 21 years old, Josh decides to learn something completely different. He joins a Tai Chi class. Josh works very hard again and he wins a world championship!

Josh is a great example of 'growth mindset'. He doesn't believe that he is naturally good at one special thing. He tries to learn new things. He doesn't always succeed immediately, but he is very hard-working. He thinks that it's good to fail sometimes because it makes you try harder.

We can all use 'growth mindset'. Don't think that you are good at a subject or bad at a subject. Think about how you can work hard and get better at everything you do.



Josh Waitzkin doing Tai Chi

1 **BEFORE YOU READ** Discuss in pairs. Look at the title and the photos. What do you think the reading is about?

2 **LEARN NEW WORDS** Find these words in the reading. Which words are verbs? Which word is an adjective? Then listen and repeat. [▶ 049](#)

fail hard-working improve succeed

3 **WHILE YOU READ** Think about the main idea of the article. [▶ 050](#)

4 **AFTER YOU READ** Answer the questions.

1. What does Eduardo Briceño want to find out about chess champions or people who are brilliant at music or maths?
2. How does Josh Waitzkin first learn to play chess?
3. Why is his first national chess championship important for Josh?
4. What other activity is Josh also very good at?

# GROW MINDSET

3. Chess can help you to be good at other subjects.

6 **Discuss in groups.**

1. Think of a school subject that is difficult for you. How can you improve? Share your ideas.
2. Do you think people are good at things without trying? Why or why not?
3. Eduardo Briceño says, 'Mindset affects all of us.' What do you think he means?



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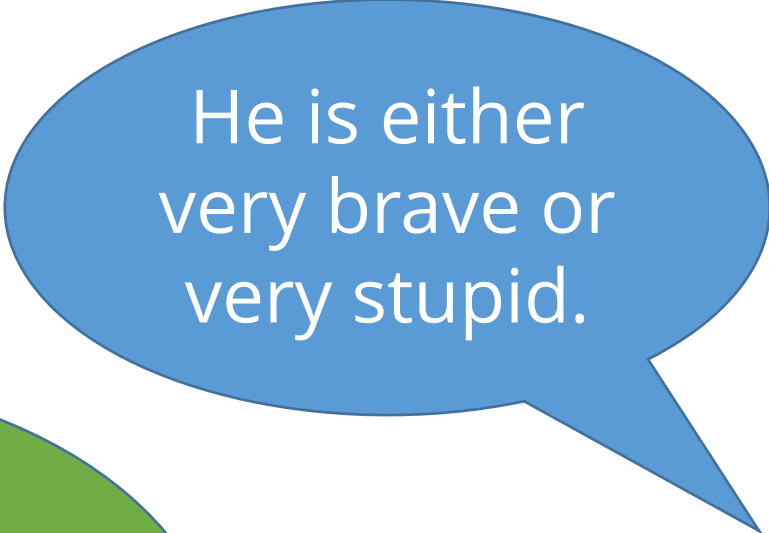
## DISCUSS IN GROUPS

- 1 Think of a subject at school which is difficult for you. How can you improve? Share ideas for ways to practise and get better.
- 2 Do you think people are born with natural abilities for certain things? Why or why not?
- 3 'Mindset affects all of us'. What do you think this means? Can you think of some examples in your life?

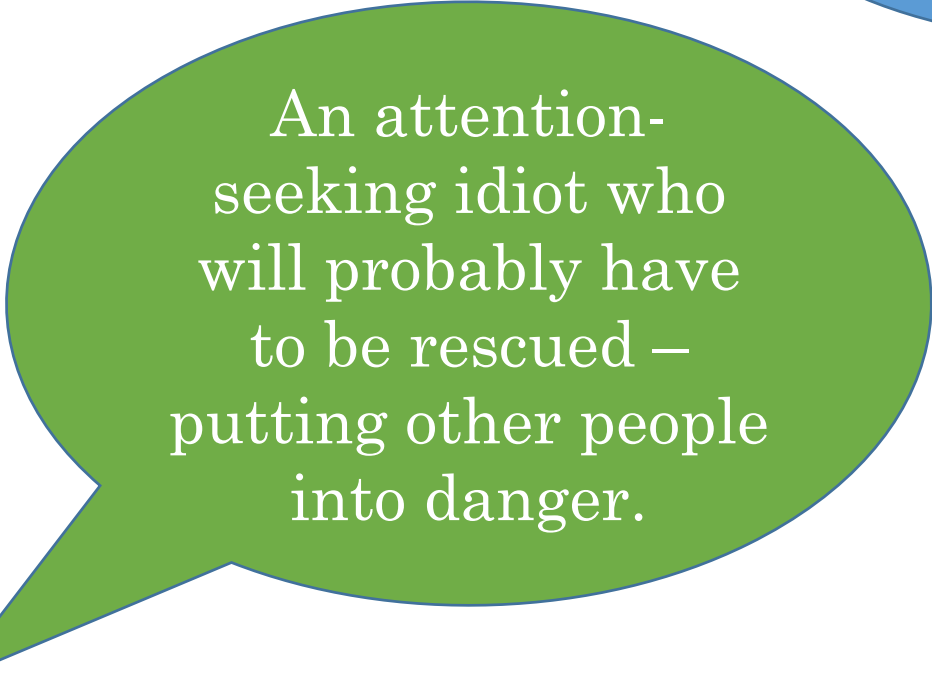




*This  
man is a  
hero!*



He is either  
very brave or  
very stupid.



An attention-  
seeking idiot who  
will probably have  
to be rescued –  
putting other people  
into danger.

## **Encourage discussion and debate by ...**

**Engaging students' interest in the subject**

**Reacting positively**

**Allowing the students to be the 'experts'**

**Holding classroom votes**

**Taking the focus off accuracy**

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## THINK ABOUT IT

1. Think of a dangerous situation that you've experienced. Were you prepared? Were you in control? Explain.
2. Think of an adventure you'd like to experience. Would it be dangerous? What risks are there? What should you do to prepare? Name three things.





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# WAYS TO GIVE CHOICE IN THE CLASSROOM

## **Practise**

Individually in pairs in groups

## **Produce**

spoken aloud in written form graphically

## **Revise**

Worksheets listening texts with a partner

## CHOOSE AN ACTIVITY

- 1. Work independently.** Make a list of the natural disasters that threaten your area. Think about how to prepare for each one. Share your ideas with the class.
- 2. Work in pairs.** Choose a natural disaster. Create a poster to educate people about what to do if this type of disaster strikes.
- 3. Work in groups.** Find out about a recent natural disaster. Prepare a short presentation to tell your class what happened.



# Make an Impact

## **A** Write and perform a skit.

- Choose a natural disaster, and find out the best ways to handle it.
- Write a dialogue between a safety worker and a person that he/she is helping to prevent, prepare for, or react to the disaster.
- Perform your skit for the class.

## **B** Create a comic strip.

- Find out about an explorer or adventurer who survived in a dangerous situation.
- Think about the key events in his/her story.
- Create a comic strip to tell the story.

## **C** Write a news article.

- Go online to read about animals that have helped to save human lives. Choose your favorite story. Continue researching to learn more about what happened.
- Write a newspaper article summarizing the story. Include a photo in your article.



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