

Creative Thinking Competency Self-Assessment

Name _____ Date _____

Teacher _____ Grade _____

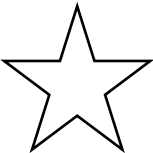
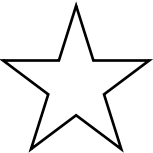

Creative Thinking – Raven is a creative thinker. Sk̓ewk' ("sk-oww-k" – raven) teaches us to be creative and playful in all that we do. Raven teaches us to generate new ideas inspired by others or by our own personal experiences. As Creative Thinkers, we can generate unique and innovative ideas. (NVSD Indigenous Education Team)

Planning My Learning

Please select 2-3 specific "I Can" Thinking Competency statements that you will explore:	Please select 2 First Peoples Principles of Learning that you will explore:
I get ideas when I play.	Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors
I can get new ideas or build on or combine other people's ideas to create new things within the constraints of a form, a problem, or materials.	Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness on reciprocal relationships, and a sense of place)
I can get new ideas in areas in which I have an interest and build my skills to make them work.	Learning involves recognizing the consequences of one's actions
I can get new ideas or reinterpret others' ideas in novel ways.	Learning involves generational roles and responsibilities
I can think "outside the box" to get innovative ideas and persevere to develop them.	Learning recognizes the role of indigenous knowledge
I can develop a body of creative work overtime in an area of interest or passion.	Learning is embedded in memory, history, and story
	Learning involves patience and time
	Learning requires exploration of one's identity
	Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations

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Reflecting on My Learning

Description of my lessons/activities/projects:				
What did I learn?				
Use the two stars and a goal to explain two things you are proud of in your learning and one thing you would like to do better. For younger students, an adult can help you write your two stars and a goal, then you can circle the appropriate check-box. <i>(You can use "I Can" Statements on pg. 2 "Planning Your Learning" for guidance.)</i>		<input checked="" type="checkbox"/> = I can do it with some help	<input checked="" type="checkbox"/> = I am learning to do it by myself	<input checked="" type="checkbox"/> = I can do it with confidence
	How I am already like Sḱewḱ' (Raven):		<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
	How I am already like Sḱewḱ' (Raven):		<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
	How I can be more like Sḱewḱ' (Raven):			