

Semi- detailed lesson plan
Facilitating learning

I. Objectives

At the end of discussion the student will be able to:

- a. Explain the four criteria of creativity by Torrance
- b. Practice creative thinking
- c. Apply problem solving skills.

II. Subject matter

Topic: Problem Solving and creativity

Reference: Facilitating learning

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Pages: 199-209

III. Materials

Laptop

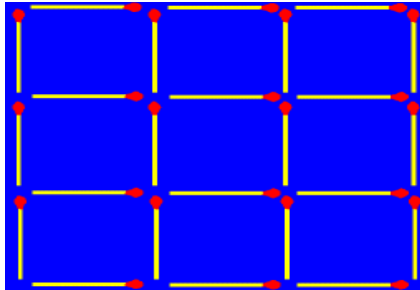
Projector

Matches, Thumbtacks and Candles

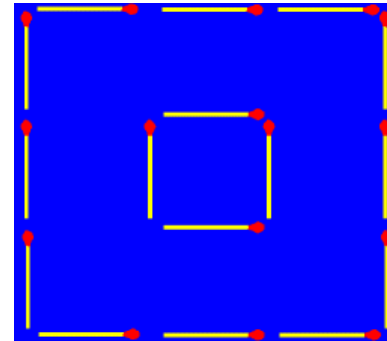
IV. Teaching/learning procedure

Teacher Activity	Student Activity
A.	
1. Opening Prayer	
Mr /Ms _____ can you lead a prayer?	One of the student lead a prayer: Student start to pray came from himself
2. Good morning Class	Good morning ma'am.
Please sit down.	Student sited
3. Ok class look to your seatmate who is absent today	Student tell who's absent.
4. The teacher show puzzle picture to answer by students.	

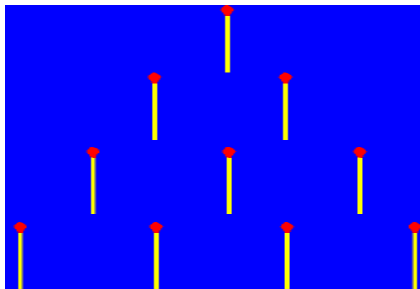
Class solve this puzzle, remove 8 matches to leave just two squares, which should not touch?



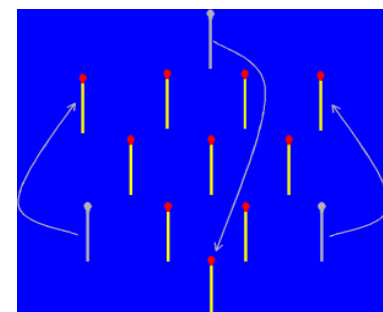
(Answer may be vary)



What matchers will be transferred to look it like downward?



(answer may be vary)



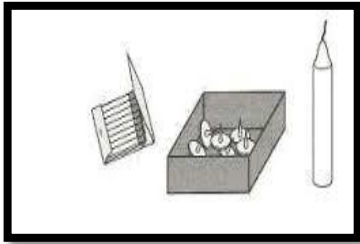
5. Review

B. Developmental phase/Lesson Proper

1. Activity

The teacher group the student in 4

The teacher give the candle problem:



Student count 1 - 4

(answer may vary)

Students solve the candle problem



2. Analysis

a. How did you find the activities?

More interesting ma'am!

b. What did you do to be able to solve the puzzle?

We challenge the activity!

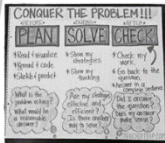
The teacher explain the aspect of Torrance's creativity frame work

Fluency



- Implies understanding not just remembering information that is learned.
- refers to the production of a great number of ideas or alternate solutions to a problem.

Flexibility



- Refers to the production of ideas that show a variety of possibilities or realms of thought.
- It involves the ability to see things from different points of view to use many different approaches or strategies.

Elaboration



- Is the process of enhancing ideas by providing more details.
- Additional detail and clarity improves interest in, understanding of the topic.

Originality



- Involves the production of ideas that are unique or unusual.
- It involves synthesis or putting information about a topic back together in a new way.

The six (6) stages of CPS

- Stage 1 : Mess Finding
 - Sensitive yourself for issues that need to be tackled.



- Stage 2: Data Finding
 - Gather information about problem



- Stage 3: Problem Finding
 - Convert a fuzzy statement of the problem into a broad statement more suitable for idea finding.



- Stage 4 : Idea Finding
 - Generate as many ideas as possible



- Stage 5 : Solution Finding
 - Generate and select obvious evaluation criteria and develop the short-listed ideas from idea finding as much as you can in the light of these criteria.



- Stage 6: Acceptance Finding



Bransford's IDEAL model

1. identify the problem
2. Define the problem through thinking about it and sorting out the relevant information
3. Explore solutions through looking at alternatives, brainstorming and checking out different points of view
4. Act on the strategies.
5. Look back and evaluate the effects of your activities

3. Abstraction

Anyone in the class can give the summary of the topic?

Student give the summary of the topic

4. Application

How you can apply the problem solving to your daily life?

We can apply the problem solving in real life by analyzing first the situation and gathering information that can support the solution of the problem.

Stay positive in all situation do not mind those people who wants to down you.

IV. Evaluation

In the $\frac{1}{2}$ sheet of yellow paper formulate a question under the four aspects of creative thinking – fluency, flexibility elaboration and originality.

V. Assignment