



Transition Unit Template

Title of Transition Unit	The Big Idea - Creativity with a purpose
Area of study	<p>Creativity</p> <p>The Big Idea programme is in essence a creative experience but through its student-led project briefs it also supports the development of learning in the <i>Local and Global Citizenship</i> and the <i>Social Moral and Personal</i> Transition Year Areas of Study.</p>
Overview	<p>The Big Idea is a 15-week practically-oriented creative programme developed to empower students to use their creativity to develop a BIG idea (solution) to tackle society’s biggest challenges. We provide all the equipment the students need so there are no barriers to inclusion.</p> <p>Creativity is a mindset, a skillset and a process. Each week teachers and their students are guided through The Big Idea digital supports to learn how to use and apply creative strategies to solve problems. Through their engagement with the creative process, students can apply this knowledge and understanding of creativity to investigate solutions to their chosen brief.</p> <p>To further support teachers and their students through the creative process, The Big Idea has developed a mentoring partnership with internationally award-winning creative experts from industry and academia. This team of experts will work with students at intervals through the process, to provide real-world advice and feedback to further develop their projects. They will also work with the Big Idea team to develop a fresh and relevant bank of teaching and learning resources to support teachers from all disciplines to embed creativity in their day-to-day teaching practices.</p> <p>The Big Idea will showcase all students’ BIG Ideas at our virtual exhibition and awards show in May of each year.</p>

<p>Related Learning</p>	<p>The Big Idea is designed to progress all key skills developed from Junior Cycle, with particular focus on Being Creative and Managing Information and Thinking. Being curious is a defining attribute of the latter and this is an essential aspect of students engaging in the creative process. Also evident through this process are opportunities for students to further progress the key skills of Working with Others and Communicating. The Big Idea programme brings the creative process and Junior Cycle key skills to life in the classroom but equally communicates to students the practical applications and importance of these skills in impacting change in their local, national and global communities.</p> <p>We are aligned with the mission of Transition Year; promoting the personal, social, educational and vocational development of pupils and to prepare them for their role as autonomous, participative and responsible members of society. The programme complements the existing TY curriculum with the added benefits of a new and adaptable set of skills such as critical thinking and creative problem solving which are applicable to a student's learning journey.</p> <p>The learning experiences within The Big Idea programme also support students as they navigate the transition to Senior Cycle. The Senior Cycle key skills of Communicating, Critical and Creative Thinking and Being Personally Effective are all inherent to the Big Idea's creative process and in how students learn to apply their knowledge and experiences to a diverse range of briefs. The key skills of Working with Others and Information Processing are both activated as students complete primary and secondary research and present and validate their findings and subsequent solutions to external judges.</p> <p>Student wellbeing is an intrinsic aspect of the programme. For students to feel creative they need to feel comfortable and supported to immerse themselves in the process. As such, we have embedded short mindfulness activities into each lesson structure to set the tone for creativity and focus.</p> <p>The Big Idea programme aims to broaden students' awareness of creativity in the world of work and to challenge their perception of how and where creative thinking is applied across a broad range of industry disciplines. Over 100 top industry professionals across Ireland are engaging with The Big Idea giving their time to mentor the students and to support assessment at the final stage of the programme.</p>
<p>Summary Outline</p>	<p>The programme structure is divided into six stages over a 15-week period with lesson plans and resources created for each week. The five programme stages are: <i>Workshops, Ideation, Pitch, Expert panel, Development and Showcase.</i></p>

	<ol style="list-style-type: none"> I. <u>Workshops</u>: Students will participate in a range of creative workshops and activities to learn more about the creative process and the creative industry. They will also learn more about The Big Idea programme and structure: The timeline, key stages, required outputs and how to record their challenges and successes throughout their learning journey. Following this, students will be introduced to the range of Big Idea project briefs, from which they will select one to focus on. II. <u>Ideation</u>: Students will begin to work on their chosen themed project briefs. The themes evolve each year to respond to issues which affect students’ lives and contexts. The purpose of each project is to come up with a solution to the issue they have chosen to tackle. Working collaboratively in groups students will develop ideas and solutions which are informed by their research and investigation of their chosen area. III. <u>Pitch</u>: Students pitch their proposed ideas and communicate their learning journey to a Big Idea panel of Industry experts, and their school community, raising the profile and awareness of the projects selected. This review process is supported by an A4 pitch which communicates their journey and proposed solution online to a blind review from a select industry panel. IV. <u>Expert Input</u>: The pitch will be reviewed by a diverse group of expert creative professionals from academia and industry across Ireland. The experts will give feedback to the teams so they can further develop their projects. Students will then review this feedback, together with feedback from their teachers and insights gained from self-evaluation activities to refine their proposed ideas. V. <u>Development</u>: The students will actively collaborate within their teams to further develop their concept ideas into deliverable solutions. They will be encouraged to engage further with key stakeholders and to connect with the local community. VI. <u>Showcase</u>: At The Big Idea showcase students will present their learning journey and a refined proposal to their peers, stakeholders and the panel of judges. It is a celebration of their engagement with the creative process to activate change in their local, national and global communities.
<p>Breakdown of unit</p>	<p>The Big Idea programme is presented as a 15-week module which starts in January and runs until mid-May, culminating in a showcase exhibition to celebrate student responses across each of the five categories.</p> <p>The programme structure is designed to accommodate two 40-60 minute lessons per week. There is a high volume of programme specific content developed to support teachers from all subject disciplines to confidently deliver the programme, with the support of the Big Idea Team and external creative mentors. All Teaching and Learning content and materials are free to schools and can be used directly from the cloud or downloaded in a teacher’s preferred format.</p>

	<p>The Big Idea Team will continue to evolve the range and relevance of the Teaching and Learning resources in response to teacher and student feedback but the core support materials include the following: Lesson Plans, Timelines, Programme Aims and Objectives, Creative thinking strategies, Formative assessment structures embedded through the programme, Feedback loops to promote reflection and iteration, Industry case studies to build students' awareness of the Creative Industry and the importance of creative thinking.</p> <p>The programme is a 45-hour module which runs from January to May in the academic year and within this timeframe a school can adapt to its individual timetable. The breakdown of hours is loosely summarised as follows:</p> <ul style="list-style-type: none"> ● Class contact time: 30 hours ● Independent and group research: 5 hours ● Preparing a presentation and participating in a pitch/mentoring: 5 hours ● Showcase preparation and participation: 5 hours
<p>Aims</p>	<p><i>This transition unit aims to</i></p> <ul style="list-style-type: none"> ● Provide students with an opportunity to actively experience the creative process through their engagement with a Big Idea brief. ● Empower students to become active participants in their local, national and global communities and to see that their ideas can affect positive change. ● Support students to recognise, in collaboration with Industry Mentors and The Big Idea Team, the presence and breadth of creativity across a range of industry careers.
<p>Learning outcomes</p>	<p><i>On completion of The Big Idea programme students should be able to:</i></p> <ul style="list-style-type: none"> ● apply the creative process to solve a problem ● discuss and evaluate the social, moral, economic, ethical and environmental issues impacting their local, national and global communities ● investigate a problem using a range of research and analysis strategies ● evaluate research findings ● create a solution to an identified problem ● communicate evidence of the creative process from research and analysis to ideation and development ● listen to and apply feedback to refine an idea ● present and justify a developed solution ● evaluate the progress of the learning journey ● demonstrate respect and empathy when listening to different viewpoints

	<ul style="list-style-type: none"> ● collaborate with others to complete tasks ● demonstrate the ability to complete tasks independently ● recognise the value and applications of creativity in their local, national and global communities.
<p>Key skills</p>	<p>The students will encounter all 5 key skills through participating in The BIG IDEA:</p> <ol style="list-style-type: none"> 1. Critical and creative thinking: The Big Idea programme guides students through socially conscious, human-centred project briefs that connect students with their peers, industry, community and their world. Inquiry-based learning opportunities encourage students to explore material, ask questions and share ideas. Reflective practices encourage students to analyse and make judgements about their learning journey. 2. Working with others: The Big Idea is a collaborative programme where students are required to work together to research, develop and present their proposed solution. Students develop the social and emotional skills to listen with respect to other students whose viewpoints may differ from theirs. 3. Being personally effective: Engaging in the creative process requires resilience and persistence. Students will have an opportunity through this programme to focus on these skills and develop their confidence, persisting with an idea and realising a final solution. To meet the key stages within this creative process students will need to manage their time, skills and resources both individually and as a group. They will have to recognise their role and impact within a group dynamic and actively contribute to the group's progress. 4. Communicating: Developing communication skills is an integral aspect of The Big Idea programme. Students are required to communicate with their peers in developing an idea, communicate with primary users in their local communities, communicate their research and development, communicate their learning journey and communicate with mentors and judges. This requires students to select and use a range of media and methods which best communicates their learning, views and understanding through this creative process. 5. Information processing:

	<p>The Big Idea programme requires students to select, analyse, filter and evaluate information in an iterative nature and from a wide range of sources. Students will develop skills in writing a pitch to communicate the key attributes of their proposed solution. At various stages, students will need to justify the proposed idea and explain how it was informed by purposeful research and investigation.</p>
<p>Teaching approaches</p>	<p>The creative process within The Big Idea programme focuses on a wide range of active learning methodologies to engage all students through inclusive learning experiences. Lesson content and resources are accessible to all students. Pathways for differentiated learning experiences are outlined at each key stage in the process. The following teaching approaches are integrated through The Big Idea programme.</p> <ul style="list-style-type: none"> ● Inquiry-based learning and investigation: This approach will be used when students are investigating and developing solutions for their chosen brief. This approach will develop students' creative thinking and communication skills. ● Instruction and demonstrations: This approach will be used to support students in their knowledge, understanding and application of the creative process and associated strategies. ● Project work and self-directed learning: This approach will be used when students are delegating tasks within their group to progress their solution or prepare a presentation pitch. ● Group discussion: This approach will be used when students are selecting a project brief, researching their chosen areas, analysing and evaluating findings and in their engagement with programme mentors and judges. This approach will develop students' interpersonal and intrapersonal skills. ● Learning through experimentation and safe failure: This approach will be used through the development phase when students pitch their initial idea to mentors and then refine their idea based on feedback and evaluation. This approach will also develop students' problem solving and critical thinking skills. ● The Big Idea video resource library: This resource will be used to support the teaching of creative thinking and problem solving. It will also be used to develop the students' awareness of the creative industry and the range of creative career pathways. ● Digital competency and ICT: Students will engage with ICT where appropriate and accessible for the purpose of research, presentation and communication of findings and idea development.

	<ul style="list-style-type: none"> ● Independent learning tasks: This approach will be used when students are completing individual reflection and evaluations at key intervals through the process. This approach will develop students' time management and autonomous learning skills. ● Guest speakers, seminars, presentations: This approach will be used to support teachers and students from all subject disciplines in engaging with the creative process and in applying creative strategies in solving a problem. ● Negotiated learning: This approach will be used through group discussions at the start of the programme when students select a brief which they feel either relates to their context or one which they feel passionate about. Negotiated learning will also be employed by The Big Idea team to develop future briefs which are co-created with student focus groups.
<p>Assessment approaches</p>	<p>The Big Idea programme includes an assessment structure which is a combination of formative and summative assessment moments throughout the process. Self and peer-reflection activities are included as a form of formative assessment after each stage together with feedback loops included where students can implement feedback from teachers, mentors and external judges. All with a view to informing students' future learning and idea progression.</p> <p>The programme also includes a summative assessment moment with The Big Idea external judges. This is at the Pitch stage where judges assess and provide feedback to each group. The programme Aims and Learning Outcomes inform the success criteria and assessment rubric for this summative assessment model.</p> <p>Formative assessment strategies include:</p> <ul style="list-style-type: none"> ● Capturing reflection-in-action formatively through strategies like the <i>What Went Well (WWW)</i> and <i>Even Better If (EBI)</i> are integrated into the programme. This strategy is used in lessons to formatively assess and provide feedback on students' engagement, enjoyment and progression. ● Capturing reflection-on-action formatively through strategies like <i>What, So What, Now What</i> are integrated into the programme. This strategy can be used by teachers to formatively assess students' reflection, analysis and evaluation of their engagement, enjoyment and progression. ● Assessment of student learning and progress is also captured through a Big Idea learning journey template. This encourages students to capture key decisions, record reflections, analyse progression and document feedback from teachers, mentors and judges.

	<ul style="list-style-type: none"> ● All formative assessment templates and prompt questions draw on the learning within the learning outcomes and students’ experience and engagement with each. <p>Summative Assessment (Process, Proposal and Journey)</p> <ul style="list-style-type: none"> ● Student evaluation of their process and learning journey: Success criteria are embedded within the assessment rubric to guide student evaluation, in line with programme learning outcomes. ● Development and presentation of project: Success criteria are embedded within the assessment rubric to guide the development and presentation of students’ solutions, in line with programme learning outcomes.
Evaluation	<p>Evaluation is integral to the creative process and as such The Big Idea Team aim to continually iterate and modify the programme to best suit the needs of students and teachers. This is also with a view to creating a programme which is relevant to the changing dynamics in students’ lives and their local, national and global communities.</p> <p>At the end of the programme students, teachers and school management and where possible parents, will be asked to evaluate and provide feedback on the successes and challenges of the programme. Logistical issues regarding timetables, resources, accessibility and remote learning materials, will also be analysed to work towards a lean model of delivery for all students, teachers and participating schools.</p> <p>This data will be analysed and feedback provided to each participating school regarding the actions and modifications to the programme. This is with a view to demonstrating iteration within the creative process and that feedback is listened to and actioned upon, in line with The Big Idea mission and values.</p> <p>The Big Idea Team will evaluate the effectiveness of the chosen learning outcomes. Following this the team will refine links with learning intentions for individual lessons, programme success criteria and the overall models for formative and summative assessment.</p>
Resources	<p>Resources which informed this planning document:</p> <ul style="list-style-type: none"> ● NCCA Link - Transition Year ● www.curriculumonline.ie ● www.jct.ie ● Department of Education and Skills (2015) <i>A Framework for Junior Cycle</i>, ● <i>Action Plan for Education 2016-2019</i> ● <i>Senior Cycle Review: Statement of Strategy 2019-2021</i> <p>Programme Resources for Teachers:</p>

- Digital curriculum comprising 2 x lessons per week, for 15-weeks. This includes: Lesson plan and structure, Instructional resources, Mindfulness videos, video recording of short interview with guest speakers working in the creative industry.
- Downloadable teaching and learning resources
- Recorded support videos guiding teachers through facilitation and the key skills within the programme and the creative process.
- Also included are teacher prompt questions, teacher support material and lesson plans.
- School certified as a BIG Idea creative school.

Programme resources for Students:

- Each student receives a Swag Bag which includes all materials they will need:
- A custom T-shirt.
- JournalPen
- Pencil
- Post-it notes
- Lego
- Lego glasses
- Scissors
- Sellotape
- Pencil case
- The Big Idea Project Brief's overview.
- All snugly housed in our custom-designed Swag bag
- Certificate of participation for each Student.
- Teams are awarded medals to celebrate outstanding team contributions in each category. There is also a custom designed trophy presented to one Big Idea, as selected by the judging panel.

The BIG Idea website <https://thebigidea.ie>