

**Purpose:** The purpose of these cards are to align academic content standards with creativity challenges. Through these open ended challenges, students develop creativity and divergent thinking skills.

**Explanation:** This creativity development tool is set up into 3 phases. The first phase would be (CMA Rubric) Early Phase Creativity Development. The second phase would be the Implementation Phase of Creativity Development and the last phase would be the Innovation Phase of Creativity Development. Not sure if this is the best terminology but its a working name.

**Early Phase:** At this phase the content standards are taken directly from ODE course of study and adapted into short creativity challenges. These challenges provide opportunities for divergent thinking through open ended tasks. The reflection/connection/processing stage at the end becomes crucial to transferring knowledge and making connections between life and curriculum.

**Implementation Phase:** At this phase the tool takes the creativity challenges one step further. Now you start adding in life skills inherent to the creative/artistc process. When processing after the challenge, the teacher not only discusses the connection to the curriculum but also the life skills that are transdisciplinary.

**Innovation Phase:** At this final phase the creativity tool becomes totally imersive. The creativity challenge is part of a larger life-centered investigation and ties together multiple content standards from multiple disciplines. The goal of this phase is to create an environment where the questions and problems are the focus of the learning and the content is viewed as a supportive part of the process, as opposed to an isolated outcome. This last phase would require support, PD, etc. A creativity challenge card alone would not suffice. The previous cards would be able to stand alone tools.... I think?

**Questions:** How could be organized better? How could I simplify it more? How many would I need for a basic starter set? Could there be an explanation brochure or introduction? Could there be blank ones for others to add to? Is this even beneficial? Think of better challenges? Needs more explanation, but don't want to get to wordy... what is the balance?

**Life skills:**

- Creativity, Collaboration, critical thinking, communication
- Perseverence
- Resileincey
- Risk taking
- Learnig from failure
- Empathy
- Respect
- Compassion
- What else?

Draft

## Content Standards

## Creativity Challenge



Using what you know about the atmosphere and wind, design and build a transportation machine that can speed up using air and/or slow down using air.

Using only twist ties, tissue paper, tape and a fan (to act as wind source).

### Science 2 The Atmosphere

The atmosphere is made up of air. Air has properties that can be observed and measured. The transfer of energy in the atmosphere causes air movement, which is felt as wind. Wind speed and direction can be measured.



## Phase 1

## Reflection/Processing/Questioning...

How did you use the materials and why?

How did your knowledge of wind and the atmosphere, help you when thinking about your design?

How could your design help you identify wind direction?

How could you use your design to measure wind speed? Why?

## Content Standards

## Creativity Challenge



Using what you know about the atmosphere and weather changes, design the 2 best outfits that would be essential for the weather in Ohio. Think about...being able to explain why you designed them the way you did and what the weather patterns are in Ohio that require these outfits. What factors contributed to your design?

### Science 2 The Atmosphere

Changes in energy affect all aspects of weather, including temperature, precipitation amount and wind.



## Phase 1

## Reflection/Processing/Questioning...

Explain your 2 outfits.

Why did you create them the way you did?

What are the weather patterns that are a part of your community and why?

What happens if a warm front and cold front collide in your community? Will your outfits still work? why or why not?

## Content Standards

## Creativity Challenge



Using what you know about rules and laws, you will conduct 2 creativity challenges.

1- Your task is to build a house. But, the rule is you can only use the color of bricks that correspond to the colors in your shirt.

2- Individually, blindfolded, you need to build a simple artifact (ex. a bird). The rule is you cannot see what you are creating until the end.

Or...?

### Social Studies 2 Rules and Laws

There are different rules that govern behavior in different settings.



Phase 1

## Reflection/Processing/Questioning...

- How did these rules/laws effect what you created?
- What were the pros and cons of each and why?
- What about working alone and collaborativley?
- Did you prefer one over the other why or why not?
- Why do you think rules and laws are important?
- What types of rules and laws do we need for our community? Why?
- How could we re-do these challenges with new rules?
- What rules would make it better and/or more challenging?

**Life Skills**

**Content Standards**

**Essential Questions**

**Creativity Challenge**

Using what you know about rules and laws, you will conduct 2 creativity challenges.

1- Your task is to build a house. But, the rule is you can only use the color of bricks that correspond to the colors in your shirt.

2- individually, blindfolded, you need to build a simple artifact (ex. a bird).

\*3- Place a bin of legos on the floor and instruct the students to build something once you count to 3. The purpose of this activity is to learn how some laws and rules help make our communities, more safe, productive, etc. The main part to this activity is the chaos in getting the materials.

Time would be spent at the conclusion figuring out rules to put in place to help this activity run more smoothly.

**Reflection/Processing/Questioning...**

- How did these rules/laws effect what you created?
- What were the pros and cons of each and why?
- What about working alone and collaborativley?
- Did you prefer one over the other why or why not?
- Why do you think rules and laws are important?
- What types of rules and laws do we need for our new community? Why?
- How could we re-do these challenges with new rules?
- What rules would make it better and/or more challenging?

**Discovery**

**Social Studies 2  
Rules and Laws**

There are different rules that govern behavior in different settings.

How do rules and laws help?  
Why do we have rules and laws?



**Phase 2**

Why do we have rules and laws?  
How do rules and laws help?

**Life Skills**



**Content Standards**

**Essential Questions**

**Discovery**

**Social Studies 2— RULES AND LAWS 12. There are different rules that govern behavior in different settings.**

What is the purpose of rules/laws in our new community?  
Why do we need rules/laws?  
Who should create the rules/laws and why?

**Big Idea**  
**Community 2nd Grade**  
**Inventing a community**  
**Combining all areas.**

**Creativity Challenge**



Combine all previous Content Standards and integrate them into one project.

**Discover a new community**

Student selects an area of interest and formulates questions around this area.

Think of the rules for the community, the dress as it relates to climate and atmosphere. Integrate writing/LA, science and related arts.

Students could design and build the community. This could take place over the course of a year in all academic disciplines.

Embed more life skills throughout as well. Focus on process, growth and creativity development.

**Science 2**

**The Atmosphere**

The atmosphere is made up of air. Air has properties that can be observed and measured. The transfer of energy in the atmosphere causes air movement, which is felt as wind. Wind speed and direction can be measured.



**Phase 3**



**Science 2**

**The Atmosphere**

Changes in energy affect all aspects of weather, including temperature, precipitation amount and wind.

**Reflection/Processing/Questioning...**

- What is the name of the community?
  - Should the community have a dress code?
  - What type of businesses should the community have?
  - What types of transportation will be used?
  - What would the diet of the community be?
  - What types of traditions, festivals, etc. will take place?
  - What types of sports old/invented will take place?
- Generate a list of questions from the kids that could be ongoing, divergent and emergent.



## A Year of Discovery example

### 6 Thinking Habits:

We grow thinkers who ask questions.— Question about this new community based on student interests. If you love sports— what types of sports will be a part of the new community, what questions do you need to ask.

We grow thinkers who collaborate with others.— Collaborate with others to get new perspectives. Ask the non-sporting student to get new insights. Ask the dress maker about new uniforms, etc.

We grow thinkers who create and innovate.— Create physical aspects for the community.

We grow thinkers who persevere.— Draw attention to persevere throughout the journey.

We grow thinkers who think flexibly.— Draw attention to allowing for flexibility throughout the journey.

We grow thinkers who present their ideas with confidence.— Create an end of the year celebration, mid points, etc.

## Reflection/Processing/Questioning...

### 4 Enrichment Practices for Staff:

Nurture Interests— By using student interest survey etc. to inform journey.

Challenge Through Differentiation— Open ended community design so students will have many different entry points with many different thinking levels.

Collaboration— Collaborate on various aspects of the project. With students who can help, think, build, invent etc.. Staff/community that are resources/experts as well.

Reflection/Celebration— Create an unveiling of the new community. Is it a model, real life etc. extensions etc.