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Chapter 5 of Exploring the 6 Cs (21st Century Learning)

CREATIVITY C

SOCIAL-EMOTIONAL LEARNING (SEL)

SECTION C. Do Something Different

version: v2022-07-31

START HERE

👋 Need a hand? Email me! Mike@educircles.org

INSTRUCTIONS:

STEP 1: Open the slideshow lesson.

- [Google Slides](#) or [Microsoft PowerPoint](#)

STEP 2: Print this PDF file.

- It has the handouts and lesson plan.

WHAT'S IN THIS PDF:

- This title page and links to specific files (File Table of Contents)
- Handout - Do Something Different, Double Entry Journal
- Lesson Plans - Double Entry Journal, Section C
- About Educircles, License, Copyright, Sources, Changelog

WHAT'S NOT IN THIS PDF:

- Slideshow (use the links at the top of this page.)
- Digital Handouts (use the Easel by TpT links provided in this document.)

Want to download
or edit a specific file?

Click the links on
the next page!

Instructions

What's in this
PDF

What's NOT
in this PDF

6Cs Creativity C - START HERE - Page 1 of 8

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Print this PDF

(it has all of the handouts)

File Table of Contents

BIG PICTURE

| What do I need | File Name | File type | Get the file |
|------------------|--|-------------------------------------|--------------------------------|
| Lesson Plan | Lesson Plans - Section C <ul style="list-style-type: none">Detailed script with slide thumbnails.Slide Number Comparison Chart | PDF | one-click copy |
| Lesson | Slideshow - Section C (slides 86-129) | Google Slides | one-click copy |
| | | Microsoft Powerpoint ⁽¹⁾ | one-click copy |
| Digital Handouts | Easel by TpT - Section C - ALL This Easel by TpT file has all of the handouts for this section combined into one document. <ul style="list-style-type: none">PRO TIP #1: Delete the pages you don't need before assigning your file to students.PRO TIP #2: You can use the one-click copy link multiple times to create different versions of the virtual handouts. NOTE: If you just want the virtual handouts for a specific lesson, please use the one-click copy link in the FILE TABLE of CONTENTS for that lesson. | Easel by TpT | one-click copy |

(1) If the fonts look messed up in Microsoft Word or Powerpoint, please [watch this video](#).
If you can't edit the Word or Powerpoint file, it's because you're in protected mode. [Read this](#).

PDF

Google Slides

Powerpoint

Easel by TpT



Links to files

NOTE: Duplicate Slide ALERT!

The same slide has been copied into three separate files.

The **Slide Number Comparison Chart** in the Lesson Plan for **each Section** will tell you which slides match up.

For example, the following slide is



- Slide 127 in **Slideshow - ALL**
- Slide 42 in **Slideshow - Section C**
- Slide 1 in **Slideshow - Lesson Check-In**

The Lesson Plan will show a thumbnail of the slide and use the slide number from the main slideshow **Slideshow - ALL**.

Different files are used if you teach in class or online.

- Are you teaching in class?
 - Use **Slideshow - ALL** (from the bundle) or **Slideshow - Section C** (from the product) and project to the class.
- Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS?
 - Attach **Slideshow - Lesson C1** and **Lesson Check-In** in your assignments.

SECTION C
Do Something Different

Slide Number Comparison Chart

Are you teaching in class?
• Use **Slideshow - ALL** (from the bundle) or **Slideshow - Section C** (from the product) and project to the class.

Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS?
• Attach **Slideshow - Lesson C1** and **Lesson Check-In** to your assignments.

| | Slideshow | Section C | Lesson C1 |
|--|-----------|-----------|-----------|
| SECTION C - Do Something Different (slides 88-129) | 88-129 | 1-44 | |
| CREATIVITY - LESSON C1 - 85 MINUTES Do Something Different (slides 88-129) | 88-129 | 1-41 | 1-41 |
| Activity 84: Do something different | | | |
| Activity 85: Do something different | | | |
| Activity 86: Do something different | | | |
| Activity 87: Do something different | | | |
| Activity 88: Do something different | | | |
| Activity 89: Do something different | | | |
| Activity 90: Do something different | | | |
| Activity 91: Do something different | | | |
| Activity 92: Do something different | | | |
| Activity 93: Do something different | | | |
| Activity 94: Do something different | | | |
| Activity 95: Do something different | | | |
| Activity 96: Do something different | | | |
| Activity 97: Do something different | | | |
| Activity 98: Do something different | | | |
| Activity 99: Do something different | | | |
| Activity 100: Do something different | | | |
| Activity 101: Do something different | | | |
| Activity 102: Do something different | | | |
| Activity 103: Do something different | | | |
| Activity 104: Do something different | | | |
| Activity 105: Do something different | | | |
| Activity 106: Do something different | | | |
| Activity 107: Do something different | | | |
| Activity 108: Do something different | | | |
| Activity 109: Do something different | | | |
| Activity 110: Do something different | | | |
| Activity 111: Do something different | | | |
| Activity 112: Do something different | | | |
| Activity 113: Do something different | | | |
| Activity 114: Do something different | | | |
| Activity 115: Do something different | | | |
| Activity 116: Do something different | | | |
| Activity 117: Do something different | | | |
| Activity 118: Do something different | | | |
| Activity 119: Do something different | | | |
| Activity 120: Do something different | | | |
| Activity 121: Do something different | | | |
| Activity 122: Do something different | | | |
| Activity 123: Do something different | | | |
| Activity 124: Do something different | | | |
| Activity 125: Do something different | | | |
| Activity 126: Do something different | | | |
| Activity 127: Do something different | | | |
| Activity 128: Do something different | | | |
| Activity 129: Do something different | | | |

Lesson Check-In

| | Slideshow | Section C | Lesson C1 |
|--|-----------|-----------|-----------|
| ALL | ALL | ALL | ALL |
| CREATIVITY - LESSON C1 - 85 MINUTES Do Something Different (slides 88-129) | 127-129 | 42-44 | 1-3 |
| Do Something Different On-Site (slides 127-129) | 127-129 | 42-44 | 1-3 |

The slide number comparison chart is at the start of each section in the following lesson plans:

- Lesson Plan - ALL** (from the bundle)
- Lesson Plan - Section C** (from the product)

It is **NOT** in individual lesson plans (i.e. **Lesson Plan - Lesson C1**)

Use this to
teach in class

Slideshow
from bundle

Slideshow
from product

Individual lesson
slideshow

Assign this in
Google
Classroom



Duplicate Slide Alert

LESSON C1 - Do Something Different Challenge 55 MIN

| What do I need | File Name | File type | Get the file |
|----------------|--|-------------------------------------|--------------------------------|
| Lesson Plan | Lesson Plan - C1 | PDF | one-click copy |
| | Lesson Plan - Double Entry Journal | PDF | one-click copy |
| Lesson | Slideshow - Lesson C1 (slides 86-126) | Google Slides | one-click copy |
| | | Microsoft Powerpoint ⁽¹⁾ | one-click copy |
| Handouts | Do Something Different Challenge NOTE: You need 7 copies of the journal entry page. (One for each day of the challenge.) There are two versions of the journal entry page. (The questions are the same.) <ul style="list-style-type: none">Option 1: Paragraph format. (Page 7,8)Option 2: Short answer format. (Page 9,10) | PDF | one-click copy |
| | | Google Docs | one-click copy |
| | | Microsoft Word ⁽¹⁾ | one-click copy |
| | | Online Version (Paragraph) | one-click copy |
| | (Short answer) | Easel by TpT | one-click copy |
| | Double Entry Journal | PDF | one-click copy |
| | | Google Docs | one-click copy |
| | | Microsoft Word ⁽¹⁾ | one-click copy |
| | Online Version: | Easel by TpT | one-click copy |

LESSON - Do Something Different CHECK-IN 10 MIN

| What do I need | File Name | File type | Get the file |
|----------------|---------------------------------------|-------------------------------------|--------------------------------|
| Lesson Plan | Lesson Plan - Check-In | PDF | one-click copy |
| Lesson | Slideshow - Check-in (slides 127-129) | Google Slides | one-click copy |
| | | Microsoft Powerpoint ⁽¹⁾ | one-click copy |
| Handouts | Do Something Different Challenge | links in lesson C1 | |

Lesson
C1

Google Docs

Word

Lesson for
CHECK-IN

files are
organized
by lesson

Links to files



Name _____ Class _____ Date _____

DO SOMETHING DIFFERENT

CREATIVITY

Do Something
Different

For one week, try a little experiment. Every day, do the following four steps:

1. **Do something different** (each day.)
2. **Observe** what happens.
3. **Wonder** about why things happen that way.
4. **Record** your thoughts.

In life, we often get stuck in patterns. If we practice breaking patterns, it helps us to have new experiences. Observe what happens. Observe how you feel. When we start to wonder why things happen that way, it might spark a sense of curiosity in you.

What does this have to do with creativity? By experiencing, observing, and wondering, we add moments to our life that might later become inspiration to something new!

Who knows what experiences today will help us to create new ideas tomorrow?

Tip: Most people feel nervous when asked to do something new. If you feel this way, try starting with an easier challenge. Sometimes, the more we do something, the easier it gets. And, that includes doing new things. You got this!



6Cs Creativity C - Handout - Do Something Different - Page 1 of 10

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Introduction
and Rationale



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Handouts

Page 1

Name _____ Class _____ Date _____

TRACKING SHEET

CREATIVITY

Do Something Different

START

1

Date: _____

☐ Do something different

☐ Observe

☐ Wonder

☐ Record

Time of Day _____

Rate the experience:

😊 😊 😐 😐

2

Date: _____

☐ Do something different

☐ Observe

☐ Wonder

☐ Record

Time of Day _____

Rate the experience:

😊 😊 😐 😐

3

Date: _____

☐ Do something different

☐ Observe

☐ Wonder

☐ Record

Time of Day _____

Rate the experience:

😊 😊 😐 😐

4

Date: _____

☐ Do something different

☐ Observe

☐ Wonder

☐ Record

Time of Day _____

Rate the experience:

😊 😊 😐 😐

5

Date: _____

☐ Do something different

☐ Observe

☐ Wonder

☐ Record

Time of Day _____

Rate the experience:

😊 😊 😐 😐

6

Date: _____

☐ Do something different

☐ Observe

☐ Wonder

☐ Record

Time of Day _____

Rate the experience:

😊 😊 😐 😐

7

Date: _____

☐ Do something different

☐ Observe

☐ Wonder

☐ Record

Time of Day _____

Rate the experience:

😊 😊 😐 😐

FINISH!

7 day tracking sheet

6Cs Creativity C - Handout - Do Something Different - Page 2 of 10

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Handouts

Page 2

Name _____ Class _____ Date _____

DO SOMETHING DIFFERENT

CREATIVITY

Do Something
Different

Step 1: Brainstorming Different Challenges

1. Use the space provided to think about 4 things you do **at home**. Then, brainstorm 3 ways you could do each task differently.



2. Complete the following brainstorm mind webs.



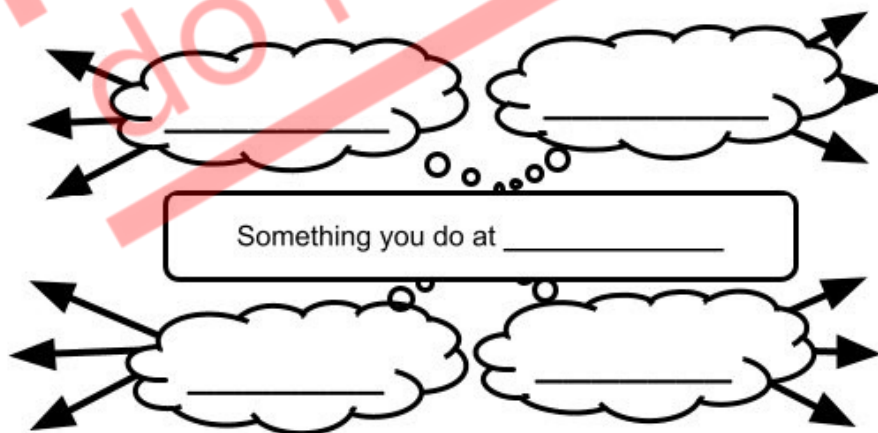
Guided
brainstorming



3. Complete the following brainstorm mind webs.



4. Complete the following brainstorm mind webs.



Do Something
Different

Open-ended
brainstorming



Name _____ Class _____ Date _____

DO SOMETHING DIFFERENT

Step 2: The Big List of Different Challenges

Use the space provided to list things you could do differently, at school, at home, on technology, with friends / family, etc. What patterns could we break?

| | |
|-----|-----|
| 1. | 16. |
| 2. | 17. |
| 3. | 18. |
| 4. | 19. |
| 5. | 20. |
| 6. | 21. |
| 7. | 22. |
| 8. | 23. |
| 9. | 24. |
| 10. | 25. |
| 11. | 26. |
| 12. | 27. |
| 13. | 28. |
| 14. | 29. |
| 15. | 30. |



Do Something
Different

Generate a
class ideas list



| | |
|-----|-----|
| 31. | 46. |
| 32. | 47. |
| 33. | 48. |
| 34. | 49. |
| 35. | 50. |
| 36. | 51. |
| 37. | 52. |
| 38. | 53. |
| 39. | 54. |
| 40. | 55. |
| 41. | 56. |
| 42. | 57. |
| 43. | 58. |
| 44. | 59. |
| 45. | 60. |

Do Something
Different

Generate a
class ideas list

of things to try
to do differently



Name _____ Class _____ Date _____

JOURNAL ENTRY - DAY # _____

Write about what you did today. Make sure to include the following points:

1. **What did you do that was different today?** What made you decide to choose this challenge? What do you normally do?
2. **What did you observe?** Describe what happened. Try to include details like who, what, when, and where. Describe how you felt and how other people might have felt.
3. **Wonder** why things happen that way. Ask questions like, "I wonder why will... Why would... Why might... How will... How would... How might..." Answer your own questions and try to come up with your own theories and predictions. What could be a new "do something different" challenge based on today's experience?
4. **Record** your thoughts. Write your ideas below and fill out your tracking sheet.

RATE THE EXPERIENCE: 😊 😊 😐 😐

6Cs Creativity C - Handout - Do Something Different - Page 7 of 10

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Do Something
Different

Journal Entry
(option 1)

Paragraph
format



Do Something
Different

Journal Entry
(option 1)

Paragraph
format



Name _____ Class _____ Date _____

JOURNAL ENTRY - DAY # _____

Write about your experience today. Answer the following questions:

1. Do something different

a. What did you do that was different today?

b. What made you decide to choose this challenge?

c. What do you normally do?

2. What did you observe?

a. Describe what happened. Include details like who, what, when and where.

b. Describe how you felt and how other people might have felt.

CREATIVITY

Do Something
Different

Journal Entry
(option 2)

Short Answer
format



3. **Wonder** why things happen that way.

- a. Ask a question using 1 of the following sentence starters: "I wonder why will... Why would... Why might... How will... How would... How might..."

- b. Answer your own question. (Guess / predict what the answer would be.)

- c. What is a new challenge you could do based on today's experience?

4. **Record** your thoughts by answering the questions above. Then, fill out the tracking sheet.

Date: _____

☐ Do something different
☐ Observe
☐ Wonder
☐ Record

Time of Day: _____

Rate the experience:

😊 😊 😐 😐

6Cs Creativity C - Handout - Do Something Different - Page 10 of 10

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Do Something
Different

Journal Entry
(option 2)

Short Answer
format



Name _____ Class _____ Date _____

DOUBLE ENTRY JOURNAL

1. Strategies to get people to be **LESS CREATIVE**.



Lesson Name: _____

Use the double entry journal below to record ideas and strategies from today's lesson.

| The text | My thinking |
|---|--|
| Write down phrases or sentences from the hand outs, slideshow or videos Describe something you see or hear in the slideshow / videos | Write down your reaction to that idea <ul style="list-style-type: none">• Make a comment / Give an opinion• Ask questions / Guess the answer• Agree or disagree / explain why• Would this actually work?• It would be better if... Based on the text , describe a strategy to trick people into not thinking |
| | |

Double Entry Journal

Strategies to get people to be LESS creative



Name _____ Class _____ Date _____

DOUBLE ENTRY JOURNAL

2. Strategies to help us be **MORE CREATIVE.**

Lesson Name: _____

Use the double entry journal below to record ideas and strategies from today's lesson.

| The text | My thinking |
|---|---|
| Write down phrases or sentences from the hand outs, slideshow or videos Describe something you see or hear in the slideshow / videos | Write down your reaction to that idea <ul style="list-style-type: none">• Make a comment / Give an opinion• Ask questions / Guess the answer• Agree or disagree / explain why• Would this actually work?• It would be better if... Based on the text, describe a strategy to help us think more critically. |
| | |

Double Entry
Journal

Strategies
to help us
be MORE
creative





CREATIVITY - LESSON - Double Entry Journal Strategies to be less/more creative

REFLECTION: Strategies to be less / more creative - 10 min

Let's take a moment and consolidate our learning

- How could we get people to be less creative?
- How could we be more creative ourselves?

Teacher prompt:

1. **Think of a time when you feel most creative.**
Where are you and what are you doing?
2. **Think of a time when you feel least creative.**
Where are you and what are you doing?

For each question, you could do a think-pair-share.

1. Students think independently about how they could get people to be **less** creative based on their life experiences.
2. Students **find a partner** and share strategies on how they could get people to be less creative. They **could** discuss **whether** the strategies would actually work or how to make them work. Students in partners could brainstorm new ideas based on their conversation that might slow people down from being creative.
3. Students share ideas in a **class** conversation. The teacher could make jot notes on the board, or students could write down the ideas.

Repeat for thinking about how can we become more creative.

At the end of the think pair share, we suggest that students write down some ideas to help them keep track of their thinking.

Use the **Handout - Double Entry Journal**

- At the top of the handout, students would write down the lesson name.
- Students then use the double entry journal to record ideas and strategy from today's lesson
- On the left side of the T chart, students write down evidence:
 - This could be **phrases** or sentences from the handouts, slides or videos. (Ex: text)
 - This could **be** describing something that students saw or heard in the slideshow/videos. (Ex: an image, sound)
- On the right side of the T chart, students write down their thinking
 - Students write down their reaction to the text / evidence that they wrote on the left side:
 - Make a comment / Give an opinion
 - Ask questions / Guess the answer
 - Agree or disagree / explain why
 - Would this actually work?
 - It would be better if...
 - Based on the text, students describe the strategy they learned or figured out

The double entry journal handout becomes a record of learning:

- Students can see how their understanding changes over time
- You could use this to build a portfolio of student learning
- Teachers could use this work sample for assessment understanding, learning skills, parent-teacher work samples, writing quality, etc.



Double Entry
Journal

Record
of learning





CREATIVITY CHAPTER

SOCIAL-EMOTIONAL LEARNING (SEL)

SECTION A. Creative Words

SECTION B. Twelve

SECTION C. Do Something Different

SECTION D. Video Analysis

SECTION E. Consolidation and Review

version: v2022-07-31

LESSON PLANS

SECTION A Creative Words

1. [CREATIVITY - LESSON A1 - 45 MINUTES](#)
2. [CREATIVITY - LESSON A2 - 55 MINUTES](#)
3. [CREATIVITY - LESSON A3 - 40 MINUTES](#)
- [CREATIVITY - LESSON AA - Double Entry Journal](#)

SECTION B Twelve

4. [CREATIVITY - LESSON B1 - 45 MINUTES](#)
5. [CREATIVITY - LESSON B2 - 50 MINUTES](#)
6. [CREATIVITY - LESSON B3 - 60 MINUTES](#)

SECTION C Do Something Different

7. [CREATIVITY - LESSON C1 - 55 MINUTES](#)
- [CREATIVITY - LESSON CC - Check In](#)

SECTION D Videos

8. [CREATIVITY - LESSON D1 - 50 MINUTES](#)
9. [CREATIVITY - LESSON D2 - 45 MINUTES](#)
10. [CREATIVITY - LESSON D3 - 55 MINUTES](#)
11. [CREATIVITY - LESSON D4 - 40 MINUTES](#)
12. [CREATIVITY - LESSON D5 - 50 MINUTES](#)

SECTION E Vocabulary / Review

13. [CREATIVITY - LESSON E1 - 50 MINUTES](#)
14. [CREATIVITY - LESSON E2 - 50 MINUTES](#)



SECTION C

Do Something Different

Slide Number Comparison Chart

- Are you teaching in class?
- Use **Slideshow - ALL** (from the bundle) or **Slideshow - Section C** (from the product) and project to the class.
- Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS?
- Attach **Slideshow - Lesson C1**, and **Check-in** to your assignments.

| Lesson C1 | Slideshow | | |
|--|-----------|-----------|-----------|
| | ALL | Section C | Lesson C1 |
| SECTION C - Do Something Different (slides 86-129) | 86-129 | 1-44 | |
| CREATIVITY - LESSON C1 - 55 MINUTES Do Something Different (slides 86 - 126) | 86 - 126 | 1-41 | 1-41 |
| Activity #4: Do something different | | | |
| Introduction - 15 minutes | | | |
| Creativity in Life (slide 86) | 86 | 1 | 1 |
| Fly metaphor (slides 87-97) | 87-97 | 2-12 | 2-12 |
| Patterns (slides 98-101) | 98-101 | 13-16 | 13-16 |
| Explaining the Challenge (slides 102-111) | 102-111 | 17-26 | 17-26 |
| Explain the Handouts / Tracking sheet (slides 112-113) | 112-113 | 27-28 | 27-28 |
| Brainstorming ideas - 20 minutes Explaining handout (slides 114-115) 5 min | 114-115 | 29-30 | 29-30 |
| Independent brainstorming (slide 116) 5 min | 116 | 31 | 31 |
| Combine ideas as a class: BIG LIST (slide 117-118) 10 min | 117-118 | 32-33 | 32-33 |
| Explaining Journal Entry (slides 119-125) 10 min | 119-125 | 34-40 | 34-40 |
| REFLECTION: Strategies to be less / more creative (slide 126) - 10 min | 126 | 41 | 41 |

| Lesson Check In | Slideshow | | |
|---|-----------|-----------|-----------------|
| | ALL | Section C | Lesson Check In |
| CREATIVITY - LESSON CC - Appendix CC Do Something Different | | | |
| CHECK-IN (slides 127-129) | 127-129 | 42-44 | 1-3 |
| Do Something Different CHECK-IN (slides 127-129) | 127-129 | 42-44 | 1-3 |

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Pages 2-30
are in a different
product

Lessons

Use this to
teach in class

Slideshow
from bundle

Slideshow
from product

Individual lesson
slideshow

Assign this in
Google
Classroom

Page 31





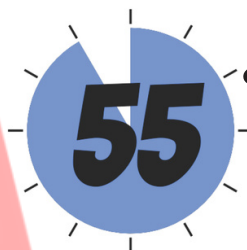
CREATIVITY - LESSON C1 - 55 MINUTES

Do Something Different (slides 86 - 126)

OVERVIEW

Lesson C1 explains the assignment and handouts. Students then do the challenge (do something different) once a day for 7 days

Lesson CC is a 10 min check-in lesson to make sure students are on track to completing the assignment



- Activity #4: Do something different
 - Introduction - **15 minutes**
 - Creativity in Life (slide 86)
 - Fly metaphor (slides 87-97)
 - Patterns (slides 98-101)
 - Explaining the Challenge (slides 102-111)
 - Explain the Handouts / Tracking sheet (slides 112-113)
 - Brainstorming ideas - **20 minutes**
 - Explaining handout (slides 114-115) 5 min
 - Independent brainstorming (slide 116) 5 min
 - Combine ideas as a class: **BIG LIST** (slide 117-118) 10 min
 - Explaining Journal Entry (slides 119-125) **10 min**
 - **REFLECTION:** Strategies to be less / more creative (slide 126) - **10 min**
 - Discussion
 - Double Entry Journal

MATERIALS

- Slideshow (**Slideshow ALL**, **Slideshow - Section C**, or **Slideshow - Lesson C1**)
- Class set of **Handout - Do Something Different**
 - NOTE: You need to make 7 copies of the journal entry page. (One for each day of the challenge.)
 - There are two versions of the journal entry page. The questions are the same.
 - The first version is paragraph format. (Page 7 / 8)
 - The second version is short answer format. (Page 9 / 10)
- Class set of **Handout - Double Entry Journal**

6Cs Creativity - Lesson Plans - Page 32 of 81
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Timing

Materials


Lesson
C1



Activity #4: Do something different

Introduction - 15 minutes

Creativity in Life (slide 86)



86

CREATIVITY

ACTIVITY #4

Do something different.

Activity #4: Do something different (Creativity in life)

Activity Overview:

- Students are challenged to do something different every day for a week. Each day, they need to **do** something different, **observe** what happens, **wonder** why things happen that way, and **record** their observations.

Handouts:

- The slideshow goes through the handout package that includes a brainstorming activity, a structured tracking log to measure progress, and a Journal entry to record their observations.
- There are two versions of the journal entry handout with the same questions and guided prompts:
 - The first one has lines for paragraph writing
 - The second one uses a short answer format.

Learning Objective:

- Brainstorming different answers.** Trying to come up with different / diverse challenges
- An opportunity to explore learning skills and life skills (Not all learning happens to the curriculum or in the classroom):** does the student demonstrate the capacity for innovation and a willingness to take risks? Demonstrate curiosity and interest in learning? Set own individual goals and monitor progress towards achieving them? Identify learning opportunities, choices, and strategies to meet personal needs and achieve goals.
- Authentic writing opportunity based on authentic real life learning experiences.**

Timeline:

- Although, we suggest doing seven days in a row, the actual number of days will depend on the grade level in the student.
- Accountability is important.** You might set aside time at the start of class for students to share their experiences with other students. Students who are falling behind can be identified and supported.

Assessment opportunities:

- Journal entries can be used during parent-teacher conferences as example of work.
- Journal entries can be used by students in portfolios and student led conferences.
- Journal entries are writing samples that can provide information about the student's writing fluency and mechanics
- Although we haven't built it into the slideshow, at the end of the week, there's a great opportunity to take one of the writing samples and to polish it into a more published format. This could be a personal narrative, or a poem about the experience, stream of consciousness writing, or a TED talk style presentation about something they learned about themselves to this process.

Creativity
in Life

Learning
Objective



Fly metaphor (slides 87-97)

87

CREATIVITY

DO SOMETHING DIFFERENT

Imagine a fly trapped in a house.



88

CREATIVITY

DO SOMETHING DIFFERENT

The fly sees the outside world!



89

CREATIVITY

DO SOMETHING DIFFERENT

But, there's a closed window in the way.



90

CREATIVITY

DO SOMETHING DIFFERENT

And the fly can't break through the glass.



91

CREATIVITY

DO SOMETHING DIFFERENT

So, the fly tries again.



92

CREATIVITY

DO SOMETHING DIFFERENT

So, the fly tries again.



93

CREATIVITY

DO SOMETHING DIFFERENT

But, it doesn't work.



94

CREATIVITY

DO SOMETHING DIFFERENT

So, the fly tries again. For real, this time!



95

CREATIVITY

DO SOMETHING DIFFERENT

But, it doesn't work... Again.



96

CREATIVITY

DO SOMETHING DIFFERENT

The probability here is
if we keep doing
the same thing
we'll keep failing.
So, the fly
thinks about
a different way
to get out.



97

CREATIVITY

DO SOMETHING DIFFERENT

The fly thinks about
a different way
to get out.



A fly trapped in a house is a perfect metaphor for creativity.

Sometimes we get into patterns and habits. And if we keep on doing these pattern that habits, we may not be able to get what we want in life.

(Some patterns are great, and other patterns are negative.)

A housefly cannot get through a close window to escape outside. However if the fly tried something different, they might be able to fly through an open door to escape outside.

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Reflecting on Life Patterns

Patterns (slides 98-101)

98

99

100

101

Sometimes we get into patterns...

- In the way we interact with friends, families, teachers, and other classmates.
- In what we do at school, at home, with our lives, etc....

These patterns can be fantastic habits that take us to great places... Or, these patterns can be negative and take us to not so great places...

Teacher tip:
Students are asked to reflect on some of the patterns they fall into when they chat with certain people. Remind students to keep the conversation's constructive and to focus on their role as opposed to others.

- It's all too easy to start laying blame and pointing fingers.
- Instead of "you're the mean one in the group," another way to take ownership of our patterns is to ask,
 - "what do I do when people say mean things to me?"
 - Do I have a pattern of asserting myself and protecting my limits?
 - Do I have a pattern of just ignoring it and being passive-aggressive or passive?"

By the way, we go over strategies to communicate more effectively and assertively in our 6Cs communication lesson.

Explaining the Challenge (slides 102-111)

102

We suggest that teachers use themselves as an example as they walk students through these instructions about the Do Something Different challenge activity.






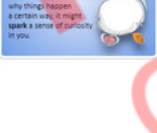
The following slides are actually included on the student handout. But we suggest reading the slides together as a class before handing out the paperwork as it gives students an opportunity to think about each sentence.

Teachers could model the internal thinking process by talking out loud what they're thinking. Sample lines included below.

For one week, **do** something different every day. **Observe** what happens and **wonder** about why these things happen that way. **Record** your thoughts.

- Sample internal teacher monologue:** "I wonder why we need to do something different each day. That sounds kind of scary. Why do we have to spend time observing what happens?"


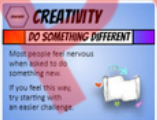



| | | |
|-----|--|---|
| 103 |  In life, we often get stuck in patterns. History repeats itself. We make the same mistakes. | <p>In life, we often get stuck in patterns. History repeats itself. We make the same mistakes.</p> <ul style="list-style-type: none"> Sample internal teacher monologue: "That's true. Every year, I say I'm not going to leave my marking and report cards to the last minute, but I always get swamped with a big pile of work." |
| 104 |  If we practice breaking patterns, it helps us to have new experiences. | <p>If we practice breaking patterns, it helps us to have new experiences.</p> <ul style="list-style-type: none"> Sample internal teacher monologue: "Okay, but I don't get it. How is breaking patterns going to help me not procrastinate on marking?" |
| 105 |  Observe what happens when you break a pattern and do something new. Observe how you feel. | <p>Observe what happens when you break a pattern and do something new. Observe how you feel.</p> <ul style="list-style-type: none"> Sample internal teacher monologue: "Well, normally, I drive to school to get to work, but one time I had a flat tire which I guess was breaking the pattern of me driving to school on time. I felt totally stressed out because I was rushing to get to work. Does it count if you break a pattern unintentionally?" Teacher tip: FYI, for this activity, we're encouraging students to intentionally break a pattern. Although when different things happen, (i.e. you have a flat tire), that still a great time to observe what happens and wonder why you feel that way or why things happen like that. But part of the Do Something Different activity is to intentionally break patterns by choice. That's the "do" something different every day part of the challenge. |
| 106 |  When we start to wonder why things happen a certain way, it might spark a sense of curiosity in you. | <p>When we start to wonder why things happen a certain way, it might spark a sense of curiosity in you.</p> <ul style="list-style-type: none"> Sample internal teacher monologue: "I wonder why I felt so stressed out – I had already called my Vice Principal to let them know that I was going to be late because my car had a flat tire. They told me that they would take care of finding coverage for my class. I wonder why I still felt stressed out. Maybe because I was embarrassed that I got a flat tire? But that's silly, everyone gets flat tires every now and then...." |
| 107 |  What does this have to do with creativity? | <p>What does this have to do with creativity?</p> <ul style="list-style-type: none"> Sample internal teacher monologue: "I'm not sure what this has to do with creativity, but I just realized that when I leave my marking to the end I still get really stressed out. But maybe that's because I get stressed out with marking essays because I know it's gonna be a lot anyway because essays take forever to mark." |
| 108 |  By experiencing, observing, and wondering, we add different moments to our life that might later become inspiration to something new! | <p>By experiencing, observing, and wondering, we add different moments to our life that might later become inspiration to something new!</p> <ul style="list-style-type: none"> Sample internal teacher monologue: "Hmm. maybe I don't like marking essays because they take so long to mark. Instead of" |

Sample teacher monologue

Think-aloud strategy





| | |
|--|--|
| | <p>doing two essays in class, I wonder if there's a way that I can modify the assignment to mark things as the students are writing the assignment. Like they hand in different parts of the writing process, so I can mark things as we go instead of it all piling up at the end. Wait. What does this have to do with inspiration and adding different moments to our life? I guess if I wasn't thinking about how I had that flat tire one day and how stressed out I got, then I wouldn't have thought about how stressed out I get with marking as well, and that's why I put it off even though it means I then get super stressed out at the end when I have to mark all of it eventually. I guess I need to change the assignment a little bit so the marking is less scary. I guess thinking about the flat tire was inspiration to change my assignment a little bit - even though they have nothing to do with each other... Well, I guess they both are a little similar because they pointed out to me that I get stressed out by stuff like this.</p> |
| 109  | <p>Who knows what experiences today... Will help us to create new ideas tomorrow?</p> <ul style="list-style-type: none">• Sample internal teacher monologue: "I guess that's the point of the assignment. To force us to have new experiences and then we intentionally observe what happens and wonder about why things happen that way so that later on, maybe it'll pop up in an idea and we'll make a new realization or have an aha moment. Like I did with marking essays. |
| 110  | <p>Most people feel nervous when asked to do something new. If you feel this way, try starting with an easier challenge.</p> <ul style="list-style-type: none">• Sample internal teacher monologue: "Well, I'm not going to have a flat tire on purpose just so I can observe what happens. But, maybe I can try going a different route to school. Actually, that's not a bad idea. Usually the highways are pretty busy at rush hour but one of my colleagues who lives in the same neighbourhood as I do says that she takes the back roads to get to work. I wonder if that would be faster from where I live... |
| 111  | <p>Sometimes, the more we do something, the easier it gets. And that includes doing new things. You got this!</p> <ul style="list-style-type: none">• Sample internal teacher monologue: "Well, that's true. When I first started teaching, it was really overwhelming because you had to do everything new all at the same time and it was really stressful. But after I've taught the same stuff in the same subject for a few years, it gets a little bit easier. And then I get to play more with my teaching stuff and try different things and tweak my lessons as I go along. Maybe tomorrow in the staff room when I eat my lunch, I normally sit by the windows, but maybe I'll sit by the door this time. Isn't that funny because we don't have assigned seating in the staff room, but teachers always sit in the same spots. I wonder why. |

What if I feel nervous?


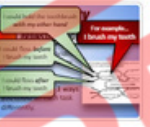


Explain the Handouts / Tracking sheet (slides 112-113)


| | | |
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| 112 |  | Give the handout package to students (Handout - Do Something Different). The front page of the handouts goes through the explanation that we just did. |
| 113 |  | <p>The second page of the handout shows the tracking sheet.</p> <ul style="list-style-type: none"> The goal of the checklist is a way for students to make sure that they have done all four parts, as well as record the date and time of the challenge and how they felt about the challenge experience. The checklist also provides a quick way for teachers to make sure students are on track with their work. |

Explaining the handouts


Brainstorming ideas - 20 minutes Explaining handout (slides 114-115) 5 min

| | | |
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| 114 |  | The brainstorming could be done as a think pair share |
| 115 |  | <ul style="list-style-type: none"> Students think independently and brainstorm ideas They could share ideas with a partner and write down answers on the page. Later on, we will be creating a big list of ideas |


Independent brainstorming (slide 116) 5 min

| | | |
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| 116 |  | Just like the previous activities, the goal is still to come up with different and unique ideas. The goal here is to be curious. |
|-----|---|--|

Combine ideas as a class: BIG LIST (slide 117-118) 10 min

| | | |
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| 117 |  | <p>Go around the class, and give each student an opportunity to share a Do Something Different challenge.</p> <p>Creativity often requires a safe space to take risks, so remind students that we're not judging the challenges.</p> <p>The goal here is to brainstorm as many different ideas as possible.</p> <p>When a student shares a challenge idea, you can either</p> <ul style="list-style-type: none"> copy down that idea or write down a different idea inspired by that idea. |
|-----|---|---|










| | |
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| | <p>For example, if a student suggests, "brush your teeth with peanut butter," our first thought might be to shut that idea down.</p> <ul style="list-style-type: none">• But that student might learn a lot from that challenge.<ul style="list-style-type: none">◦ Maybe the student does it and realize it tastes really gross.◦ Maybe the student realizes they like trying to give really outrageous answers because they like attention. I wonder why they like attention?◦ That student might realize that when you brush your teeth with peanut butter, it leads to teeth decay when the kid has more cavities than normal.• Other students might not want to write down "brush your teeth with peanut butter" – because they know their parents would never allow it or because they are anaphylactic to peanut butter– so they could write down a different variation.<ul style="list-style-type: none">◦ "Brush your teeth with a different flavoured toothpaste."◦ "Use an electric toothbrush to brush your teeth."◦ Or maybe they don't like peanut butter, so maybe they need to find a way to eat peanut butter in a way that they like. "Put butter and peanut butter on a piece of toast." <p>Of course, teachers know their students and parent community best.</p> |
|  | <p>Possible challenges if you get stuck:</p> <p>At home / with family</p> <ul style="list-style-type: none">• Help out with different chores• Clean up a (different) part of your room• Do your morning routine in a different order• Walk home a different way.• Get to school using a different mode of transport.• Go to sleep earlier (or later)• Wake up earlier (or later)• Try eating something you don't normally eat• Put on your clothes in a different order• Go to a different store.• Order something new <p>At school</p> <ul style="list-style-type: none">• Hang out with someone new• Go to class in a different way.• Eat at a different spot• Hang out at a different spot of the school yard• Sit at a different desk• Work with a different set of people• Do your homework at a different time• Wear an outfit that you haven't worn before. <p>With people</p> <ul style="list-style-type: none">• Say hello in a different way• Say bye in a different way• Share a different story• Use different posture• Don't speak first...• Use different body language |

Possible challenges




| | |
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| | <p>With technology</p> <ul style="list-style-type: none"> • Use a different app • Use your phone at a different time • Use your phone less (or more) • Use spelling, punctuation, slang, or emojis differently • Turn off your phone completely • Don't / Do check your email at home |
|--|---|

Explaining Journal Entry (slides 119-125) 10 min

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| 119 |  | <p>You will need to make 7 copies of the journal entry page (One for each day of the challenge.)</p> <p>There are two versions of the journal entry page in the Handout - Do Something Different. The questions are the same.</p> <ul style="list-style-type: none"> • The first version is paragraph format. (Page 7 / 8) • The second version is short answer format. (Page 9 / 10) |
| 120 |  | |
| 121 |  | |
| 122 |  | |
| 123 |  | |
| 124 |  | |
| 125 |  | |

REFLECTION: Strategies to be less / more creative (slide 126) - 10 min

| | | |
|-----|---|---|
| 126 |  | <p>Brainstorm strategies to be less and more creative</p> <ul style="list-style-type: none"> • See lesson notes in Lesson - Double Entry Journal • Handout - Double Entry Journal |
|-----|---|---|

Explaining the journal entry

Option 1
Paragraph

Option 2
Short Answer



CREATIVITY - LESSON

Do Something Different CHECK-IN (slides 127-129)

Lesson for
CHECK-IN

MATERIALS

- Slideshow ([Slideshow ALL](#), [Slideshow - Section C](#), or [Slideshow - Lesson Check In](#))

Do Something Different CHECK-IN (slides 127-129) - 10 min

| | | |
|-----|--|--|
| 127 | | <p>We suggest doing a daily check-in at the start of class to keep students accountable with their “Do Something Different” project. By having a quick 10 minute discussion at the start of class with the same questions:</p> <ul style="list-style-type: none">• Students have the opportunity to see what other students are doing for their challenges, and potentially get inspired.• Teachers have the opportunity to make sure students are keeping up with their journal entries. (The tracking sheet provides an opportunity for a quick scan of progress)• Students who did not get a chance to record their journal entries could use this time to catch up on work.• Teachers can also use this opportunity for conferencing. |
| 128 | | <p>Discussion could be done in a think-pair-share format:</p> <ol style="list-style-type: none">1. Students have an opportunity to go over their journal entry / think about their answers (record their answers if they are behind)2. In pairs, students discuss. This is also an opportunity for students to practice communication skills and strategies.<ul style="list-style-type: none">• What did you do that was different yesterday?• What happened?!• What did you observe?• Why do you think it happened like that?3. As a whole class, students can share what they are doing for their “Do Something Different” challenge. Possible Teacher Prompts:<ul style="list-style-type: none">• Thinking back to the Twelve activity that we did before... How can we be inspired by what our classmates are doing, but still try something new and original?• The point of the “Do Something Different” challenge was to get in a habit of trying to get new experiences so that we can connect the dots later on in new ways. Has anyone been able to use an experience from a Do Something Different challenge in creating a new idea or solving a problem? |
| 129 | | <p>Bigger questions:</p> <ul style="list-style-type: none">• Have you noticed any patterns yet?• What do you notice about yourself?• What will your next challenge be? Why? <p>It might be interesting for classmates to see if they've noticed any patterns about themselves or their friends through this challenge.</p> |

Accountability
check



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- I want to help make the world a better place.
- I try to help people achieve goals and stand up for themselves and others.
- Oh, I also make resources for teachers.
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MINDSET

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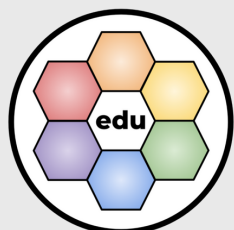
Specific things to know about this product: 6Cs Creativity C version 2022-07-31

- See lesson plan

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Changelog

I occasionally update and improve these products over time. You know, add a new coat of paint, touch up a few words, fix any mistakes, etc.

Once you purchase this lesson package, you get future updates for free!

- Download the most recent version: [6Cs Creativity C](#)
- How to update (or know if you need to update): [HELP \(6Cs Creativity C\)](#).

SINGLE PDF FILE update 2022-07-27

1. This product has been simplified into a bundle of single TpT **digital download PDF** products:
 - <https://links.educircles.org/tpt/6cs-creativity-a>
 - <https://links.educircles.org/tpt/6cs-creativity-b>
 - <https://links.educircles.org/tpt/6cs-creativity-c>
 - <https://links.educircles.org/tpt/6cs-creativity-de>
2. The original product was a bundle of TpT **Google Drive folder** products. The TpT Google Drive folder products will be archived:
 - <https://www.teacherspayteachers.com/Product/6Cs-Creativity-Folder-1-5799306>
 - <https://www.teacherspayteachers.com/Product/6Cs-Creativity-Folder-2-5799339>
 - <https://www.teacherspayteachers.com/Product/6Cs-Creativity-Folder-3-5799363>
3. If you purchased an older TpT Google Drive folder product, please email Mike@educircles.org

This product now has a Single PDF to print (with File Table of Contents and all handouts)

- **I added a digital learning version (Easel by TpT)**
- **I added Microsoft versions for all files**
- **Updated teaching content:**
 - None
- **Renaming content:**
 - Section C: Renamed Lesson CC to Lesson - Check In
- **Other changes**
 - Files are now packaged by section (A. Growth Mindset Survey + Puzzles, B/C Video + Consolidation) instead of splitting Google Drive folders by use (i.e. Print and Teach, Edit the documents, Google Classroom, etc.)
 - Simplified file names using descriptive words (handout, slideshow).
 - Minor changes to formatting / layout
 - Combined all handouts into a single PDF for easier printing
 - Removed Google Slides versions of handouts (and replaced with Easel by TpT)

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Changelog

Version 2.6 Simplifying file organization on Sep 10, 2020

This update is about trying to make the file organization more clear and less overwhelming.

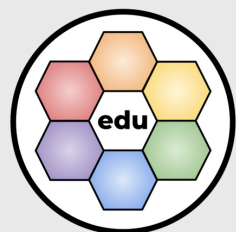
- No changes to content. Just changes in file names and Google Drive folder organization
- Made file names shorter by removing "Educircles"
- Organized the Google Drive folders by intended use (instead of just going numerically)
 - Folder 1 has the files so teachers can just print and teach. (PDFs and the main slideshow file **File 3**)
 - Folder 2 has the editable Google Docs or Google Slide files for the handouts.
 - Folder 3 has modified files for Google Classroom. (This includes all of the duplicated slideshow files for individual google classroom assignments. It also includes any modified versions of handouts for easier completion online.)
- Combined File 2a Lesson Outline and File 2b Lesson Plans into a single file (File 2 Lesson Outline and Lesson Plans)
- Updated the READ ME file
- Updated the Quick Start Guide to try to clarify the 3 google drive folders.

Version 2.0 Distance Learning update on July 20, 2020

- Main content is identical to version 1.0 but this product now contains additional files to make it easier for online use and distance learning
- **The files are all in Google Drive for 1-click easy copying of the lesson folder into your Google Drive.** No more copying view-only files.
- The slideshow in Google Slides format includes 1 large file (**File 3**) if you are teaching in the classroom, but you also get 5 smaller files in case you are only teaching 1 section: (**File 3** Lesson A, B, C, D, E)
- **Easy uploading to Google Classroom assignments by lesson.** The slideshow is now also broken up into individual lessons that you can upload: (**File 3** Lesson A1, A2, A3, B1, B2, B3, C1, D1, D2, D3, D4, D5, E1, E2)
- **Added 11 NEW lesson review handouts** for lessons that didn't previously have handouts (**File 4** A1, A2, A3, B1, B2, B3, D1, D2, D3, D4, D5)
- The vocabulary builder (**File 5b**) and the Venn Diagram (**File 5d**) are now converted into Google Slides format (so students can type responses directly in the graphic organizers.
- File numbers have changed from version 1

Version 1.0: Initial release of Creativity on August 2018

- This version included a zipped file with Microsoft Powerpoint, Google Slides, Microsoft Word, and PDF
- If you have purchased this product but would also like a copy of the Microsoft Powerpoint and Word versions, please email me at support@educircles.org
- Note: You will need to install the Bangers (comic book) font which I use for titles and headings. (The free font and installation information is included in the zipped file.)
- This version only includes the slideshow lessons in a single file. Additional content in Version 2.0 is not available in MS Powerpoint or Word format.





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