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

# CREATIVITY D/E

**SOCIAL-EMOTIONAL LEARNING (SEL)**

SECTION D. Video Analysis

SECTION E. Consolidation and Review

version: v2022-07-31

## START HERE

👋 Need a hand? Email me! [Mike@educircles.org](mailto:Mike@educircles.org)

### INSTRUCTIONS:

STEP 1: Open the slideshow lesson.

- Section D: Video Analysis  
[Google Slides](#) or [Microsoft PowerPoint](#)
- Section E: Consolidation  
[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)
- Review Questions - Lesson D1, D2, D3, D4, D5
- Handouts - Vocabulary Builder, Self Evaluation, Chapter Review
- Answers - Chapter Review
- Lesson Plan
- 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 D/E - START HERE - Page 1 of 11

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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 D/E <ul style="list-style-type: none"><li>Detailed script with slide thumbnails.</li><li>Slide Number Comparison Chart</li></ul>	PDF	<a href="#">one-click copy</a>
Lesson	Slideshow - Section D (slides 130-152)	Google Slides	<a href="#">one-click copy</a>
		Microsoft Powerpoint <sup>(1)</sup>	<a href="#">one-click copy</a>
	Slideshow - Section E (slides 153-171)	Google Slides	<a href="#">one-click copy</a>
		Microsoft Powerpoint <sup>(1)</sup>	<a href="#">one-click copy</a>
Digital Handouts	Easel by TpT - Section D/E - ALL  This Easel by TpT file has all of the handouts for this section combined into one document. <ul style="list-style-type: none"><li>PRO TIP #1: Delete the pages you don't need before assigning your file to students.</li><li>PRO TIP #2: You can use the one-click copy link multiple times to create different versions of the virtual handouts.</li></ul> 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	<a href="#">one-click copy</a>

PDF

Google Slides

Powerpoint

Easel by TpT

(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](#).



# 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 172 in **Slideshow - ALL**
- Slide 20 in **Slideshow - Section E**
- Slide 1 in **Slideshow - Lesson E2**

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 D** or **Section E** (from the product) and project to the class.
- Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS?
  - Attach **Slideshow - Lesson D1, D2, D3, D4, D5, E1, and E2** in your assignments.

## SECTION E

### Vocabulary / Review

### Slide Number Comparison Chart

Are you teaching in class?

- Use **Slideshow - ALL** (from the bundle) or **Slideshow - Section E** (from the product) and project to the class.
- Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS?
- Attach **Slideshow - Lesson E1** and **E2** to your assignments.

	Slideshow		
	Section	Lesson	
<b>SECTION 8 - Vocabulary / Review (slides 153-176)</b>	153-176	1-24	
<b>CREATIVITY LESSON E1 - 50 MINUTES Vocabulary Builder (slides 153-174)</b>	153-171	1-10	1-10
<b>Include Part 3 - Understand Vocabulary Builder (slide 153)</b>	153	1	1
<b>Chapter Review (slide 154-155)</b>	154-155	2-3	2-3
<b>Assign (slides 156-157)</b>	156-157	4-5	4-5
<b>CONCLUSION (slide 158) or the less creative (slide 158)</b>	158	6	6
<b>Eliminate the approach (slide 159-160)</b>	159-160	7-10	7-10
<b>Review the chapter (slides 161-162)</b>	161-167	11-15	11-15
<b>Summary (slides 163-174)</b>	168-171	16-19	16-19

	Slideshow		
	Section	Lesson	
<b>Section E2</b>	ALL		
<b>CREATIVITY LESSON E2 - 50 MINUTES Self Evaluation / Review (slides 172-176)</b>	172-176	20-24	15
<b>Student Self Evaluation (slides 172-175) - 10 min</b>	172-175	20-23	1-4
<b>Chapter Review Test (slide 176) - 10 min</b>	176	24	5

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 D**  
and **Lesson Plan - Section E**  
(from the product)

**It is NOT in individual lesson plans**

(i.e. **Lesson Plan - Lesson D1**)

# Use this to teach in class

# Slideshow from bundle

# Slideshow from product

# Individual lesson slideshow

# Assign this in Google Classroom



# Duplicate Slide Alert



LESSON D1 - Videos #1 Creative Thinking and #2 Creativity is a Learnable Skill 50 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - D1	PDF	<a href="#">one-click copy</a>
	Lesson Plan - Double Entry Journal	PDF	<a href="#">one-click copy</a>
Lesson	Slideshow - Lesson D1 (slides 130-135)	Google Slides	<a href="#">one-click copy</a>
		Microsoft Powerpoint <sup>(1)</sup>	<a href="#">one-click copy</a>
Handouts	Double Entry Journal	PDF	<a href="#">one-click copy</a>
		Google Docs	<a href="#">one-click copy</a>
		Microsoft Word <sup>(1)</sup>	<a href="#">one-click copy</a>
		Online Version: Easel by TpT	<a href="#">one-click copy</a>
Review questions	Review - Lesson D1	PDF	<a href="#">one-click copy</a>
		Google Docs	<a href="#">one-click copy</a>
		Microsoft Word <sup>(1)</sup>	<a href="#">one-click copy</a>
		Online Version: Easel by TpT	<a href="#">one-click copy</a>

Lesson  
D1

Google Docs

Word

files are  
organized  
by lesson



Links to files



LESSON D2 - Video #3 Taylor Swift 45 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - D2	PDF	<a href="#">one-click copy</a>
	Lesson Plan - Double Entry Journal	link in lesson D1	
Lesson	Slideshow - Lesson D2 (slides 136-139)	Google Slides	<a href="#">one-click copy</a>
		Microsoft Powerpoint <sup>(1)</sup>	<a href="#">one-click copy</a>
Handouts	Double Entry Journal	links in lesson D1	
Review questions	Review - Lesson D2	PDF	<a href="#">one-click copy</a>
		Google Docs	<a href="#">one-click copy</a>
		Microsoft Word <sup>(1)</sup>	<a href="#">one-click copy</a>
		Online Version: Easel by TpT	<a href="#">one-click copy</a>

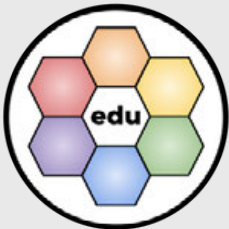
Lesson  
D2

LESSON D3 - Videos #4 Jay-Z and #5 The Surprising Habits of Original Thinkers 55 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - D3	PDF	<a href="#">one-click copy</a>
	Lesson Plan - Double Entry Journal	link in lesson D1	
Lesson	Slideshow - Lesson D3 (slides 140-146)	Google Slides	<a href="#">one-click copy</a>
		Microsoft Powerpoint <sup>(1)</sup>	<a href="#">one-click copy</a>
Handouts	Double Entry Journal	links in lesson D1	
Review questions	Review - Lesson D3	PDF	<a href="#">one-click copy</a>
		Google Docs	<a href="#">one-click copy</a>
		Microsoft Word <sup>(1)</sup>	<a href="#">one-click copy</a>
		Online Version: Easel by TpT	<a href="#">one-click copy</a>

Lesson  
D3

files are  
organized  
by lesson



Links to files

LESSON D4 - Video #6 Can Creativity Be Taught? 45 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - D4	PDF	<a href="#">one-click copy</a>
	Lesson Plan - Double Entry Journal	link in lesson D1	
Lesson	Slideshow - Lesson D4 (slides 147-149)	Google Slides	<a href="#">one-click copy</a>
		Microsoft Powerpoint <sup>(1)</sup>	<a href="#">one-click copy</a>
Handouts	Double Entry Journal	links in lesson D1	
Review questions	Review - Lesson D4	PDF	<a href="#">one-click copy</a>
		Google Docs	<a href="#">one-click copy</a>
		Microsoft Word <sup>(1)</sup>	<a href="#">one-click copy</a>
		Online Version: Easel by TpT	<a href="#">one-click copy</a>

Lesson  
D4

LESSON D5 - Video #7 Theory of Creativity 55 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - D5	PDF	<a href="#">one-click copy</a>
	Lesson Plan - Double Entry Journal	link in lesson D1	
Lesson	Slideshow - Lesson D5 (slides 150-152)	Google Slides	<a href="#">one-click copy</a>
		Microsoft Powerpoint <sup>(1)</sup>	<a href="#">one-click copy</a>
Handouts	Double Entry Journal	links in lesson D1	
Review questions	Review - Lesson D5	PDF	<a href="#">one-click copy</a>
		Google Docs	<a href="#">one-click copy</a>
		Microsoft Word <sup>(1)</sup>	<a href="#">one-click copy</a>
		Online Version: Easel by TpT	<a href="#">one-click copy</a>

Lesson  
D5

files are  
organized  
by lesson



Links to files

LESSON E1 - Vocabulary Builder (slides 153-176) - 40 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - E1	PDF	<a href="#">one-click copy</a>
Lesson	Slideshow - Lesson E1 (slides 153-176)	Google Slides	<a href="#">one-click copy</a>
		Microsoft Powerpoint <sup>(1)</sup>	<a href="#">one-click copy</a>
Handout	Vocabulary Builder	PDF	<a href="#">one-click copy</a>
		Google Slides	<a href="#">one-click copy</a>
		Microsoft Powerpoint <sup>(1)</sup>	<a href="#">one-click copy</a>
		Online Version: Easel by TpT	<a href="#">one-click copy</a>

Lesson  
E1

LESSON E2 - Self Evaluation / Review (slides 168-175) - 40 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - E2	PDF	<a href="#">one-click copy</a>
Lesson	Slideshow - Lesson E2 (slides 172-176)	Google Slides	<a href="#">one-click copy</a>
		Microsoft Powerpoint <sup>(1)</sup>	<a href="#">one-click copy</a>
Handout	Self Evaluation	PDF	<a href="#">one-click copy</a>
		Google Docs	<a href="#">one-click copy</a>
		Microsoft Word <sup>(1)</sup>	<a href="#">one-click copy</a>
		Online Version: Easel by TpT	<a href="#">one-click copy</a>
	Chapter Review	PDF	<a href="#">one-click copy</a>
		Google Docs	<a href="#">one-click copy</a>
		Microsoft Word <sup>(1)</sup>	<a href="#">one-click copy</a>
		Online Version: Easel by TpT	<a href="#">one-click copy</a>
Answers	Answers - Chapter Review	PDF	<a href="#">one-click copy</a>

Lesson  
E2

files are  
organized  
by lesson



Links to files



Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

# **CREATIVITY / INNOVATION**



## Lesson D1: Video #1 and #2

### Video #1. *Creative Thinking*

Watch the *Creative Thinking* video by Sprouts <https://youtu.be/cYhgIIty4yY>

1. The video talks about Adaption-Innovation theory. According to this theory, what are two types of ways to solve problems.

\_\_\_\_\_

2. What's the difference between the two types of theories?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. The video gives a few different ways or examples on how we can be creative. Explain two (2) different strategies mentioned in the video

a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Lesson D1

# page 1

## Video #1: Creative Thinking



# Review

Video #2. *Creativity is a Learnable Skill* (David Usher)

Watch *Creativity is a Learnable Skill* on Speaker's Spotlight <https://youtu.be/C37ZhVs2TZs> .

4. According to David Usher, what is creativity?

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5. David Usher believes that there really is almost a scientific formula to creativity. According to Usher, what percentage of things do you need to be creative?

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6. Think about the information in these two videos...

a. What could people do to be **less** creative?

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b. What could people do to be **more** creative?

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# Lesson D1

## page 2

Video #2:  
Creativity is a  
Learnable Skill



# Review

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

# **CREATIVITY / INNOVATION**



## **Lesson D2: Video #3a and #3b**

### **Video #3a. 73 Questions With Taylor Swift**

Watch the Taylor Swift interview by Vogue. <https://youtu.be/XnbCSboujF4>

According to the information in this interview...

1. What does creativity mean to Taylor Swift?

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2. What are two strategies we can learn about creativity based on what Taylor Swift does to write songs?

a. 

---

---

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b. 

---

---

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## **Lesson D2**

# page 1

Video #3a:  
73 Questions  
with Taylor Swift



# Review



Video #3b *How Taylor Swift writes her songs*

Watch the Taylor Swift interview with NovaFM.com.au <https://youtu.be/QiOMZHNCWiA>

3. Come up with 2 strategies about creativity that we can infer from how Taylor Swift describes her songwriting process in this video.

a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PREVIEW  
do not print

Lesson  
D2

page 2

Video #3b:  
How Taylor Swift  
writes her songs



Review

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

# **CREATIVITY / INNOVATION**



Lesson D3: Video #4 and #5

Video #4. Jay-Z Interview: His Writing Process

Watch the Jay-Z interview. <https://youtu.be/Vj-ZnRKxZsU?t=6>

According to the information in this interview...

1. Where does Jay-Z get his inspiration from?

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---

2. What are two strategies we can learn about creativity based on what Jay-Z does to write songs?

a. 

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b. 

---

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## Lesson D3

# page 1

Video #4:  
Jay-Z Interview:  
His Writing  
Process



# Review

Video #5 *TED: The Surprising Habits of Original Thinkers*

Watch Adam Grant speak about Original Thinkers: <https://youtu.be/fxbCHn6gE3U>

3. What are Originals?

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4. Why should we study the habits of Originals?

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5. What are two strategies we can learn from Originals to help us be more creative?

a. 

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---

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b. 

---

---

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Lesson  
D3

page 2

Video #5:  
The Surprising  
Habits of  
Original Thinkers



Review



Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

# **CREATIVITY / INNOVATION**



## Lesson D4: Video #6

### Video #6. *Sir Ken Robinson - Can Creativity be Taught?*

Watch Sir Ken Robinson on the Brainwaves Video Anthology: <https://youtu.be/vlBpDggX3iE>

1. What are the 3 parts of Creativity? Explain what each part means.

a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What is a strategy that can help us in the creative process?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6Cs Creativity DE - Review - Lesson D4

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## Lesson D4

## Video #6: Can Creativity Be Taught?



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# Review

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

# **CREATIVITY / INNOVATION**



## Lesson D5: Video #7

### Video #7. *The Theory of Creativity*

Duncan Wardle worked as the Head of Innovation and Creativity at Disney. Watch his TED talk about his experiences in creativity: [https://youtu.be/\\_8MwiGYzlyg](https://youtu.be/_8MwiGYzlyg)

1. What is Creativity?

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---

2. Explain 3 different strategies that can help us in the creative process.

a. 

---

---

---

b. 

---

---

---

c. 

---

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## Lesson D5

## Video #7: The Theory of Creativity

6Cs Creativity DE - Review - Lesson D5

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# Review

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

<b>MY DEFINITION</b> (MOST IMPORTANT, ESSENTIAL CHARACTERISTICS)	<b>CHARACTERISTICS / FACTS</b>
<b>EXAMPLES</b>	<b>NON EXAMPLES</b>

**CREATIVITY**

6Cs Creativity DE - Handout - Vocabulary Builder  
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# Vocabulary Builder



Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

# CREATIVITY SELF EVALUATION



Read each statement and circle the answer that best describes you *right now*.

1. Can you enhance and **EXPLORE IDEAS** in creative ways and bring these ideas to **ACTION** to meet the needs of a group or community?

Excellent	Good	Satisfactory	Needs Improvement
-----------	------	--------------	-------------------

What makes you say that? Give an example.

\_\_\_\_\_

How do you feel you could improve in this area?

\_\_\_\_\_

2. Do you **use IMAGINATION** when creating a plan to develop a project?

Excellent	Good	Satisfactory	Needs Improvement
-----------	------	--------------	-------------------

What makes you say that? Give an example.

\_\_\_\_\_

How do you feel you could improve in this area?

\_\_\_\_\_

3. Do you **IMPROVE ideas** and **EXPERIMENT** with them to try to solve problems?

Excellent	Good	Satisfactory	Needs Improvement
-----------	------	--------------	-------------------

What makes you say that? Give an example.

\_\_\_\_\_

How do you feel you could improve in this area?

\_\_\_\_\_

Give an example

How could you improve?

6Cs Creativity D/E - Handout - Self Evaluation

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Adapted from draft descriptions of transferable skills in modernizing Ontario Report Cards as reported in the Toronto Star and used under Fair Use (education, and student research) <https://www.thestar.com/news/queenspark/2017/09/06/report-card-curriculum-changes-on-the-way-in-ontario.html>



# Self Evaluation

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## **CREATIVITY REVIEW**



1. What is creativity? (Make sure to include the three parts of creativity)

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---

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2. Who can be creative?

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3. Give three examples of creativity that do not involve the arts.

- ---

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- ---

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- ---

---

4. Pretend I am holding a pen, and I tell you that although this object can be many things, this is not a pen. What is this object? Explain the object in a few sentences..

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---

---

page 1



# Chapter Review

5. The answer is 24. What was the question? Use the space below to come up with three different creative questions.

Question #1	Question #2	Question #3

6. How can doing something different every day help us to be more creative?

7. Explain a strategy about creativity based on one of the videos we watched.

page 2



# Chapter Review



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# CREATIVITY D/E

## SOCIAL-EMOTIONAL LEARNING (SEL)

SECTION D. Video Analysis

SECTION E. Consolidation and Review

version: v2022-07-31

## ANSWERS - CHAPTER REVIEW

**NOTE:** I came up with these answers based on my lived experiences and professional experiences as a Grade 8 Teacher in Ottawa, Canada. Like all answer keys, this document contains bias. Teaching resources and discussion guides normalize power inequities, single stories, and social norms.

I create content. I'm part of a system that needs a little help to amplify stories and perspectives that we don't often hear. I have unconscious bias. I don't know what I don't know. If you think an answer is missing, incorrect, or incomplete, please email [Mike@educircles.org](mailto:Mike@educircles.org) so I can update this document to include other perspectives, lived experiences, and teaching experiences. (If you like this note, you'll love [Who is Invisible](#).)

1. What is creativity? (Make sure to include the three parts of creativity)

- Creativity is the ability to think outside the box and come up with new ideas. It is the process of using imagination and originality to come up with new ideas. It is the ability to think of new ways to solve problems.

2. Who can be creative?

- Everyone can be creative. Creativity is not just for artists or scientists. It is for everyone.

3. Give three examples of creativity that do not involve the arts.

- Creativity can be found in many places. For example, a teacher can be creative by using different teaching methods. A scientist can be creative by coming up with new experiments. A business person can be creative by coming up with new products.

Chapter  
Review

page 1



# Answers



- o [redacted]
- [redacted]
- [redacted]

4. Pretend I am holding a pen, and I tell you that although this object can be many things, this is not a pen. What is this object? Explain the object in a few sentences..

- [redacted]
- [redacted]

5. The answer is 24. What was the question? Use the space below to come up with three different creative questions.

- [redacted]
- [redacted]
- [redacted]

Question #1	Question #2	Question #3
[redacted]	[redacted]	[redacted]

Chapter  
Review

page 2



Answers

6. How can doing something different every day help us to be more creative?

- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]

7. Explain a strategy about creativity based on one of the videos we watched.

- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]

Chapter  
Review

page 3



Answers



Chapter 5 of Exploring the 6 Cs (21st Century 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

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## 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 D Videos

## Slide Number Comparison Chart

- Are you teaching in class?
- Use **Slideshow - ALL** (from the bundle) or **Slideshow - Section D** (from the product) and project to the class.
- Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS?
- Attach **Slideshow - Lesson D1, D2, D3, D4, and D5** to your assignments.

	Slideshow		
	ALL	Section D	Lesson D1
<b>Lesson D1</b>			
<a href="#">SECTION D - Videos (slides 130-152)</a>	130-152	1-23	
<a href="#">CREATIVITY - LESSON D1 - 50 MINUTESPart 2 Videos (slides 127-135)</a>	127-135	1-6	1
<a href="#">Do Something Different CHECK-IN #1 (slides 127-129) - 10 min</a>	127-129	use File 3c Lesson CC	
<a href="#">Part 2 Video Introduction (slide 130) - 2 minutes</a>	130	1	1
<a href="#">Video 1 Creative Thinking - 18 minutes</a>			
<a href="#">Watch the video (slide 131) - 5 min</a>	131	2	2
<a href="#">Discussion - 5 min</a>			
<a href="#">REFLECTION: Strategies to be less / more creative (slide 132) - 8 min</a>	132	3	3
<a href="#">Video 2 Creativity is a Learnable Skill [David Usher] - 20 minutes</a>			
<a href="#">Introduction (slide 133) - 2 min</a>	133	4	4
<a href="#">Watch the video (slide 134) - 5 min</a>	134	5	5
<a href="#">REFLECTION: Strategies to be less / more creative (slide 135) - 8 min</a>	135	6	6

	Slideshow		
	ALL	Section D	Lesson D2
<b>Lesson D2</b>			
<a href="#">CREATIVITY - LESSON D2 - 45 MINUTESPart 2 Videos continued (slides 136-139)</a>	136-139	7-10	1-4
<a href="#">Do Something Different CHECK-IN #2 (slides 127-129) - 10 min</a>	127-129	use File 3c Lesson CC	
<a href="#">Video 3 Taylor Swift - 35 minutes</a>			
<a href="#">Introduction (slide 136) - 3 min</a>	136	7	1
<a href="#">Watch the first video 73 Questions with Taylor Swift (slide 137) - 10 min</a>	137	8	2
<a href="#">Watch the second video Taylor Swift Interview (slide 138) - 10 min</a>	138	9	3
<a href="#">REFLECTION: Strategies to be less / more creative (slide 139) - 8 min</a>	139	10	4

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	Slideshow		
	ALL	Section D	Lesson D3
<b>Lesson D3</b>			
<a href="#">CREATIVITY - LESSON D3 - 55 MINUTESPart 2 Videos continued (slides 140-146)</a>	140-146	11-17	1-7
<a href="#">Do Something Different CHECK-IN #3 (slides 127-129) - 10 min</a>	127-129	use File 3c Lesson CC	
<a href="#">Video 4 Jay-Z Interview: His Writing Process - 15 minutes</a>			
<a href="#">Introduction (slide 140) - 3 min</a>	140	11	1
<a href="#">Watch the video (slide 141) - 4 min</a>	141	12	2
<a href="#">Discussion - 8 min</a>			
<a href="#">REFLECTION: Strategies to be less / more creative (slide 142) - OPTIONAL</a>	142	13	3
<a href="#">Video 5 TED: The Surprising Habits of Original Thinkers - 30 minutes</a>			
<a href="#">Introduction (slide 143-144) - 4 min</a>	143-144	14-15	4-5
<a href="#">Watch the video (slide 145) - 16 min</a>	145	16	6
<a href="#">Discussion - 10 min</a>			
<a href="#">REFLECTION: Strategies to be less / more creative (slide 146) - OPTIONAL</a>	146	17	7
<b>Lesson D4</b>			
<a href="#">CREATIVITY - LESSON D4 - 40 MINUTESPart 2 Videos continued (slides 147-149)</a>	147-149	18-20	1-3
<a href="#">Do Something Different CHECK-IN #4 (slides 127-129) - 10 min</a>	127-129	use File 3c Lesson CC	
<a href="#">Video 6 Can Creativity be Taught? - 30 minutes</a>			
<a href="#">Introduction (slide 147) - 3 min</a>	147	18	1
<a href="#">Watch the video (slide 148) - 7 min</a>	148	19	2
<a href="#">REFLECTION: Strategies to be less / more creative (slide 149) - 10 min</a>	149	20	3
<b>Lesson D5</b>			
<a href="#">CREATIVITY - LESSON D5 - 50 MINUTESPart 2 Videos continued (slides 150-152)</a>	150-152	21-23	1-3
<a href="#">Do Something Different CHECK-IN #5 (slides 127-129) - 10 min</a>	127-129	use File 3c Lesson CC	
<a href="#">Video 7 Theory of Creativity - Introduction (slide 150) - 2 min</a>	150	21	1
<a href="#">Watch the video (slide 151) - 18 min Discussion - 10 min</a>	151	22	2
<a href="#">REFLECTION: Strategies to be less / more creative (slide 152) - 10 min</a>	152	23	3

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## CREATIVITY - LESSON D1 - 50 MINUTES

### Part 2 Videos (slides 127-135)

#### OVERVIEW

- Optional: Do Something Different CHECK-IN #1 (slides 127-129)  
(**Slideshow - Lesson Check-in**) - 10 minutes
- Part 2 Video Introduction (slide 130) - **2 minutes**
- Video 1 Creative Thinking - **18 minutes**
  - Watch the video (slide 131) - 5 min
  - Discussion - 5 min
    - What is Creativity?
    - What are 5 strategies to help us be more creative?
  - **REFLECTION:** Strategies to be less / more creative (slide 132) - 8 min
    - Discussion
    - Double Entry Journal
- Video 2 Creativity is a Learnable Skill (David Usher) - **20 minutes**
  - Introduction (slide 133) - 2 min
  - Watch the video (slide 134) - 5 min
  - Discussion - 5 min
    - What is Creativity?
    - What strategies can help us in the creative process?
  - **REFLECTION:** Strategies to be less / more creative (slide 135) - 8 min
    - Discussion
    - Double Entry Journal



#### MATERIALS

- Slideshow (**Slideshow ALL**, **Slideshow - Section D**, or **Slideshow - Lesson D1**)
- Class set of **Handout - Double Entry Journal**
- Class set of **Review - Lesson D1**

Lesson  
D1

Timing

Materials





Do Something Different CHECK-IN #1 (slides 127-129) - 10 min

127

We suggest doing a daily check-in at the start of class to keep students accountable with their “Do Something Different” project.

- Students can see what others are doing to get inspired.
- Teachers can make sure students are caught up.
- 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

We have timed the lessons to give you a chance to do a 10 minute check in before watching the videos in part two.

129

- See the Do Something Different CHECK-IN lesson (Slideshow - Lesson Check-in)

Do Something Different  
CHECK-IN #1

Part 2 Video Introduction (slide 130) - 2 minutes

130

Part 2. Watch Videos

The goal of this part is to look at a few different perspectives about creativity.

- In some of the videos, the presenter explicitly mentions what creativity is or give strategies to be more creative.
- In other videos, students will need to infer how the presenter feels about creativity or how they go about being creative.

**Teacher Tip:**  
If you are short on time, cut out some of the videos. We suggest watching:

- Video #1 Creative thinking - it gives five specific strategies on how to be more creative.
- Video #3b - The second Taylor Swift video clip - It's a short clip where she explains how she is a system of writing down ideas.
- Video #6 Can creativity be taught as It clearly explains what creativity is: Creativity is the process of having original ideas that have value.

#1 Creative  
Thinking

Video 1 Creative Thinking - 18 minutes  
Watch the video (slide 131) - 5 min  
Discussion - 5 min

131

Creative thinking

Sprout Schools produced on MinuteVideos.com - YouTube:  
<https://youtu.be/cYhgllTy4yY>

# Creative Thinking

Strategies to be more creative

## Creativity is

- Your brain connecting the dots and forming new creative ideas
- our ability to look at a problem and come up with a good solution to solve it
- not based on the subject matter job or what we study
- connecting different ideas in a beautiful new way and making them commercially successful

There are different styles of creativity:

Adaption – innovation theory – when we solve problems, we are either more adaptive or more innovative

- People who are more adaptive – creative try to do things better and look for solutions inside the box ( i.e. variations on a theme / improving the product)
- people who are more innovative – creative try to do things differently and think outside the box (i.e. solving the root problem in a different way)

## Strategies to become more creative

- Build a collection of knowledge and memories, ideally by seeking new experiences. Only then can we increase the dots in our brain that we can connect.
- Parent should fix things at home all by themselves. Their children can then learn that problems can be solved by ourselves and in many different ways.
- Dress for failure. This gives us a new perspective and the ability to play new roles.
- Say yes. Whenever we say yes we open the door to new experiences. Can you help me? Want to try my ice cream? Can I talk to you?
- Do one thing you've never done before every day for at least one week, maybe a month. Call your weird aunt, talk to a stranger, eat using her left hand, or take a really really cold shower. Every evening write down what you did and what you've learned from it.

Some of the other Ideas in this video about Convergent / Divergent thinking, and having diverse groups seem to apply towards critical thinking, using criteria and analysis to make decisions, and avoiding groupthink.


- These are skills and strategies that we look at in our critical thinking chapter.






# Double Entry Journal

## REFLECTION: Strategies to be less / more creative (slide 132) - 8 min

	<p>Brainstorm strategies to be less and more creative</p> <ul style="list-style-type: none"><li>• See lesson notes in <b>Lesson - Double Entry Journal</b></li><li>• <b>Handout - Double Entry Journal</b></li></ul>
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## Video 2 Creativity is a Learnable Skill (David Usher) - 20 minutes

### Introduction (slide 133) - 2 min

	<p><b>FYI:</b></p> <p>He doesn't give a lot of creative strategies in this short video clip, however his book <i>Let the Elephants Run</i> is a fantastic read with several strategies on how to cultivate your creativity.</p> <p>We chose this clip because David Usher has sold 1.4 million albums and has been working creatively, and working with others to help them become more creative. His comments echo the ideas behind a growth mindset which is that through strategies and hard work, we can improve.</p>
---	---

### Watch the video (slide 134) - 5 min

### Discussion - 5 min

	<p><b>David Usher on Speaker's Spotlight - YouTube:</b> <a href="https://youtu.be/C37ZhVs2TZs">https://youtu.be/C37ZhVs2TZs</a></p> <p><b>Creativity:</b></p> <ul style="list-style-type: none"><li>• looking at a blank notebook and making something up.</li><li>• not a pure and perfect science, it's not just magic either.</li><li>• There really is almost a scientific formula to creativity</li><li>• a learnable skill - any person or company can learn to be more creative.</li><li>• There are no non-creative people. The statement, "I'm not creative," implies that creativity is something that you're born with or you're not. (which in his view is incorrect)</li><li>• Every single person has the capacity within them to become much more creative.</li></ul> <p><b>Creative strategies:</b></p> <ul style="list-style-type: none"><li>• Work hard.</li><li>• The reality is that 95% of the creative process is discipline and work. And just 5% is inspiration</li><li>• You never get to the 5% that you desperately want and need unless you do the 95% that's work. For example, St. Lawrence River<ul style="list-style-type: none"><li>◦ Creative songs do not pop out fully formed</li><li>◦ he spent a year working every day on the song</li><li>◦ he wrote 30 different courses for the song before he found the right one to record</li></ul></li></ul>
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#2 Creativity is a learnable skill

Creative Strategies



# Double Entry Journal

**REFLECTION: Strategies to be less / more creative (slide 135) - 8 min**

135 	Brainstorm strategies to be less and more creative <ul style="list-style-type: none"><li>• See lesson notes in Lesson - Double Entry Journal</li><li>• Handout - Double Entry Journal</li></ul>
OPTIONAL:	Students can do the review handout (Review - Lesson D1)

PREVIEW  
do not print





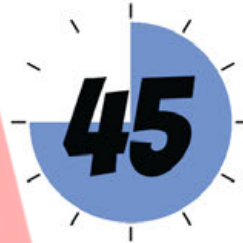
## CREATIVITY - LESSON D2 - 45 MINUTES

### Part 2 Videos continued (slides 127-129; 136-139)

# Lesson D2

#### OVERVIEW

- Optional: Do Something Different CHECK-IN #2 (slides 127-129)  
(**Slideshow - Lesson Check-in**) - 10 minutes
- Video 3 Taylor Swift - **35 minutes**
  - Introduction (slide 136) - 3 min
  - Watch the first video **73 Questions with Taylor Swift** (slide 137) - 10 min
  - Discussion - 5 min
    - What is creativity?
    - What strategies about creativity can we infer from how she writes songs?
  - Watch the second video **Taylor Swift Interview (Nova FM)** (slide 138) 2 min
  - Discussion - 5 min
    - What strategies about creativity can we infer from how she writes songs?
  - **REFLECTION:** Strategies to be less / more creative (slide 139) - 10 min
    - Discussion
    - Double Entry Journal






#### MATERIALS

- Slideshow (**Slideshow ALL**, **Slideshow - Section D**, or **Slideshow - Lesson D2**)
- Class set of **Handout - Double Entry Journal**
- Class set of **Review - Lesson D2**






### Do Something Different CHECK-IN #2 (slides 127-129) - 10 min

	<p>We suggest doing a daily check-in at the start of class to keep students accountable with their "Do Something Different" project.</p> <ul style="list-style-type: none"><li>• Students can see what others are doing to get inspired.</li><li>• Teachers can make sure students are caught up.</li><li>• Students who did not get a chance to record their journal entries could use this time to catch up on work.</li><li>• Teachers can also use this opportunity for conferencing.</li></ul>
	
	<p>We have timed the lessons to give you a chance to do a 10 minute check in before watching the videos in part two.</p> <ul style="list-style-type: none"><li>• See the Do Something Different CHECK-IN lesson (<b>Slideshow - Lesson Check-in</b>)</li></ul>


Do Something Different  
**CHECK-IN #2**

### Video 3 Taylor Swift - 35 minutes Introduction (slide 136) - 3 min

	<p>We chose Taylor Swift because she is constantly producing top hits and innovating. Although her roots are as a country star, she re-created herself as a popstar.</p> <p>Regardless of whether students like or dislike Taylor Swift's music, creating new songs is a process.</p> <p>Information:</p> <ul style="list-style-type: none"><li>• Singer, songwriter, record producer</li><li>• Sold more than 50 million albums</li><li>• Worth \$360 million</li><li>• <a href="https://en.wikipedia.org/wiki/Taylor_Swift">https://en.wikipedia.org/wiki/Taylor_Swift</a></li></ul>
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#3 Taylor Swift  
interview

### Watch the first video 73 Questions with Taylor Swift (slide 137) -10 min Discussion - 5 min

	<p><b>First video about Taylor Swift: 73 questions with Taylor Swift</b></p> <p>Taylor Swift on Vogue Interview - YouTube: <a href="https://youtu.be/XnbCSboujF4">https://youtu.be/XnbCSboujF4</a></p> <p>This is a 10 minute interview with Taylor Swift by Vogue. <b>You don't need to watch all of it as the parts about creativity are mixed in with parts about her cats.</b> (See the Teacher Pro Tip and transcript below)</p>
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# Creative Strategies


	<p><b>Creativity:</b></p> <ul style="list-style-type: none"> <li>Getting inspiration and having that lighting bolt idea moment and then having the hard work ethic to sit down and at a desk and write it down.</li> </ul> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Having the hard work ethic to sit down and at a desk and write down ideas.</li> <li>Lots of preparation / Write down a lot of ideas before you need them <ul style="list-style-type: none"> <li>Blank Space took the least amount of time to write because she had written down a lot of the lines in the year before</li> </ul> </li> <li>Write down your ideas immediately - She uses her phone to record a voice memo singing the idea or write down a note.</li> </ul> <p><b>TEACHER Pro tip:</b></p> <ul style="list-style-type: none"> <li>If you're short on time, play the first minute of the video and then jump to 4:30 to get the soundbites about creativity and songwriting:</li> <li>Neat moment that students might be able to relate to: She still has insecurities from childhood (2:45)</li> </ul> <p>Vogue interview (In order of time)</p> <ul style="list-style-type: none"> <li>She has a room where she writes a lot of songs 0:32</li> </ul> <p>What's the first thing you do when you get an idea for a song 0:45</p> <ul style="list-style-type: none"> <li>I record a voice memo of myself singing it or I write it down in my notes</li> </ul> <p>What's your songwriting process 0:52</p> <ul style="list-style-type: none"> <li>lots of preparation. I write a lot of my ideas down before I get into the actual session</li> </ul> <p>What song took the least amount of time to write 0:59</p> <ul style="list-style-type: none"> <li>Blank Space because I had written down a lot of the lines down in the year preceding the session</li> </ul> <p>What does creativity mean to you 4:35</p> <ul style="list-style-type: none"> <li>Creativity is getting inspiration and having that lighting bolt idea moment and then having the hard work ethic to sit down and at a desk and write it down.</li> </ul>
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Watch the second video Taylor Swift Interview (Nova FM) (slide 138) 2 min  
Discussion - 5 min

138		<p>Second video about Taylor Swift: Taylor Swift interview with NovaFM.com.au - YouTube: <a href="https://youtu.be/QiOMZHNCWiA">https://youtu.be/QiOMZHNCWiA</a></p> <p>Strategies:</p> <ul style="list-style-type: none"><li>• Write down the idea immediately. No matter where you are, what time it is, or who you are speaking with, record the note right away. It could be a fragment of a verse, a little bit of melody, a background vocal, or another part of the song.</li><li>• Record your notes in the same place: She records into her cell phone so she doesn't forget.</li><li>• Review your notes: She comes back to her notes later and sees if she wants to expand it into a whole song or if it's just stupid and then she just delete it</li></ul> <p>Where do you find time to write? Do you have to be in an environment to write songs?</p> <ul style="list-style-type: none"><li>• I actually don't. It's more of like writing just kind of happens to me.</li><li>• No matter where I am, four in the morning, or in the middle of a conversation, I'll just get an idea and I'll have to record into my cell phone so I don't forget.</li><li>• And then I come back to it later and see if I want to expand it into a whole song or if it's just stupid and I thought I had a good idea but I didn't and then I just delete it</li><li>• it's always different - it could be a fragment of a verse with a little bit of a melody or could be a background vocal it's always a different part of the song so it keeps me on my toes.</li></ul>
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REFLECTION: Strategies to be less / more creative (slide 139) - 10 min

139		<p>Brainstorm strategies to be less and more creative</p> <ul style="list-style-type: none"><li>• See lesson notes in Lesson - Double Entry Journal</li><li>• Handout - Double Entry Journal</li></ul>
OPTIONAL:		Students can do the review handout (Review - Lesson D2)

Creative  
Strategies

Double Entry  
Journal





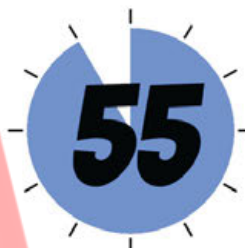
## CREATIVITY - LESSON D3 - 55 MINUTES

### Part 2 Videos continued (slides 127-129; 140-146)

# Lesson D3

#### OVERVIEW

- Optional: Do Something Different CHECK-IN #3 (slides 127-129)  
(**Slideshow - Lesson Check-in**) - 10 minutes
- Video 4 *Jay-Z Interview: His Writing Process* - 15 minutes
  - Introduction (slide 140) - 3 min
  - Watch the video (slide 141) - 4 min
  - Discussion - 8 min
    - What can we infer about Creativity based on what he says?
    - What can we infer about Strategies about creativity based on how he writes songs?
  - **REFLECTION:** Strategies to be less / more creative (slide 142) - **OPTIONAL**
    - Discussion / Double Entry Journal
- Video 5 *TED: The Surprising Habits of Original Thinkers* - 30 min
  - Introduction (slide 143-144) - 4 min
  - Watch the video (slide 145) - 16 min
  - Discussion - 10 min
    - What are Originals?
    - Why should we study the habits of Originals?
    - What strategies can help us be more creative?
  - **REFLECTION:** Strategies to be less / more creative (slide 146) - **OPTIONAL**
    - Discussion / Double Entry Journal



#### MATERIALS

- Slideshow (**Slideshow ALL**, **Slideshow - Section D**, or **Slideshow - Lesson D3**)
- Class set of **Handout - Double Entry Journal**
- Class set of **Review - Lesson D3**




#### CONTENT WARNING:

- The first few seconds of the Jay-Z interview video clip shows the intro from the video uploader, **Evrrything Trill**. The intro shows a black-and-white darkened video clip of a girl in lingerie on a bed.
- **If you play the video from the slide, the video playback is set to begin 6 seconds into the interview and skips the intro entirely.**
- If you search for the video separately on YouTube, it will of course start from the beginning of the video.






### Do Something Different CHECK-IN #3 (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.</p> <ul style="list-style-type: none"> <li>Students can see what others are doing to get inspired.</li> <li>Teachers can make sure students are caught up.</li> <li>Students who did not get a chance to record their journal entries could use this time to catch up on work.</li> <li>Teachers can also use this opportunity for conferencing.</li> </ul>
128		<p>We have timed the lessons to give you a chance to do a 10 minute check in before watching the videos in part two.</p> <ul style="list-style-type: none"> <li>See the Do Something Different CHECK-IN lesson <b>Slideshow - Lesson Check-in</b></li> </ul>
129		


Do Something Different  
**CHECK-IN #3**

### Video 4 Jay-Z Interview: His Writing Process - 15 minutes Introduction (slide 140) - 3 min

140		<p>We chose Jay-Z because he is constantly producing top hits and innovating. According to his interviews and lyrics, when he was younger, Jay-Z sold drugs and was shot at. He constantly re-creates himself with hit music. Regardless of whether students like or dislike Jay-Z's music, creating new songs is a process.</p> <ul style="list-style-type: none"> <li>Rapper, songwriter, producer, entrepreneur, record executive</li> <li>Sold more than 125 million albums</li> <li>Worth \$1 billion</li> <li><a href="https://en.wikipedia.org/wiki/Jay-Z">https://en.wikipedia.org/wiki/Jay-Z</a></li> </ul>
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#4 Jay-Z  
interview

### Watch the video (slide 141) -4 min Discussion - 8 min

141		<p>Jay-Z interview: his writing process - <a href="https://youtu.be/Vj-ZnRKxZsU?t=6">https://youtu.be/Vj-ZnRKxZsU?t=6</a></p> <p><b>CONTENT WARNING:</b></p> <p>The first few seconds of the video shows the intro from the video uploader, Evrrything Trill. The intro shows a black-and-white darkened video clip of a girl in lingerie on a bed.</p> <ul style="list-style-type: none"> <li>FYI: Trill is an adjective used in hip-hop culture to describe someone who is considered to be well respected, coming from a combination of the words "true" and "real". (Source: Urban Dictionary)</li> <li>If you play the video from the slide, the video playback is set to begin 6 seconds into the interview and skips the intro entirely.</li> <li>If you search for the video separately on YouTube, it will of course start from the beginning of the video.</li> </ul>
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# Creativity Strategies

## Double Entry Journal

	<p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>Putting together things that are not typical, but finding something they have in common <ul style="list-style-type: none"> <li>worldwide emotions that connect to people</li> <li><i>Hard Knock Life</i> was a Broadway play which isn't very typical onto a rapper's album. What's typical is the emotion of what's being saying in the chorus."Instead of treated, we get tricked. Instead of kisses we get kicked." And that's a worldwide emotion - everyone wants the root for the underdog where it's an orphan or little black guy.</li> </ul> </li> <li>Any place could be an inspiration. Life is an inspiration <ul style="list-style-type: none"> <li>His music is based on life and the things he's experienced. He made a song called Give It to Me which was inspired by a party that he went to at Mary J Blige's</li> </ul> </li> </ul> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>(If you have access to a desk/notebook) Write for hours and hours on end - stream of consciousness.</li> <li>(If you don't have access to a desk/notebook) Memorize the words. <ul style="list-style-type: none"> <li>Stream of consciousness comes with you all the time, whether you're at the table or not.</li> <li>When he was on the streets, he didn't have his notebook. So he would memorize these words, and then run to the house and write them down.</li> <li>When you do that, you work up your memory and his memory was getting stronger and stronger. So after a while he was retaining four or five songs at one time.</li> <li>He lost plenty of material that way as well so he doesn't suggest it to anyone</li> </ul> </li> <li>What does it remind you of? <ul style="list-style-type: none"> <li>The studio looks like an earthquake happened so he would probably make a song that is really hard core and rough.</li> <li>It looks like soundwaves as well. See, I'm getting inspired by the minute.</li> </ul> </li> </ul>
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### REFLECTION: Strategies to be less / more creative (slide 142) - OPTIONAL

<p>142</p> 	<p>Brainstorm strategies to be less and more creative</p> <ul style="list-style-type: none"> <li>See lesson notes in <b>Lesson - Double Entry Journal</b></li> <li><b>Handout - Double Entry Journal</b></li> </ul>
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**Video 5 TED: The Surprising Habits of Original Thinkers - 30 minutes**  
**Introduction (slide 143-144) - 4 min**

<p>143</p> 	<p>Adam Grant is a leading expert on motivation and finding meaning and creative lives. Among other things, he works with businesses to help improve the organizations. Because of this, he's exposed to a lot of original thinkers.</p>
<p>144</p> 	<p>Interesting point:</p> <ul style="list-style-type: none"> <li>• "I'm all for encouraging youngsters to aim high and dream big.</li> <li>• But take it from someone who studies work for a living: those aspirations should be bigger than work.</li> <li>• Asking kids what they want to be leads them to claim a career identity they might never want to earn.</li> <li>• <b>Instead, invite them to think about what kind of person they want to be — and about all the different things they might want to do.</b>" Adam Grant, NYTimes.com</li> </ul>
<p>Information:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.nytimes.com/2019/04/01/smarter-living/stop-asking-kids-what-they-want-to-be-when-they-grow-up.html">https://www.nytimes.com/2019/04/01/smarter-living/stop-asking-kids-what-they-want-to-be-when-they-grow-up.html</a></li> <li>• <a href="https://en.wikipedia.org/wiki/Adam_Grant">https://en.wikipedia.org/wiki/Adam_Grant</a></li> <li>• <a href="https://www.adamgrant.net/bio">https://www.adamgrant.net/bio</a></li> </ul>	

**Watch the video (slide 145) - 16 min**  
**Discussion - 10 min**

<p>145</p> 	<p><b>The surprising habits of original thinkers</b>          Adam Grant on TED - YouTube: <a href="https://youtu.be/fxbCHn6gE3U">https://youtu.be/fxbCHn6gE3U</a></p>
<p>3 main points summarized at the end of his speech (14:39)</p> <ul style="list-style-type: none"> <li>• Being quick to start but slow to finish can boost your creativity</li> <li>• Embracing the fear of failing to try</li> <li>• You need a lot of bad ideas in order to get a few good ones</li> </ul>	
<p><b>What are originals?</b></p> <ul style="list-style-type: none"> <li>• He studies people that he calls "Originals" (1:04)             <ul style="list-style-type: none"> <li>◦ nonconformists</li> <li>◦ have new ideas</li> <li>◦ take action to champion them.</li> <li>◦ drive creativity and change the world.</li> </ul> </li> </ul>	

# #5 Original Thinkers





# Creativity Strategies

## Why should we study the habits of "Originals"?

- We can learn from them and if we can do their habits/strategies, we can become more creative
- **Originals (People who are super creative) are not that different from the rest of us**
  - Originals are not that different from the rest of us (14:08)
    - they feel fear and doubt
    - they procrastinate
    - they have bad ideas
    - "and sometimes, it's not in spite of those qualities but because of them that they succeed."

## Strategies:

- Procrastinating a little bit **can** help you be more creative, but only if you have **started the problem first**. (Being quick to start but slow to finish can **boost your creativity**)
  - "People who wait until the last minute are so busy goofing off that they don't have any new ideas" (3:40)
  - "people who rush in are in such a frenzy of anxiety that they don't have original thoughts either"
  - Where does the evidence come from? Experiment #1: (3:05)
    - Company employees fill out surveys about how often they procrastinate
    - bosses rate how creative and innovative the people are.
    - They compared procrastination vs creativity on a graph
  - Where does the evidence come from? Experiment #2 (4:13)
    - They asked people to generate new business ideas. (independent readers are used to evaluate how creative and useful the business ideas actually are.)
      - Some of the people are asked to generate business ideas right away
      - other people are randomly assigned to procrastinate (by playing minesweeper computer game) for 5 or 10 minutes
    - Moderate procrastinators are 16% more creative than the other two (4:13)
      - if you play the game first before you learn about the task, there's no creativity boost
      - "it's only when you're told that you're going to be working on this problem, and then you start procrastinate, but the task is still active in the back of your mind, they start to incubate."
      - "Procrastination gives you time to consider diversion ideas, to think in nonlinear ways, to make unexpected leads."



- **Improve on someone else's idea, instead of creating something new from scratch.**
  - Procrastinating can be bad when it comes to productivity but it can be good for creativity (7:12)
    - It's much easier to improve on someone else's idea that is to create something new from scratch.
    - To be original, you don't have to be first, you just have to be different and better
- **Have idea doubt instead of self-doubt.**
  - Instead of saying, "I'm **crap**," you **say**, "the first few drafts are always **crap**, and I'm just **not** there yet." (9:11)
  - Original **people** look **confident** but still feel fear and doubt. They just manage it differently. (8:50)
    - Most of us have **self-doubt** which leads us to freeze or give up.
    - We need to switch from self-doubt to idea doubt which motivates us to test, to experiment, to refine our attempts.
- **Be afraid of failing to try**
  - Originals feel fear (11:45)
    - they're afraid of failing
    - but they're even **more** **afraid** of failing to try
      - in the **long** run, our biggest regrets are not our **actions** but our **inactions**
      - the things we wish we could redo are the **chances** not taken
- **Don't **just** accept the default / given answer, look for other possibilities**
  - Be the kind of person who takes initiative to doubt the default and look for better option.
  - (Don't simply accept Internet Explorer or Safari, look at your options for web browsers) (10:50)
- **When you feel doubt, don't let it go.**
  - Vuja de (11:08)
    - when you look at something you've seen many times before and all of a sudden see it with fresh eyes
    - when you feel doubt, don't let it go


Look for other possibilities





	<ul style="list-style-type: none"><li>• Have lots of lots of ideas. Most will be bad, but a few will be masterpieces if you have enough ideas.<ul style="list-style-type: none"><li>◦ Originals have lots and lots of bad ideas (12:13)<ul style="list-style-type: none"><li>■ People are afraid of embarrassing themselves, looking stupid</li><li>■ you are not going to get judged on your bad ideas.</li></ul></li><li>◦ The greatest originals fail the most (13:12)<ul style="list-style-type: none"><li>■ They also try the most</li><li>■ Evidence: compared the music of Classical composers: the number of compositions compared with greatness of the composition<ul style="list-style-type: none"><li>• "the more output you churn out, the more variety you get and the better your chances of stumbling on something truly original." (13:12)</li></ul></li><li>■ Evidence: glasses company Warby Parker founders tested 2000 possibilities of names before they finally put together Warby and Parker. (14:08)</li></ul></li></ul></li></ul> <p>Transcript:</p> <ul style="list-style-type: none"><li>• <a href="https://www.ted.com/talks/adam_grant_the_surprising_habits_of_original_thinkers/transcript?language=en">https://www.ted.com/talks/adam_grant_the_surprising_habits_of_original_thinkers/transcript?language=en</a></li></ul>
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**REFLECTION: Strategies to be less / more creative (slide 146) - OPTIONAL**

<p>146</p> 	<p>Brainstorm strategies to be less and more creative</p> <ul style="list-style-type: none"><li>• See lesson notes in <b>Lesson - Double Entry Journal</b></li><li>• <b>Handout - Double Entry Journal</b></li></ul>
<p><b>OPTIONAL:</b></p>	<p>Students can do the review handout (<b>Review - Lesson D3</b>)</p>

Double Entry Journal





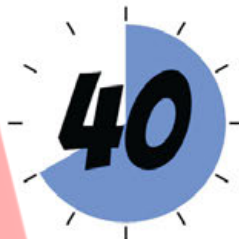
## CREATIVITY - LESSON D4 - 40 MINUTES

### Part 2 Videos continued (slides 127-129; 147-149)

# Lesson D4

#### OVERVIEW

- Optional: Do Something Different CHECK-IN #4 (slides 127-129)  
(**Slideshow - Lesson Check-in**) - 10 minutes
- Video 6 Can Creativity be Taught? - 30 minutes
  - Introduction (slide 147) - 3 min
  - Watch the video (slide 148) - 7 min
  - Discussion - 10 min
    - What are the 3 parts of Creativity?
    - What strategy can help us in the creative process?
  - **REFLECTION:** Strategies to be less / more creative (slide 149) - 10 min
    - Discussion
    - Double Entry Journal



#### MATERIALS

- Slideshow (**Slideshow ALL**, **Slideshow - Section D**, or **Slideshow - Lesson D4**)
- Class set of **Handout - Double Entry Journal**
- Class set of **Review - Lesson D4**

#### Do Something Different CHECK-IN #4 (slides 127-129) - 10 min


	<p>We suggest doing a daily check-in at the start of class to keep students accountable with their "Do Something Different" project.</p> <ul style="list-style-type: none"><li>• Students can see what others are doing to get inspired.</li><li>• Teachers can make sure students are caught up.</li><li>• Students who did not get a chance to record their journal entries could use this time to catch up on work.</li><li>• Teachers can also use this opportunity for conferencing.</li></ul>
	<p>We have timed the lessons to give you a chance to do a 10 minute check in before watching the videos in part two.</p> <ul style="list-style-type: none"><li>• See the Do Something Different CHECK-IN lesson (<b>Slideshow - Lesson Check-in</b>)</li></ul>

Do Something Different  
**CHECK-IN #4**




## Video 6 Can Creativity be Taught? - 30 minutes

Introduction (slide 147) - 3 min

	<p>Sir Ken Robinson is an expert on education, creativity and innovation. So much so that he was knighted by the Queen of England for services to the Arts.</p> <p>We chose this video because Sir Ken Robinson clearly defines what creativity is and how it can be assessed in the classroom.</p> <p>We self-assess our creativity all the time: "oh I like this idea," "hmm, that doesn't work", etc. We can judge creativity based on criteria for the project or topic.</p> <p>Information:</p> <ul style="list-style-type: none"><li>• <a href="https://en.wikipedia.org/wiki/Ken_Robinson_(educationalist)">https://en.wikipedia.org/wiki/Ken_Robinson_(educationalist)</a></li></ul>
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Watch the video (slide 148) - 7 min

Discussion - 10 min

	<p><b>Can creativity be taught?</b> Sir Ken Robinson on the Brainwaves Video Anthology - YouTube: <a href="https://youtu.be/VIBpDqgX3iE">https://youtu.be/VIBpDqgX3iE</a></p> <p>People often say that you can't teach creativity, assess it, or define it. (0:45) - This is how Sir Ken Robinson responds and explains that creativity can be taught (and assessed) in schools</p> <p><b>Creativity:</b></p> <ul style="list-style-type: none"><li>• Creativity is the process of having original ideas that have value.<ul style="list-style-type: none"><li>○ Creativity is a process not an event<ul style="list-style-type: none"><li>■ you rarely get the final product at your first attempt (i.e. math problem, scientific experiment, designing a bridge or composing a piece of music)</li><li>■ it's normally a process of trial and error</li></ul></li><li>○ Creativity is about original thinking<ul style="list-style-type: none"><li>■ it doesn't have to be original to the whole world</li><li>■ it HAS to be original to you</li><li>■ it may be original to your peer group</li><li>■ it may break the way people thought about something since the beginning of time</li><li>■ it's not a requirement of creativity that the idea has to be new to the planet</li></ul></li></ul></li></ul>
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6Cs Creativity - Lesson Plans - Page 61 of 81  
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#6 can creativity  
be taught?

Creativity is  
a process





Creativity can  
be assessed

- Creativity is about having value.
  - Whose value?
  - All creative processes involve evaluation and making judgements about whether it feels right
    - if you're writing a poem, or doing a design or planning a speech – is that right? It doesn't feel right? Not really what I mean I'm not sure that's quite the way to do it.
    - You're making judgements all the time
  - Creativity can be assessed:
    - it's about original ideas that have value
    - in any field, you have to identify the criteria for originality
    - you have to identify what you mean by value
    - how would you ever judge a novel? How could you judge how creative it is? Ask some novelists about that.
    - How would you judge a mathematical paper? Ask people who know about that discipline to make judgements about whether or not it could be considered original
  - The assessment of creativity is of course based on the level of the person
    - We don't compare kindergarten art vs professional artists at the same standards.
- Creativity is big ideas / brainstorming at the beginning, but then it's crafting / hard work
  - creativity isn't some freewheeling process from start to finish
  - early stage when you're brainstorming, hypothesizing,
    - Freewheeling process
  - but then it's work
    - it's crafting
    - it's trying again and again
    - trying to get it right.
- Anything that involves human intelligence can be done with creativity
  - You can be creative anything
  - when people say they're not creative, usually that means they're not art-y.
    - They can't play an instrument or paint they don't do theatre or dance or those things in the arts.
  - Anything that involves human intelligence can be creative






# Creativity Strategies

## Double Entry Journal

	<p>Strategies:</p> <ul style="list-style-type: none"> <li>Find opportunity, inspiration, mentoring <ul style="list-style-type: none"> <li>We can help people be creative through a process of enabling, giving people opportunity, inspiration, mentoring, etc.</li> <li>Myth is that you can't teach it <ul style="list-style-type: none"> <li>usually those statements are based on a very narrow view of what teaching is</li> <li>you don't teach people to be creative through direct instruction</li> <li>NOTE: there are aspects of learning in any field that you need to master, skills, discipline and techniques</li> </ul> </li> <li>teaching is much more than direct instruction</li> <li>teaching is a process of enabling, it's a process of giving people opportunity, inspiration, mentoring</li> </ul> </li> </ul>
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REFLECTION: Strategies to be less / more creative (slide 149) - 10 min

<p>149</p> 	<p>Brainstorm strategies to be less and more creative</p> <ul style="list-style-type: none"> <li>See lesson notes in Lesson - Double Entry Journal</li> <li>Handout - Double Entry Journal</li> </ul>
OPTIONAL:	Students can do the review handout (Review - Lesson D4)





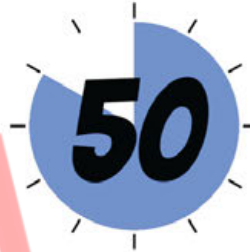
## CREATIVITY - LESSON D5 - 50 MINUTES

### Part 2 Videos continued (slides 127-129; 150-152)

# Lesson D5

#### OVERVIEW




- Optional: Do Something Different CHECK-IN #5 (slides 127-129)  
(**Slideshow - Lesson Check-in**) - 10 minutes
- Video 7 Theory of Creativity - 40 minutes
  - Introduction (slide 150) - 2 min
  - Watch the video (slide 151) - 18 min
  - Discussion - 10 min
    - What is Creativity?
    - What strategies can help us in the creative process?
  - REFLECTION:** Strategies to be less / more creative (slide 152) - 10 min
    - Discussion
    - Double Entry Journal



#### MATERIALS

- Slideshow (**Slideshow ALL**, **Slideshow - Section D**, or **Slideshow - Lesson D5**)
- Class set of **Handout - Double Entry Journal**
- Class set of **Review - Lesson D5**

#### Do Something Different CHECK-IN #5 (slides 127-129) - 10 min

	<p>We suggest doing a daily check-in at the start of class to keep students accountable with their "Do Something Different" project.</p> <ul style="list-style-type: none"><li>Students can see what others are doing to get inspired.</li><li>Teachers can make sure students are caught up.</li><li>Students who did not get a chance to record their journal entries could use this time to catch up on work.</li><li>Teachers can also use this opportunity for conferencing.</li></ul>
	
	<p>We have timed the lessons to give you a chance to do a 10 minute check in before watching the videos in part two.</p> <ul style="list-style-type: none"><li>See the Do Something Different CHECK-IN lesson (<b>Slideshow - Lesson Check-in</b>)</li></ul>

## Do Something Different CHECK-IN #5



# #7 Theory of Creativity

## Video 7 Theory of Creativity - Introduction (slide 150) - 2 min


150


This speaker is interesting because he has first hand experience creating new experiences with Disney. Duncan Wardle shares some of his strategies to help business leaders be more creative and innovative.

Information:

- <https://duncanwardle.com/>
- <https://www.linkedin.com/in/duncanwardle>

## Watch the video (slide 151) - 18 min Discussion - 10 min

151


**The Theory of Creativity**  
Duncan Wardle TEDxAUK - YouTube: <https://youtu.be/8MwiGYzlyg>

**Creativity:**

- **Being curious and thinking expansively**
  - Children are very curious and they think expansively
    - To a kid, the box (that a gift comes in) could be anything
  - Over time we begin to think reductively because education teaches us to look for one right answer – it creates a fear of failure (1:29)

**Strategies:**

- **Be playful when you're looking for big ideas**
  - I don't expect people to be playful every minute of every day
  - but I do expect people to be playful when they're looking for big ideas (1:37)
- **Take a break from being too busy. We have our best ideas when we are not at work. You can't be creative if you're so busy that you say, "I don't have time to think."**
  - People get their best ideas in the shower, walking the dog, bike ride, commuting, in bed, on a mountain, running,
  - Nobody says at work (he's trained over 5000 people)
  - Example: we think of things we wish we said after the argument is over.
    - 5 to 10 minutes after an argument is over, you come up with the really good one-liner that you wish you had said (3:20)
    - It never comes to you during the argument - because you don't have time to think
    - Great ideas never come at work - because you're busy responding to emails and going to meetings, and you say "I don't have time to think"

# Creativity Strategies





Record ideas  
before bedtime

- **Let your subconscious help you be creative**
  - 4 brain states (3:54)
    - Busy beta (brain state)
      - 13% of your brain that you use to make quick decisions, informed decisions,
      - the door between your conscious brain and your subconscious brain is firmly closed
      - Your subconscious brain remembers everything every meal you've ever eaten every texture you've ever touched
      - when you hear yourself say I don't have time to think, you can't have a big idea.
- **Write down ideas just before you go to bed or just after you wake up. Or, interrupt your early sleep and write down what you're thinking**
  - Thoughtful Theta (brain state)
    - when the penny drops - Eureka moment
    - Thomas Edison could hold a penny between his knees so that when he fell asleep they would fall onto a pan below and wake him up
    - Then he would write down whatever he was thinking
    - Thomas Edison has a lot of inventions
  - If you're one of those people who gets the best ideas when they wake up or just about to fall asleep, keep a notebook by your bed (5:36)
  - Dreamy Delta (brain state)
    - it's 2:37 in the morning and you have great ideas (i.e. solve world peace!), but you can't remember it in the morning (5:47)
  - The best brain state for creativity at work is amazing alpha
    - Amazing alpha (brain state)
      - how do you get there? By running an energizer activity
      - **NOTE:** It looks like this video is only a portion of his full talk. He has done some energizer activities that are not included in the video. He doesn't really fully explain what an amazing alpha brain state is.
- **Don't get stuck in your area of expertise / prior knowledge (river of thinking)**
  - Lateral thinking - Edward de Bono FYI: [https://en.wikipedia.org/wiki/Edward\\_de\\_Bono](https://en.wikipedia.org/wiki/Edward_de_Bono)
  - Your brain is like a mountain
    - each raindrop on the mountain is a life experiences
    - overtime, streams ... appear - you learn to read and write, you learn how to count, you learn how to sing





	<ul style="list-style-type: none"> <li>■ overtime, that turns into a river, you go to university, you get a job, you get experience in your field</li> <li>■ after 25 years, your river of thinking in that field is very wide, fast flowing, and deep. (6:25) <ul style="list-style-type: none"> <li>● it's what enables you to make quick and informed decisions</li> <li>● <b>our river of experience / thinking / expertise is also your single biggest barrier to innovation</b></li> </ul> </li> <li>○ Example: <ul style="list-style-type: none"> <li>■ Ford's biggest challenge is they know how to make a motorcar. They have 150 years of experience. They know where the steering wheel goes</li> <li>■ Google and Apple have never made a car before. That's their advantage. They know they don't need a steering wheel.</li> </ul> </li> <li>○ Example: <ul style="list-style-type: none"> <li>■ If you have 7 seconds to draw a house, I already know what you're going to draw. (8:00) <ul style="list-style-type: none"> <li>● Why is the door always in the front and in the middle</li> <li>● why do the windows always have crosses in them?</li> <li>● Why is the roof always a triangle?</li> </ul> </li> <li>■ Because our river of experience tells us that's what a house should look like</li> <li>■ Everyone stays in the river of thinking of what a house should look like</li> </ul> </li> <li>● <b>Bring in naïve experts into your thinking sessions to help you get out of your river of thinking / area of expertise / prior knowledge / preconceived notions</b> <ul style="list-style-type: none"> <li>○ Naïve experts is someone not in your field. <ul style="list-style-type: none"> <li>■ They won't solve your problem/challenge, but they'll ask embarrassing question that you're too proud to ask.</li> <li>■ They'll throw out the audacious idea that you're too proud to throw out.</li> </ul> </li> <li>○ The naïve expert gives you permission to get out of your river of thinking</li> <li>○ The role of the naïve expert is you bring them in because they don't know what you're working on</li> <li>○ They won't solve the challenge for you, but they will say something that will get you out of your river of thinking and start to think differently</li> </ul> </li> <li>● <b>Use a Rules / What Ifs / Imagine if Graphic organizer table</b> <ul style="list-style-type: none"> <li>○ The other role is to play the role of the outlier (9:09)</li> </ul> </li> </ul>
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More strategies



Ask  
"What if..."

- Example: Walt Disney and Fantasia
  - 1940, Walt Disney wanted it to mist in the theatre during Fantasia. He wanted heat pumped into the theatre during Night on Bald Mountain.
  - The theatre owner said no, that's too expensive
  - Walt Disney listed the rules of showing his movie in a movie theatre
  - **rules:** it's dark, it's dirty, I have to go to set time, I have to sit in a seat, I have to watch the previews, I can't control the environment,
  - then he said **what if** – what if I could control the environment
  - well **imagine** a world where I might.
    - I don't own movie theatres but what if I took my movie out of the theatre.
    - What if I take them out of the theatre,
    - The movies can't be two dimensional. They'll have to be three-dimensional.
    - If they're three-dimensional, they'll need to have somewhere to live.
    - If they have somewhere to live, we'll need walk around characters
    - But if we have walk around characters, the princesses can't live next to the Pirates because people wouldn't be immersed in the story.
    - I'll need different lands: fantasyland, Adventureland,
    - oh I know, I'll call it Disneyland.
- Example:
  - 10 years ago, the two biggest barriers to coming to Disneyland:
    - 1) I can't afford it, and
    - 2) I want to wait till my children are the right age.
  - In 2008 a new barrier emerged from an online bookseller called Amazon (11.07)
    - 3) I don't want to stand in line anymore.
    - Amazon taught me I don't have to. They give it to me immediately when I want.
  - So we listed all the **rules** of going to a Disney theme park.
    - You have to buy a ticket, you have to stand in line, you have to see a character, you have to go on a ride, you have to book a hotel room...
  - And we took one rule, you have to stand in line
    - The most audacious question is **what if** there



	<p>were no lines. (11:53)</p> <ul style="list-style-type: none"> <li>• <b>What if</b> there were no lines for front desk? <b>What if</b> there were no lines to get into the park? <b>What if</b> there was no line to meet your favourite character or your ride or to buy merchandise or to buy food.</li> <li>■ Fast forward to 2015, they piloted Disney's Magic band it has a chip inside of it <ul style="list-style-type: none"> <li>• six months before you arrive, you can book your favourite attractions, It is your door key, themepark ticket. You can purchase merchandise with it.</li> </ul> </li> <li>■ As a result, the average guest has two hours of free time every day (12:42) <ul style="list-style-type: none"> <li>• What do people do with their free time? You spend money.</li> </ul> </li> <li>• <b>Innovate by identifying the most important barrier for the customer and asking how might we solve that problem. (instead of asking how do we make more money?)</b> <ul style="list-style-type: none"> <li>○ From the example given about Disneyland and customers not wanting to stand in line anymore</li> <li>○ NOTE: if we had started with how do we make more money, we would have iterated and not innovated but because we switched the challenge into what was the most important barrier for the consumer, how might [we solve that problem?]</li> </ul> </li> <li>• <b>Reframe the challenge / Re-express the problem in a completely different way.</b> <ul style="list-style-type: none"> <li>○ Storytelling (13:35)</li> <li>○ Example: carwash in Kuwait <ul style="list-style-type: none"> <li>■ If I was going to build a carwash in Kuwait, what would I need to put in it? <ul style="list-style-type: none"> <li>• Water, brushes, soap, dryer, vacuum, people and cars.</li> </ul> </li> <li>■ What if I didn't open a carwash, <b>what if</b> I open an auto spa? <ul style="list-style-type: none"> <li>• What could I put in the spa? Masseuse, wax, barista, music,</li> </ul> </li> <li>■ in less than 60 seconds, you've gone from a river of thinking of what should be in a carwash, and you considered what could be in an auto spa. All I did was reframe the challenge (14:26)</li> </ul> </li> <li>○ Example: Walt Disney cast members <ul style="list-style-type: none"> <li>■ 1955: instead of creating employees, Walt created cast members (14:30) <ul style="list-style-type: none"> <li>• cast for role in the show (i.e. job)</li> </ul> </li> </ul> </li> </ul> </li></ul>
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Ask the problem  
in a new way






	<ul style="list-style-type: none"><li>• they wear a costume, not a uniform.</li><li>• They work front stage, or backstage</li><li>■ all he did was re-express the challenge</li><li>○ Example: receptionist<ul style="list-style-type: none"><li>■ Instead of calling a person the receptionist, she had the job title of Director of First impressions</li><li>■ all they had done was re-expressed the challenge, and she was empowered to own the space.</li></ul></li><li>• Be brave. Creativity and innovation give you butterflies in your stomach. You should feel butterflies in your stomach<ul style="list-style-type: none"><li>○ Bravery (15:35)<ul style="list-style-type: none"><li>■ We are not encouraged to be brave at work</li><li>■ if we're not brave, if we're not curious, if we're not playful, ... (We'll be unemployed because there's too much disruption coming to the marketplace.)<ul style="list-style-type: none"><li>• Creativity and an intuition [innovation] will be our survival skills in the next decade (in a world with upcoming artificial intelligence)</li></ul></li><li>■ "I believe it is our core human truth, we are all creative, and it will be that creativity that comes to the fore and allows us to survive in a world that will be ever more competitive" (16:10)<ul style="list-style-type: none"><li>• in order to do that, you have to be incredibly brave</li></ul></li><li>■ Example: what does fear feel like?<ul style="list-style-type: none"><li>• imagine you had to go onstage to sing, how would you feel?</li><li>• Imagine you were chosen randomly to go up on stage and sing. (17:00)</li></ul></li><li>■ When was the last time you felt like that at work?<ul style="list-style-type: none"><li>• If you haven't felt like that for a while, you will be unemployed in less than five years there's too much disruption coming to the market place.</li><li>• You have to innovate, you have to be brave.</li></ul></li><li>■ "The opposite of bravery is not cowardice, it's conformity."</li></ul></li></ul></li></ul>
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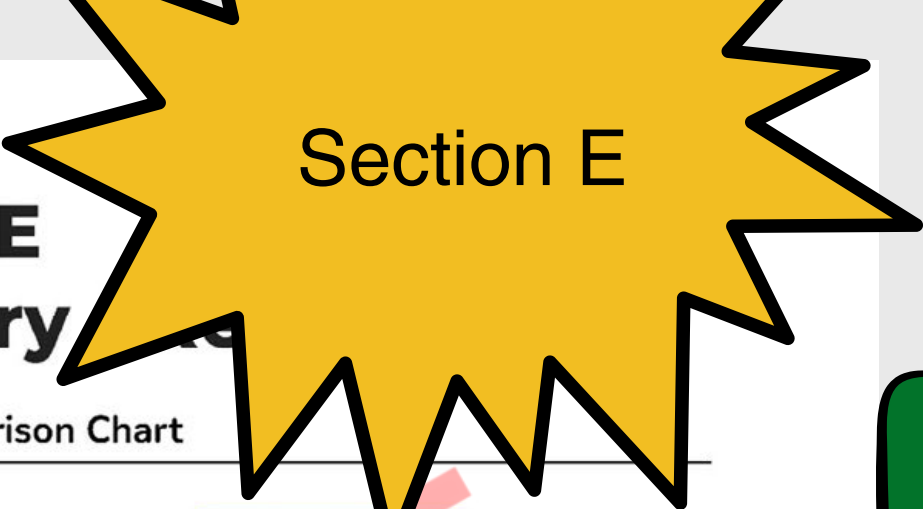
Be  
Brave

Double Entry  
Journal

REFLECTION: Strategies to be less / more creative (slide 152) - 10 min

152 	Brainstorm strategies to be less and more creative <ul style="list-style-type: none"><li>• See lesson notes in Lesson - Double Entry Journal</li><li>• Handout - Double Entry Journal</li></ul>
OPTIONAL:	Students can do the review handout (Review - Lesson D5)





# SECTION E Vocabulary

## Slide Number Comparison Chart

- Are you teaching in class?
- Use **Slideshow - ALL** (from the bundle) or **Slideshow - Section E** (from the product) and project to the class.
- Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS?
- Attach **Slideshow - Lesson E1** and **E2** to your assignments.

Lesson E1	Slideshow		
	ALL	Section E	Lesson E1
<a href="#">SECTION E - Vocabulary / Review (slides 153-176)</a>	153-176	1-24	
<a href="#">CREATIVITY - LESSON E1 - 50 MINUTES Vocabulary Builder (slides 153-171)</a>	153-171	1-19	1-19
<a href="#">Introduce Part 3 - Understand (Vocabulary Builder) (slide 153)</a>	153	1	1
<a href="#">Graphic Organizer set up (slide 154-155)</a>	154-155	2-3	2-3
<a href="#">Minds on (slides 156-157)</a>	156-157	4-5	4-5
<a href="#">CONSOLIDATION: Strategies to be less / more creative (slide 158)</a>	158	6	6
<a href="#">Filling out the graphic organizer (slides 159-162)</a>	159-162	7-10	7-10
<a href="#">Revising graphic organizer (slides 163-167)</a>	163-167	11-15	11-15
<a href="#">Summary (slides 168-171)</a>	168-171	16-19	16-19

Lesson E2	Slideshow		
	ALL	Section E	Lesson E2
<a href="#">CREATIVITY - LESSON E2 - 50 MINUTES Self Evaluation / Review - (slides 172-176)</a>	172-176	20-24	1-5
<a href="#">Student Self Evaluation (slide 172-175) - 10 min</a>	172-175	20-23	1-4
<a href="#">Chapter Review Test (slide 176) - 40 min</a>	176	24	5

Use this to  
teach in class

Slideshow  
from bundle

Slideshow  
from product

Individual lesson  
slideshow

Assign this in  
Google  
Classroom







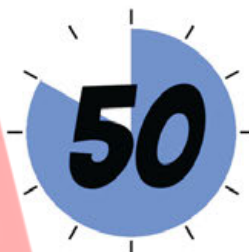
## CREATIVITY - LESSON E1 - 50 MINUTES

### Vocabulary Builder (slides 153-171)

# Lesson E1

#### OVERVIEW


- Introduce Part 3 - Understand (Vocabulary Builder) (slide 153)
- Graphic Organizer set up (slide 154-155)
- Minds on (slides 156-157)
- **CONSOLIDATION:** Strategies to be less / more creative
  - Discussion / Double Entry Journal (slide 158)
- Filling out the graphic organizer (slides 159-162)
- Revising graphic organizer (slides 163-167)
- Summary (slides 168-171)





#### MATERIALS

- Slideshow (**Slideshow ALL**, **Slideshow - Section E**, or **Slideshow - Lesson E1**)
- Class set of **Handout - Vocabulary Builder**

#### Introduce Part 3 - Understand (Vocabulary Builder) (slide 153)

	Part 3. We are going to explore what “Creativity” means by using a vocabulary building graphic organizer (Frayer model) to play with the word and get a deeper understanding.
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#### Graphic Organizer set up (slide 154-155)

	Give out the <b>Handout - Vocabulary Builder</b> for Creativity
	<p><b>Optional</b> - if your students are not familiar with a Frayer model graphic organizer, you can do a practice example with the concept of a “house”</p> <ol style="list-style-type: none"><li>1. <b>What is a house? What makes a house a house?</b><ul style="list-style-type: none"><li>a. walls... windows... a door... stairs... people...</li></ul></li><li>2. <b>What is something that is like a house, but not a house?</b><ul style="list-style-type: none"><li>a. Something with walls, a door, people... maybe an office?</li></ul></li><li>3. <b>What must a house have?</b><ul style="list-style-type: none"><li>a. It must have people living in it.</li></ul></li><li>4. <b>Come up with different types of houses</b><ul style="list-style-type: none"><li>a. My house... an apartment... a brick house...</li></ul></li></ol> <p><b>TEACHER TIP:</b> A full slideshow and lesson plan on the Frayer Model is available on the <a href="https://www.educircles.org/teachers-pay-teachers">Educircles Teachers Pay Teachers site</a>.</p>



# Explain Frayer Model






# Minds On!

## Minds on (slides 156-157)

<p>156</p> 	<p><b>Minds on!</b> Let's think about what we did in the first 2 parts of this Creativity chapter.</p> <p><b>What they have in common?</b></p> <ul style="list-style-type: none"> <li>• Getting us to generate a lot of ideas</li> <li>• Recognize that there can be multiple correct answers</li> <li>• Trying to come up with strategies to help us be more creative</li> </ul>
<p>157</p> 	<p>Think about the videos we watched</p> <p><b>What do they have in common?</b></p> <ul style="list-style-type: none"> <li>• Different people have different perspectives on creativity but there are some common threads</li> <li>• We see creativity in music, but we also see creativity in life and in business</li> <li>• Creativity is a learnable skill and there some habits that creative people use</li> <li>• The musicians come up with ideas in all sorts of different spots all the time - Taylor Swift writes it down in her phone while Jay-Z just memorizes it and says it over and over in his head.</li> </ul>

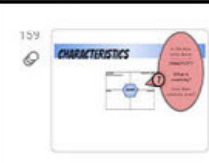

## CONSOLIDATION: Strategies to be less / more creative (slide 158)

<p>158</p> 	<p><b>CONSOLIDATION:</b> Students can look back at their double entry journal notes to help them think about their ideas and strategies.</p> <p>At this point, they should have a collection of different strategies to Help themselves be more creative or Get people to be less creative</p> <p><b>Possible student answers:</b></p> <p><b>Get people to be less creative</b></p> <ul style="list-style-type: none"> <li>• Make fun of them when they try something new</li> <li>• Put pressure on them so they feel stressed out and can't think</li> <li>• Don't give them enough time</li> <li>• Tell them there's only one right answer. Or don't explicitly tell them that they make them feel that way.</li> <li>• Tell them their idea will never work. This could be more effective if you're a friend as opposed to a stranger</li> </ul> <p><b>How to be more creative</b></p> <ul style="list-style-type: none"> <li>• Have a lot of different life experiences so that you can try to connect the dots in new ways</li> <li>• Do things that scare you because it probably really different from what you're used to</li> <li>• Think about other things in your life that have nothing to do with the problem that you're working on... but maybe they do in some way.</li> <li>• Don't share your ideas or new ideas with everyone</li> <li>• Take time</li> <li>• Do other things. Sometimes going for a walk or doing a hobby can clear mind and that may be an idea will pop into your head</li> </ul>
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Look at Double Entry Journal



### Filling out the graphic organizer (slides 159-162)

	<p>Start in the top-right corner of the vocabulary builder graphic organizer.</p> <p><b>STEP 1: Features of Creativity</b></p> <p><b>Teacher Prompt:</b> Think about the “What is this?” activity, “creative words” activity, “Twelve” activity, the “do something different” activity, as well as the videos. What are the features of <b>Creativity</b>?</p> <p>This is a brainstorming activity - we'll revise and remove features later...</p> <p><b>Possible Student Answers:</b></p> <ul style="list-style-type: none"><li>• Creating something</li><li>• Imagining or using your imagination</li><li>• Innovation or being creative in business</li><li>• Making lists of things</li><li>• Coming up with a bunch of answers and then choosing the best one</li><li>• Thinking outside of the box</li><li>• Everyone can be creative</li><li>• Creativity means putting different ideas together in new ways</li></ul> <p><b>Possible teacher prompts</b> - How does creativity work? Why do we need creativity?</p> <ul style="list-style-type: none"><li>• Creativity works when you have lots of time</li><li>• You can procrastinate and be creative</li><li>• We need creativity to help us solve problems</li><li>• Anything that people do can use creativity because there are always new ways to do things</li></ul>
	<p><b>STEP 2: NON EXAMPLES</b></p> <p><b>Teacher Prompt:</b></p> <ul style="list-style-type: none"><li>• What looks like Creativity, but actually isn't.</li></ul> <p>This is a brainstorming activity - we'll revise and remove features later...</p> <p><b>Possible Student Answers:</b></p> <ul style="list-style-type: none"><li>• Copying an answer from somewhere else</li><li>• Doing something that looks really creative but it wasn't an original idea to you so it's not creativity. For example, last year you painted a really creative picture - That was creative back then because it was an original idea to you. But this year, you just painted the same picture, so it's not creative right now.</li><li>• Copying an answer that someone else did</li><li>• Copying the teacher example</li></ul>



Features of  
Creativity

Brainstorm  
NON examples





Most important  
feature

<p>161</p> 	<p><b>STEP 3: What is the most important feature of Creativity?</b></p> <p><b>Possible student answers:</b></p> <ul style="list-style-type: none"> <li>To be creative</li> <li>A new and original idea</li> <li>To create something</li> <li>To put in the work to have a new idea and actually make it happen</li> </ul> <p><b>Possible Teacher Prompts:</b></p> <ul style="list-style-type: none"> <li>What does creativity need to have?</li> <li>Why do some of the people say that creativity requires hard work?</li> </ul> <p><b>Discussion Point:</b></p> <ul style="list-style-type: none"> <li>Do you need to get the job done for collaboration to be successful? <ul style="list-style-type: none"> <li>Sports (Can you be successful in a sport, and not have achieved your goal) <ul style="list-style-type: none"> <li>2 teams can practice the same amount, train the same amount, and put in the same effort, but one team is going to win.</li> </ul> </li> <li>Individuals can accomplish the goal <ul style="list-style-type: none"> <li>But not work as a team</li> </ul> </li> </ul> </li> </ul> <p><b>Teacher Idea:</b></p> <ul style="list-style-type: none"> <li>Creativity is a process to create a new idea that has value</li> <li>It includes coming up with a new idea, but also the craft and workmanship required to bring the idea to reality.</li> </ul>
<p>162</p> 	<p><b>STEP 4: Examples of Creativity (in everyday life)</b></p> <p><b>Possible Student Answers</b></p> <ul style="list-style-type: none"> <li><b>Business</b> <ul style="list-style-type: none"> <li>Inventing a product, or a new way to sell a product or solve a problem</li> <li>Your customers have barriers. Companies use creativity try to figure out how to overcome these barriers.</li> <li>To innovate and take it to the next level</li> </ul> </li> <li><b>Learning</b> <ul style="list-style-type: none"> <li>Ah-ha moment with other classmates to figure out a puzzle or solution to a videogame</li> </ul> </li> <li><b>Classroom</b> <ul style="list-style-type: none"> <li>Sharing in Google Docs (if everyone is contributing to a new idea)</li> </ul> </li> </ul>






	<ul style="list-style-type: none"> <li>English-language arts <ul style="list-style-type: none"> <li>writing: novels, short stories, poems, scripts, etc.</li> <li>Oral communication: speeches, persuading people about your point of view</li> </ul> </li> <li>Media literacy <ul style="list-style-type: none"> <li>An advertisement that catches people's attention</li> <li>A new video game that everyone is excited because it has a new take on things and it goes viral</li> <li>Social media post</li> <li>A meme that no one is ever seen before</li> </ul> </li> <li>Mathematics <ul style="list-style-type: none"> <li>Solving a word problem</li> <li>Figuring out a solution to a tricky problem</li> <li>Trying to explain a concept to a friend in a way that they actually get it</li> </ul> </li> <li>School / Friendships / relationships <ul style="list-style-type: none"> <li>Figuring out a way to stop fighting about the same things</li> <li>Figuring out a way to deal with bullying</li> <li>Figuring out how to fit in</li> <li>Figuring out how to avoid getting in trouble</li> </ul> </li> <li>Arts <ul style="list-style-type: none"> <li>Trying to come up with an original idea for the art assignment</li> <li>Trying to come up with a new take for the drama monologue</li> <li>Figuring out how to modify a dance move is on a music video for dance choreography</li> <li>Playing around with rhythm and beats in music class</li> </ul> </li> </ul>
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### Revising graphic organizer (slides 163-167)

163 	<b>PART 2: REVISION / FIXING &amp; IMPROVING IDEAS</b> <ol style="list-style-type: none"> <li>The hardest part about revising and checking your work is that students don't want to do it. Or, they change one word and say they're done. Or, they can't think of what to change.</li> <li>I'm going to model the process and show you specifically what to do, step-by-step. I changed the background to black so you know we're REVISING (FIXING &amp; ADDING IDEAS)</li> </ol>
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Revising our understanding



164


STEP 1 (again). CHARACTERISTICS

Teacher Prompt: What causes Creativity to break down? What stops people from being creative?

- When you have to do things right away and you're under pressure
- When you don't have any ideas or experiences to connect
- When people make fun of your ideas and you don't want to share them
- When you're not sure what to do
- When you procrastinate before you're given the assignment, so your subconscious isn't even working on the problem
- When you're so busy goofing off, that you don't have any new ideas
- When you rush in right away because you just want to get it done
- When you only do one draft. Our really creative ideas usually doesn't happen on the first try.
- You come up with one idea.

Now think of how to overcome those obstacles

- Try to slow things down. Creativity takes time and doesn't work well when you're pressured.
- Try to have lots of life experiences and different life experiences so that your subconscious can later on connect the dots in new ways
- Don't share your creative ideas until you're ready for feedback and criticism. It might mean working on
- Make sure you understand the assignment in the project at the beginning (before you procrastinate) so your subconscious can start working on the problem
- Same as number four
- It's okay to procrastinate a little bit, because our subconscious brain connects different ideas when we're not on the pressure, but too much procrastination is just goofing off.
- Don't rush. Intentionally take some time to take it slow and see what your brain can come up with if it plays with the idea.
- Great creative thinkers come up with lots of ideas and tinker around with these ideas. Just generate a lot of ideas and chances are some of them will be creative or something that you can use
- Try to draw upon other life experiences (even ones that have nothing to do with the question at hand) because maybe there's a common thread that you can connect the dots with and come up with new ideas.

Teacher Prompt

Sample answers





165

**NEW EXAMPLES...**

**STEP 2 (again). EXAMPLES**

**Possible Student Answers about having a new idea but it didn't go anywhere. Why not?**

- I came up with a really good idea but I forgot about what it was exactly
- I kind of lost track
- I gave up
- It didn't work and I felt like I failed
- I don't want people to make fun of me
- I tried a couple of times but it didn't really turn out the way I thought it would so I switched to something easier.

**Discussion Point: These are all Non-Examples of creativity. (They look like creativity, but it's not)**

- Does having a creative idea always have to turn into a finished product?
  - We brainstorm lots of things and they don't all have to turn into a finished product
  - Turning a creative idea into a creative piece of work requires work
- What about the other way around? This is a new innovative, creative product have to start from a creative idea?
  - Maybe there was an aha moment during the process and that made this product and something great and new?
- If "Creativity is the process of having original ideas that have value," do you really need all three parts?
  - Why do you need process? Is having the idea not enough?
  - It says original ideas. Are original ideas the same as original final products?
  - Do you have to have value?
- If Taylor Swift or Beyoncé or Jay-Z or Ed Sheeran come up with a really new lyric or song melody, is that still creativity?
  - If we think that creativity is the process, then they haven't really done anything with the new lyric - they haven't turned it into a song
  - If we think that creativity is about having original ideas, then a new song melody might be an original idea, but no one's gonna want to listen to just a little song melody unless it's a full song.
  - Does the song melody have to have value? Maybe at their elite level in the music industry, they know what a good song is, and they know that a little song melody isn't enough - You need a chorus you need other parts... So maybe a new lyric or song melody doesn't have that much value yet, but they can use a process to turn into something bigger like a song

**Teacher Key idea:**



- Creativity is a process – and the process requires hard work behind the scenes. (Like having a bunch of diverse life experiences to draw upon. Like intentionally taking your time to let the ideas percolate.)

Some  
NON examples





# Essential Characteristics

<p>166</p> 	<p>STEP 3 (again). ESSENTIAL CHARACTERISTICS</p> <p>Look at the MY DEFINITION box...</p> <ul style="list-style-type: none"> <li>but think about the CHARACTERISTICS and NON-EXAMPLES box (Hmm... thought bubble.)</li> </ul> <p>The goal is to challenge our brains to do some critical thinking (about creativity)</p> <ul style="list-style-type: none"> <li>We are trying to JUDGE / EVALUATE what are the core elements to having Creativity.</li> <li>Anything that is not essential to Creativity can be crossed off (and moved to the CHARACTERISTICS box.) <ul style="list-style-type: none"> <li>For example, having lots of ideas helps with coming up with something creative, but is not a requirement of creativity.</li> </ul> </li> </ul> <p>Possible answers:</p> <ul style="list-style-type: none"> <li><b>Creativity is a process</b></li> <li><b>Creativity is having an original ideas that is new to you</b></li> <li><b>Creativity has value</b> - (you can figure out if this is new and worthwhile or not. There's always a standard by which it can be judged on)</li> </ul>
<p>167</p> 	<p>STEP 4 (again). EXAMPLES</p> <ul style="list-style-type: none"> <li>Are there any other examples of collaboration that we missed?</li> </ul> <p><b>BONUS:</b> Look up the definition of "Creativity" in a dictionary, and see if you agree, or disagree. What did you have / miss?</p> <p>Google dictionary says <b>Creativity</b> is "the use of the imagination or original ideas, especially in the production of an artistic work.."</p> <ul style="list-style-type: none"> <li>Even though the definition talks about the production of artistic work, we know that we use creativity and problem solving. We know that creativity is not limited to the arts.</li> </ul>



# Learning Skills

## Summary (slides 168-171)

168	<b>CREATIVITY</b> <b>SUMMARY</b> <b>WHAT IS IT?</b>	1. Summarize what Creativity is 2. Review what Creativity is according to "Learning Skills"
169	<b>CREATIVITY</b> <b>DICTIONARY DEFINITION</b> <b>IMAGINATION</b> <b>REMARKS</b>	<a href="https://www.google.com/search?q=creativity">https://www.google.com/search?q=creativity</a> <a href="https://www.google.com/search?q=imagination">https://www.google.com/search?q=imagination</a> <a href="https://www.google.com/search?q=innovate">https://www.google.com/search?q=innovate</a>
170	<b>CREATIVITY</b> <b>WHAT IS IT?</b> <b>BIG IDEA</b>	
171	<b>CREATIVITY</b> <b>LEARNING SKILLS</b> <b>Are you innovative and creative?</b>	



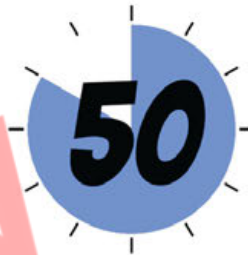


## CREATIVITY - LESSON E2 - 50 MINUTES

### Self Evaluation / Review - (slides 172-176)

#### OVERVIEW


- Student Self Evaluation (slide 172-175) - 10 min
- Chapter Review Test (slide 176) - 40 min




#### MATERIALS

- Slideshow (**Slideshow ALL**, **Slideshow - Section E**, or **Slideshow - Lesson E2**)
- Class set of **Handout - Self Evaluation**
- Class set of **Handout - Chapter Review**
- Teacher copy of **Answers - Chapter Review**

#### Student Self Evaluation (slide 172-175) - 10 min

	<p><b>Student Self Evaluation of their "Creativity" Learning Skill</b></p> <ul style="list-style-type: none"><li>• You can use the same handout at 3 different times in the term to get diagnostic, formative, and summative information to help with Learning Skills comments for the Report Card.</li></ul> <p><b>Get the Handout - Self Evaluation</b></p> <ul style="list-style-type: none"><li>• Together as a class, we're going to go through these questions.</li><li>• I'm going to read each statement and your job is to figure out if you feel you are<ul style="list-style-type: none"><li>○ Excellent at it</li><li>○ Pretty Good at it</li><li>○ Just ok, or satisfactory,</li><li>○ Or, you're not there yet, and you need to improve</li></ul></li><li>• And then, you circle your answer for that question.</li></ul>
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#### Chapter Review Test (slide 176) - 40 min

	<p>Teachers may choose to do the chapter review handout as an assessment opportunity. <b>Handout - Chapter Review</b></p> <ul style="list-style-type: none"><li>• 7 short answer questions to see what students remember from the week's worth of lessons (and how creative they can be...)</li></ul>
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Lesson  
E2

Self  
Evaluation

Chapter  
Review





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6Cs Creativity D/E - START HERE - Page 8 of 11

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5. **I constantly learn and tweak my work.** If I update this file, I will change the version date at the end of the file name (i.e., v2021-11-08) - See the changelog for details.
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**Specific things to know about this product: 6Cs Creativity D/E** 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 D/E](#)
- How to update (or know if you need to update): [HELP \(6Cs Creativity D/E\)](#).

## 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](mailto:Mike@educircles.org)

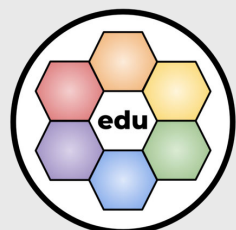
This product now has a Single PDF to print (with File Table of Contents and all handouts)

- **I added a digital learning version (Easel by TpT)**
- **I added Microsoft versions for all files**
- **Updated teaching content:**
  - Section D: Fixed YouTube link on slide 138 (Taylor Swift Interview, video #2) - the video was fine, but the URL link at the bottom pointed to the wrong video.
  - Section E: Updated the self-evaluation handout
- **Renaming content:**
  - None
- **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

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- Removed Google Slides versions of handouts (and replaced with Easel by TpT)

### 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.

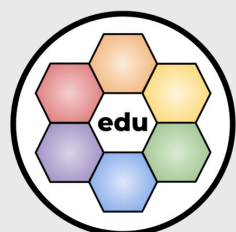
- No changes to content. Just changes in file names and Google Drive folder organization
- Made file names shorter by removing "Educircles"
- Organized the Google Drive folders by intended use (instead of just going numerically)
  - Folder 1 has the files so teachers can just print and teach. (PDFs and 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

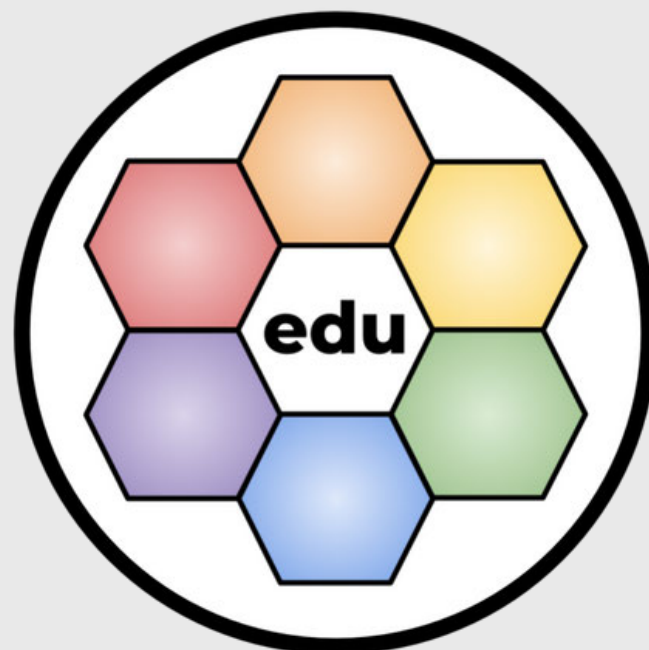
- Main content is identical to version 1.0 but this product now contains additional files to make it easier for online use and distance learning
- **The files are all in Google Drive for 1-click easy copying of the lesson folder into your Google Drive.** No more copying view-only files.
- The slideshow 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](mailto: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.



# Changelog



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