

The what, why ξ how of using creativity to produce ξ use information, solve problems, ξ self-reflect.

FLAG 2014 Conference

Deirdre Kelly, M.Ed., NBCT Lake Sybelia Elementary School Orange County Public Schools

wur Targets for Today

- A Few Building Blocks of Creativity
- Creative Production \$
 Problem Solving / Service Learning
- (3) Creative Production & Using Information
 - (4) Productive Self-Reflection

A Few Building Blocks of Creativity







Why



How

What is Creativity?

F.F.O.E.

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

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

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

(M V U)

Elaboration - the process of enhancing ideas by providing more Additional detail and clarity improves interest in, and understand topic.

Making Associations Shifts in Perception Using F-F-O-E Idea Generation Solving Problems* The Creative Person

Expressiveness	Flexibility	Tolerance for Ambiguity
Elaboration	Sense of Humor	Problem Solving
Openness to Ideas	Independence	Positive Self-Concept
Perceptiveness	Intelligence	Originality
Intuition	Persistence	Fluency

Why Creativity?

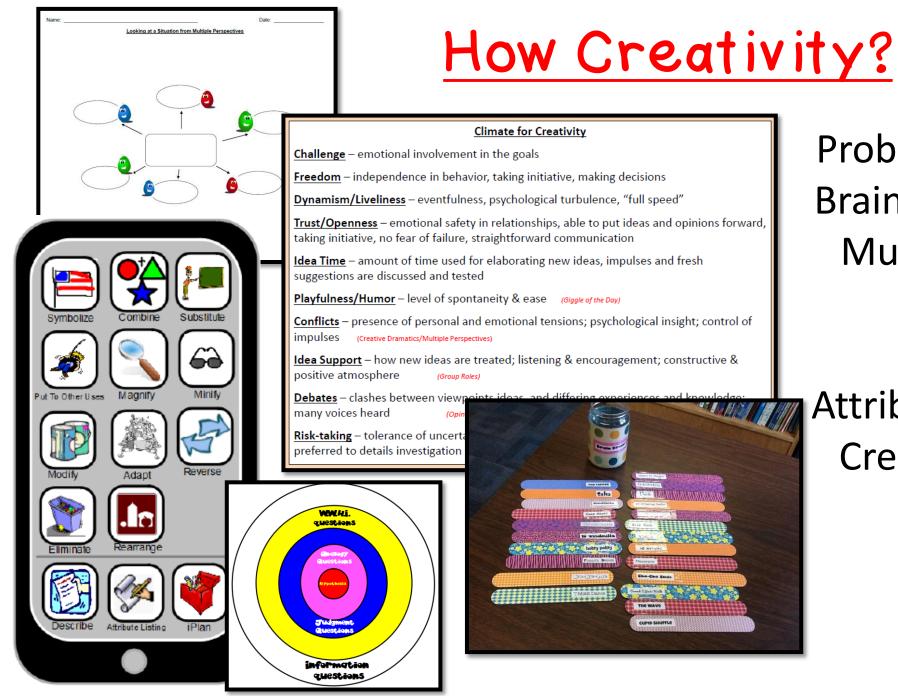
How we put information to work.

How we discover solutions.

How we make connections and resolve confusions.

How we enter the world.

How we leave our mark on the world.



Problem Solving Process Brainstorming Strategies Multiple Perspectives Questioning **Imagery Attribute Transformation Creative Environment** Technology **Production**

Creative Production & Problem Solving / Service Learning





Creating Solutions for Real World Problems:

Solutions That Get Implemented



What can Lulu's do to what can during the stay open during the winter months?

Ju's Ice Cream Shop 1111 South Orlando Ave. Winter Park, FL 32789

Dear Mr. and Ms. Porter,

We are Miss Kelly fourth grade class from Lake Sybelia Elementary. We heard that you might have problems selling enough ice cream in the winter time. We have an idea that might help you .

Our idea is for you to have a toping cart outside your shop. The topping cart will be called Lu Lu's Topping Cart. The toppings in the cart will be hot fudge, hot cookies, and other toppings that are warm for winter. The cart will have an umbrella for bad weather like rain and hot sun. The cart also has two plastic transparent roll-up sides that when you pull them down, it works like a tent. Every holiday you can put new toppings on the cart that are special for that holiday.

We told you about our idea because we want you to be successful. We love your ice cream and wish the best for your business.

Signed,

Trey, Sydney, and Lesley

Problem Solving Process

(Miss Kelly's Version)





Problem Finding Solution Finding Solution Using

- Get to know the whole situation. Read about it, hear about it, think about it, study it, ask questions about it, gather data about it, list the "Problem Family", see it from multiple perspectives, etc.
- 2. Choose one problem to solve & describe it well. Select one great, big, juicy problem to solve and write a short but detailed description of it. This is called your Problem Statement.
- Brainstorm many, varied, and unique solutions.
- Figure out how you will know what would make a good solution? (Develop criteria.)
- Compare your five best solutions & choose one. (Use a Decision Making Matrix or another tool.)

Use It: Use your solution and solve the problem. If you're not there in person, imagine using your solution and write a detailed description about how your solution "worked".

Describe & Convince: Write a detailed description of your final solution in a way that will convince others to agree that your solution is the best option.

A dissensors coefficient of the Creative Problem Solving reside - Opioon & Planes (1953) Creative Kelly, M.Ed., MDCT Lake Sphelie Demonstry School, COPS

The Engineering Design Process

Your purpose in the Engineering Design Process is to use the process to create a design or device that will solve or help to solve a problem

A5K

A Real World Problem: Lu Lu's Tce Gream

- · What is the problem?
- What have others done?
- What are the constraints or limitations?

MAGNE

 What are some solutions? Brainstorm ideas. Chaose the best one

PLAN

Draw a detailed diagram. Make lists of materials you will need. Test materials.

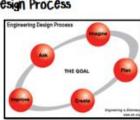
CREATE

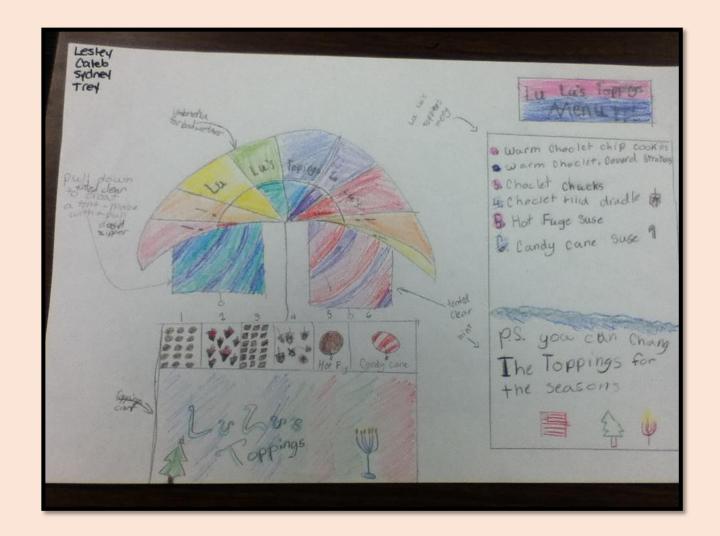
Follow your plan and create it. Test it out!

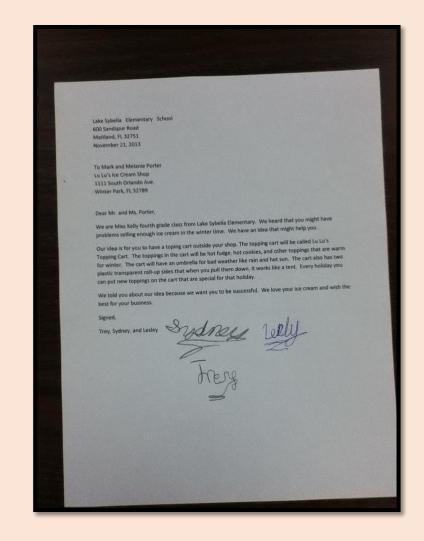
MPROVE

- Talk about what works, what doesn't, and what could work better.
- Modify your designs to make it better. Test it out - AGAN

Remember Having a guide is useful for us while we are learning about drynesting. It is important it to not eithall drynests als not adhere to a rigid stilp by stilp practice. There are as nany variations of the node, as there are digitalist. The Engineering Disign Practise is circlical and can begin at any side, or next back and farth between sides numerous limbs.







Create a labeled "blueprint" and write an explanatory letter to the owners which explains your idea fully. Creating products for an authentic audience & comparing Problem Solving processes!

Solving a Problem: The Plas-Art Show

After reading about how some communities are banning plastic grocery bags, we decided to send out a school-wide survey asking about plastic bags and re-useable bags in our community. We analyzed data and drew conclusions, we identified causes and effects, and we found an interesting and meaningful perspective for comparing our community to others.

I thought we were done then. Boy, was I wrong!

Inspired by an artistic 5th grader, we decided to have a school-wide Plas-Art Show where all of the entries had to be made out of used plastic grocery bags!









Responding to Real World Problems:

Opportunities for Creative Production

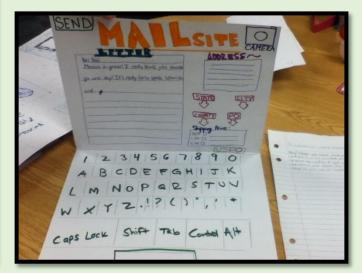


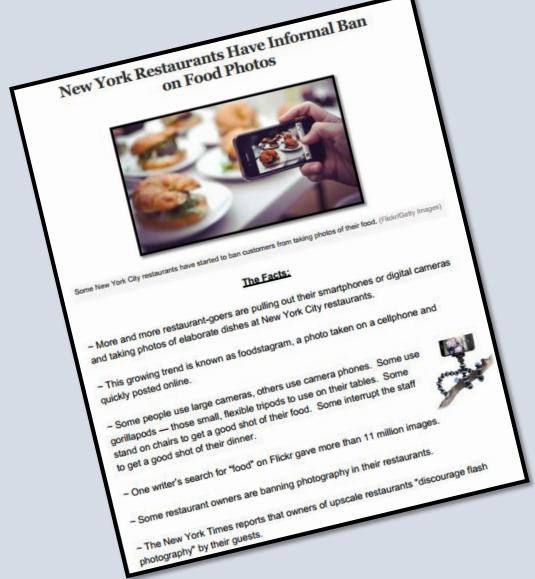
US Post Office











Building needed tech-skills and becoming electronic producers.

Our kitchen does not like when people take pictures of food on our fancy plates from South Africa. Please ask your waiter for a form to ask the chef if you can come in the Picture Room to take a photograph.





Multiple Perspectives

After reading Tween Tribune articles about a variety of real world problems, we broke into teams to identify the multiple perspectives and opinions within each issue.

In teams, the students identified who they would portray, what questions they might ask in their "interviews", and what their answers would be.



This example is from a county in Kansas who banned giving live animals as prizes at fairs and carnivals.

Sincere Selfies

A Tech-Project with a Heart

Miss Kelly's 3rd, 4th, and 5th graders took helpful selfies around the school The purpose of their selfie was either to show support for our amazing school community or to show how to follow LSE school rules. Check out this sincere selfie!



The Sincere Selfie Project

Sincere Selfies

A Tech-Project with a Heart

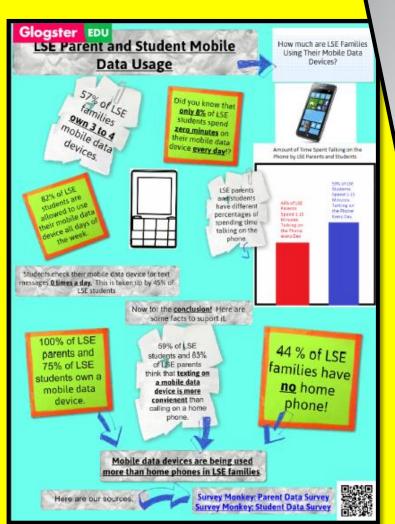
Miss Kelly's 3rd,
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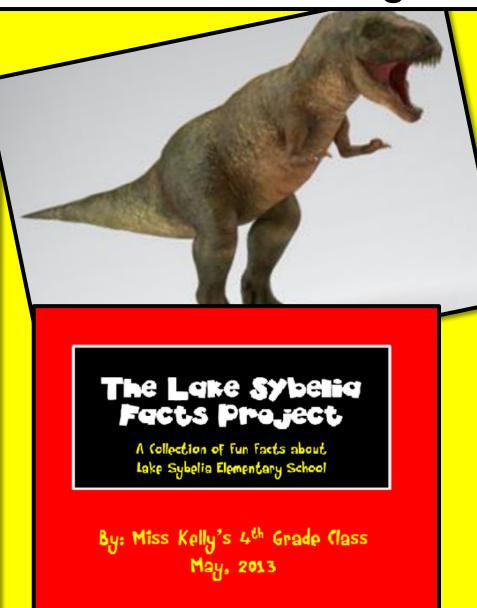
Check out this sincere selfie!





Creative Production & Using Information









It's not enough to become users of information, we must also become information creators and managers!

Don't know dinos? Blame Barney!

Here's a test of your dinosaur knowledge: Did Tyrannosaurus rex stand upright, with its tail on the ground?

The answer: No. But a lot of young people seem to think so, and the authors of a study are blaming toys like Barney and other pop influences for that

Scientists used to think T. rex stood tall, but they abandoned that idea decades ago. Now, the ferocious dinosaur is depicted in a bird-like posture, tail in the

The change <u>led</u> major museums to <u>update</u> their T. rex displays, study authors said, and popular books have <u>largely</u> gotten the <u>posture</u> right since around 1990. So did the "Jurassic Park" movies.

But when the researchers asked college students and children to draw a T. rex, most gave it an put when the researchers asked contege students and children to draw a 1. res, most gave it an upright posture instead. Why? They d soaked up the wrong idea from toys like Barney, games and other pop culture items, the researchers conclude.

"It doesn't matter what they see in science books or even in 'Jurassic Park," says Warren Allmon, a paleontology professor.

It struck him when he saw a box of dinosaur chicken nuggets at a

"What they grew up with on their pajamas and their macaroni and wallpaper and everything else is wrong," he said.

If the explanation is correct, Allmon said, it's a sobering reminder of how people can get wrong ideas about science.

- Posted on February 24, 2013



Third Graders' Survey of Scientists

Welcome to our Survey: Miss Kelly's Third Grade Science Survey

Dear Scientist Friends.

We are a group of third grade thinkers in Miss Kelly's Lake Sybelia Elementary School classroom.

We recently read about a scientist (Warren Allmon) who was curious about how pop-culture might get in the way of real scientific information.

This led us to ask questions about how scientific information "behaves" - how it is created, how it is spread, and what might get in its way.

We created a survey especially for scientists to answer.

Please feel free to share this survey with fellow scientists or students of the sciences.

Thank you for taking the time to respond. This survey will be active for 3-weeks.

e are excited to see the results!

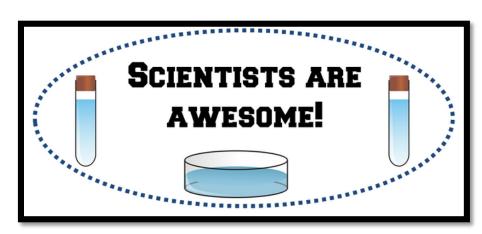
Sincerely. Miss Kelly's 3rd Grade Class

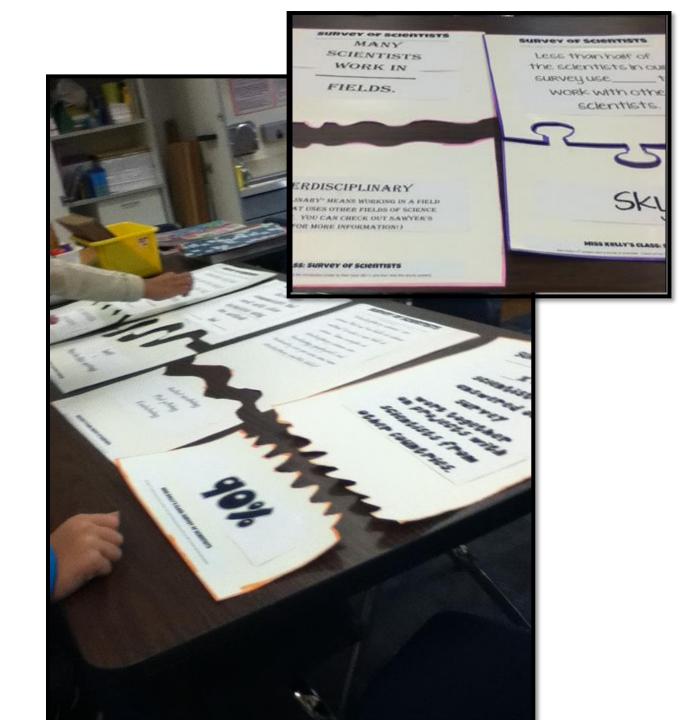
	5. In your experience, what (if anything) gets in the way of people getting new scientific information?			
In the present, how is new scientific information discount trial and error performing experiments (The Scientific Method) testing theories	Pop-Culture Information that is Incorrect (like how the shapes of dino-nuggets mixes with real dino-information)			
	More Interesting Information (other non-science information that easily captures people's interest)			
	Competing Scientific Information (information from another source that disagrees with the new information)			
	Old Information Gets in the Way (people hang onto the old information instead of believing the new information)			
computer models	Disbelief (people do not believe new information)			
observations	Nothing is getting in the way of people getting new scientific information.			
asking questions / being curious				
Other (please specify) 4.	How quickly (or slowly) does new scientific information spread (in the world)? immediately extremely quickly (3-6 months)			
3. In your area of science, how is new infor	quickly (7-12 months)			
Newspaper (somewhat slowly (1-2 years)			
TV: News programs	slowly (3-5 years)			
Radio	very slowly (6-10 years)			
Scientific Journal/Magazine	extremely slowly (mroe than 10 years)			
Science Websites	the same as other (non-scientific) information			
Presentations	never (secret or proprietary information)			
Video/DVD Production	The Feet (Decords of proprietary Information)			



Sharing our findings with a real audience – our fellow students!

We created "Puzzle Piece Posters" which offered a question/prompt on one half of the poster and the answer on the other half. The posters are spread out around the campus! You have to search to find the answer to the question!





Realizing this... ...can lead to... ... this happening.

Since kids already use the two most frequently used methods of learning new scientific information...

... we can help more kids to learn more about science by teaching them how to use all of the methods used by scientists.

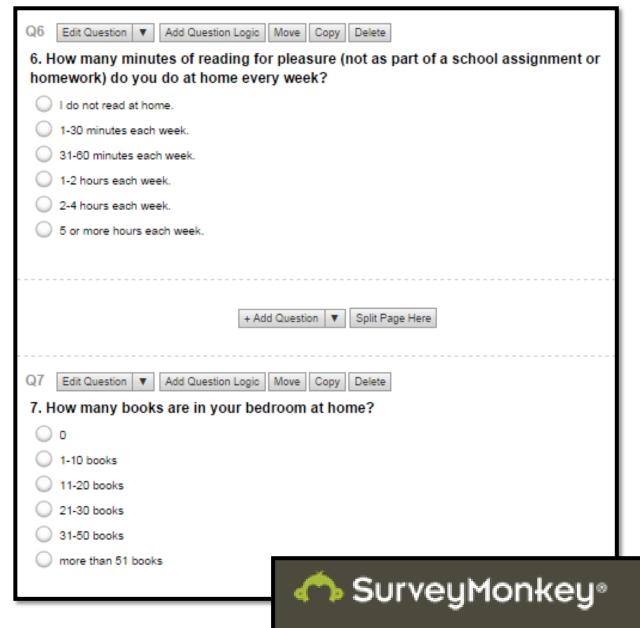
Since the most popular way for scientists to share their discoveries is through journals...

... if publishers make a kid-version of their journals, then teachers and families can buy them at regular stores and then

... kids will learn what is current and new in science.

Since there are many types of science and some are interdisciplinary...

... maybe we can create new fields of science.



Home

My Surveys

Examples 1

LSE Facts Project

A research and production project.

We used Survey Monkey to gather data about our school community.

We surveyed teachers, administrators, students, and parents. Once the results came in, it was time for data analysis! Finally, we had to create a product to share our findings with the school!

Parents:

How many times per month does your family go out for frozen yogurt? (Menchies, YogurtLand, etc.)

How many bikes does your family own?

How many times per week do your children see you engaged in sustained reading?

Teachers:

In your classroom library, what percentage of your books are fiction / non-fiction books?

How many educational or social choices a day do your think your students get to make?

On an average day, how many Math problems do your students solve?

Clinic:

How many students go to the nurse / clinic each week?

LSE Facts Project

A project about research and production.

We used Survey Monkey to gather data about our school community. We surveyed teachers, administrators, students, and parents. Once the results came in, it was time for data analysis! Finally, we had to create a product to share our findings with the school!

Creating and refining questions.

Managing unexpected data.

How do Students & Parents Use Data?

After conducting a survey about student and parent data usage, we created glogs on Glogster (educational version) and posted them online.

Managing and making sense of data is hard to do! This was a great eye opener about what we did and didn't know about drawing conclusions!







How Tall is YOUR Character?

Three teams: Research, Problem Solving, & Production.

Create a "height chart" in the school hallway which features the most-loved characters from children's literature.

Create ballots and conduct a poll to find our school community's favorite characters.

Research the characters and provide "Evidence Pages" which show how you decided on the height of each character.

Create name plates using fonts which match the characters and/or books.



Research Team

- 1. Figure out heights of characters.
- 2. Make the information binder.
- make cover
- decide on the format of the infopages.
- 3. Make a "Proof Slip" showing the evidence of the height of the character.

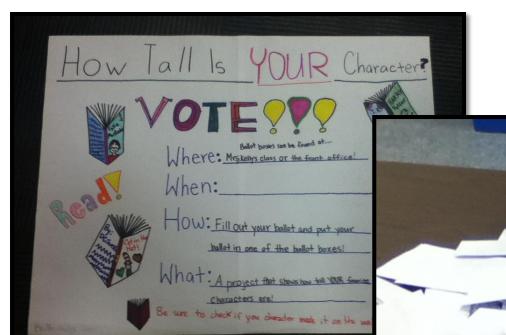
Selection Team

- 1. Select the names who will be on the wall.
- 2. Create a criteria list to use to make decisions.
- 3. Make a miniposter Decision Making Matrix.

Production Team

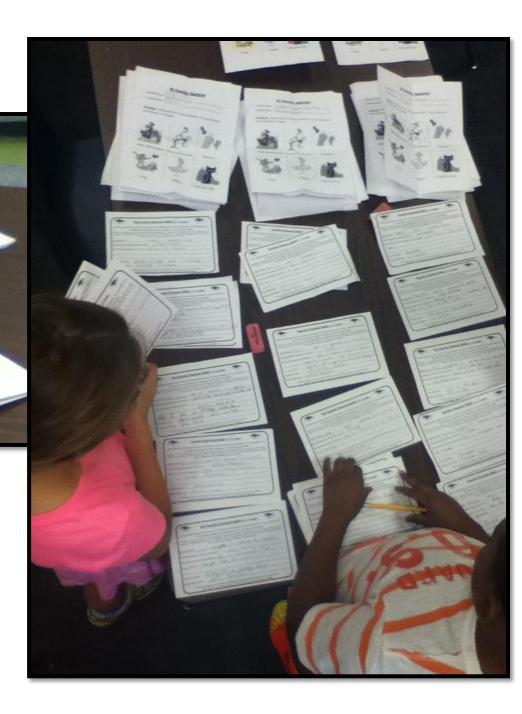


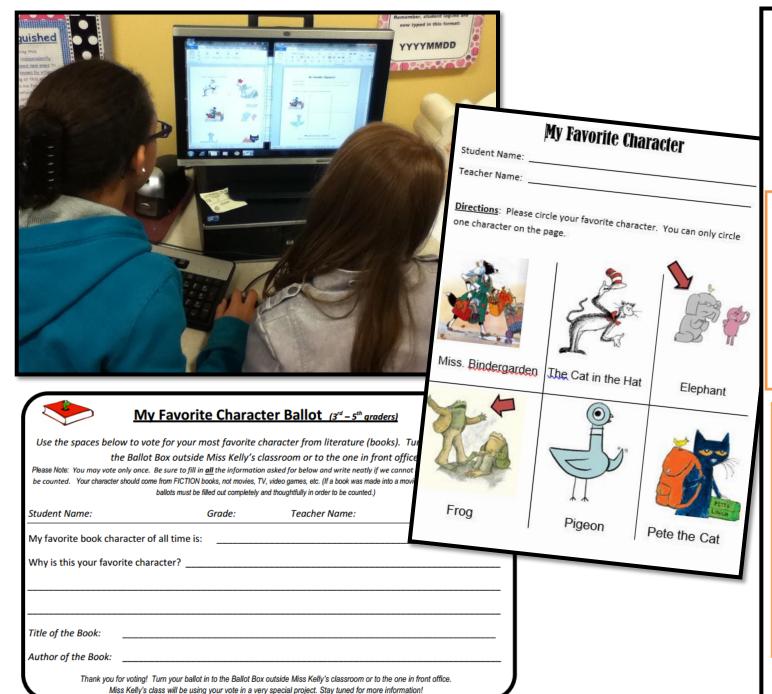
- 1. Decide what fonts, size, and color to use with each character name.
- 2. Design and create the Ballot Box.
- 3. Design and create the ballots to be used by the voters.
- 4. Installation of the project.



Salt Add with the sale of the



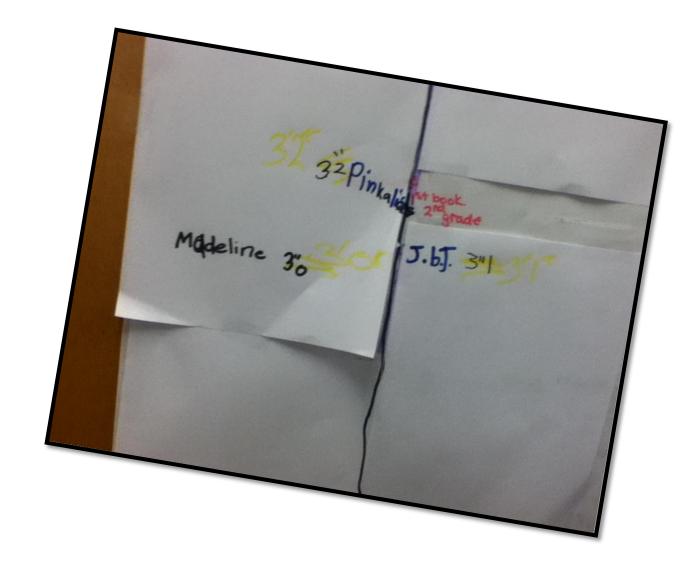


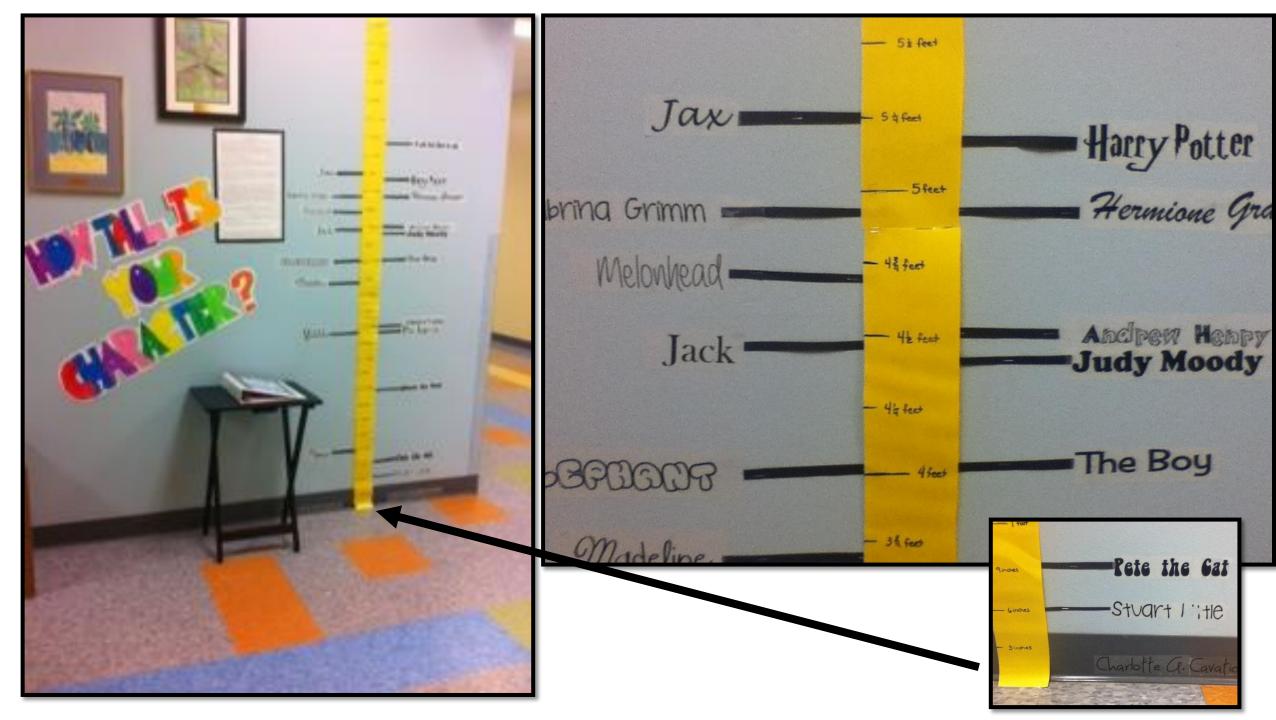


How Tall is YOUR Character: Proof	Slip
-----------------------------------	------

	_	
Character Name:		Character Height:
Details (if any):		feet
Title:		inches
Author:		Other:
/ tacifori		
Evidence from the Text: (put the	ne page number for each (piece of evidence)
		
Evidence from the Images:	Other Evide	ence:
(put the page number for each piece of evidence)	(put the page numbe	er for each piece of evidence)
	<u> </u>	
Initials of researcher:	Initial	s of fact checker:

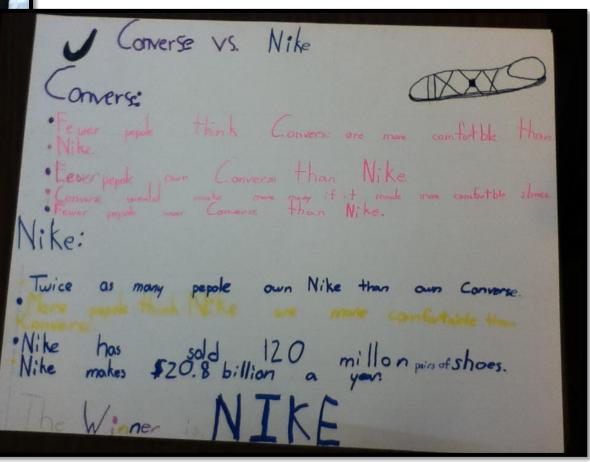






GROCERY STORERIVALRY WINN-DIXIE VS. PUBLIX Data that I collected on Publix people out of 73 go to Publix more often than Winn-Dixie 65 people out of 70 think that Publix has better curtomer services than Winn-Dixie · Based on the data that I collected, * I believe that Publix is more organized and is more efficient than Winn-Dixie "According to the survey we created, 72 of people think that Publix has believed According to the survey we created, all five que Vial more positive results for Pu Data that I collected on Winn-Dixie: has conewhat more Based on the data that I collected winn-I believe that Winn-Dixie is not better than Pu took 49.4 second * It took 201 seconds to find Mt. Olive pickles of item at Winn Dixie. * About 80 cars and 61 people at Winn-Pixxe. A

Better Than







These things make collecting data hard

- · amount of data
- · method of collection
 - · topic obscure
 - · Onderstandability
 - · geography
 - · precise-ness of the questions!

These things make sharing data hard

- organization of data
- · planning it
- · Size / amount
- · method of sharing

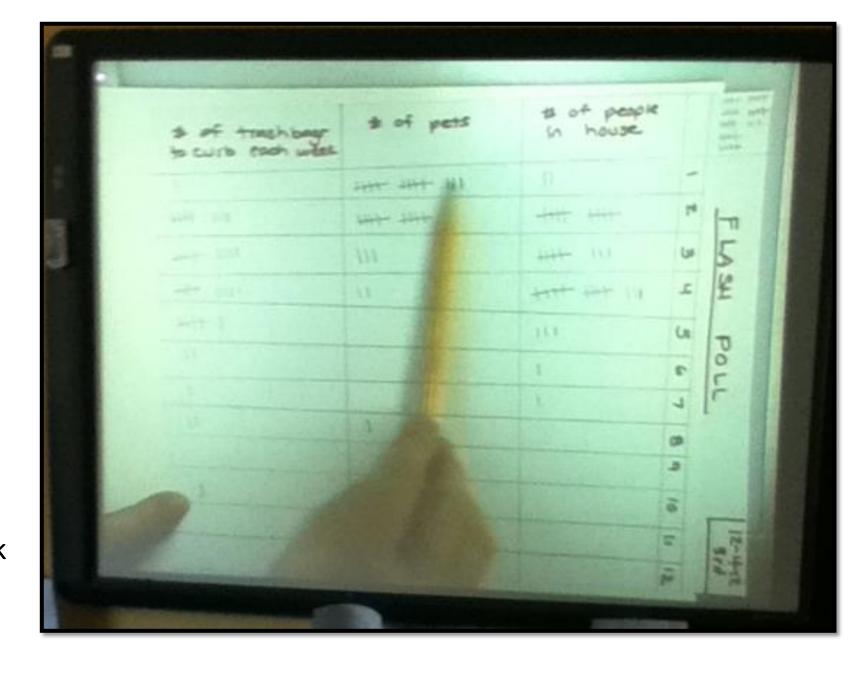
· the audience's ability to understand

Flash Polls

A chat that starts in our Morning Meeting can easily turn into a Flash Poll.

We have a group of parents, classes, and staff members who have signed up to participate in Flash Polls.

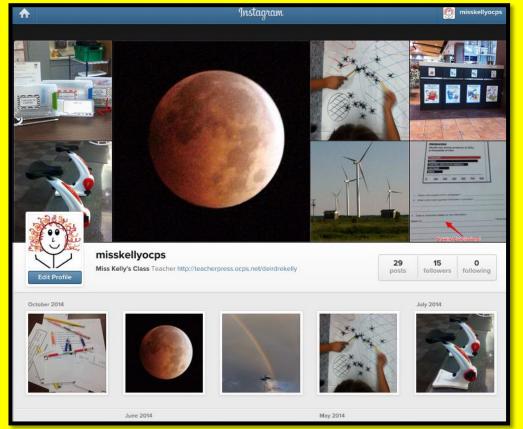
We email questions in the morning – or create a quick Google Form – and then check our results at 1:00!



Learning how to use questions to get the information we need & keeping an Open Loop for a whole day!

Productive Self-Reflection





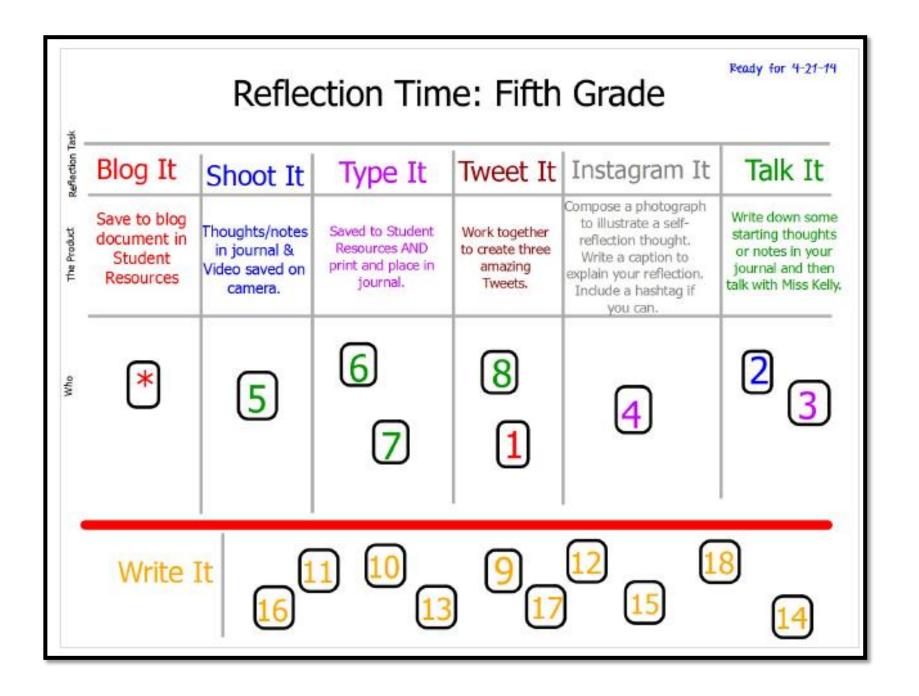


Dialog Journals

Tough.
Time Consuming.
&
Totally Worth It.



But... it doesn't always have to be in writing!



Creative elements during our end-of-day reflection time include blog entries, video entries, faux Tweets, and Instagram images.

Tweeters' Names: <u>Directions</u> : Write three "tweets" that share your/our le	Date: earning from today. Remember – a tweet can only have theck off which Challenge Elements you usel
What I learned How well I learned it What I need next Extres:	
Create a thoughtful hashtag: #	
What I learned How well I learned it What I need next Extres:	<u> </u>
Create a thoughtful hashtag: #	
	Miss Kelly, 2014 Lake Sybelia Elementary, OCPS

Tweet It!

Create three faux Tweets that share the details of our learning today!

Extra credit for interesting hashtags!

140 characters... what was the Main Idea of our day?



Instagram It

Compose a picture that represents our learning today.

Complete our "Instagram It" slip. That's the caption Miss Kelly will use when she uploads your image to Instagram!

	instagram it	
Name:		Date:
Caption:		
	#moki	Hashtag Practice Space ingprogress
		ngarog car



Shoot It

Use our photo booth & our iTouch to shoot a video of yourself sharing about your day of learning!

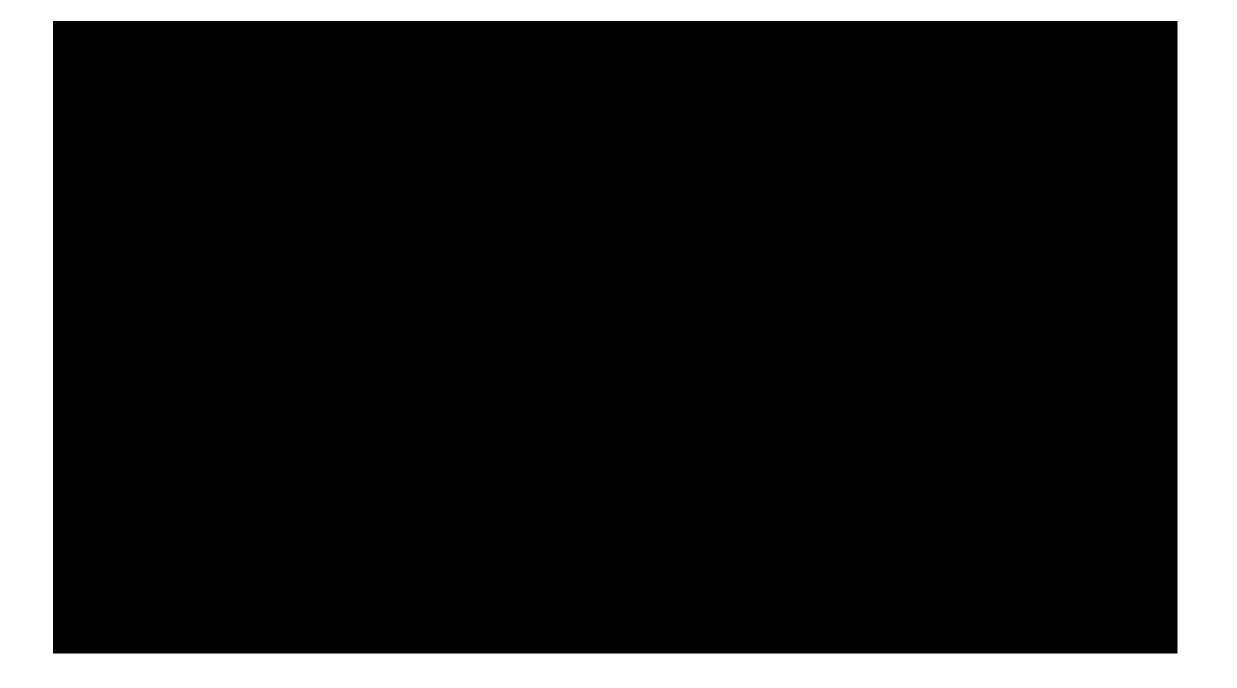


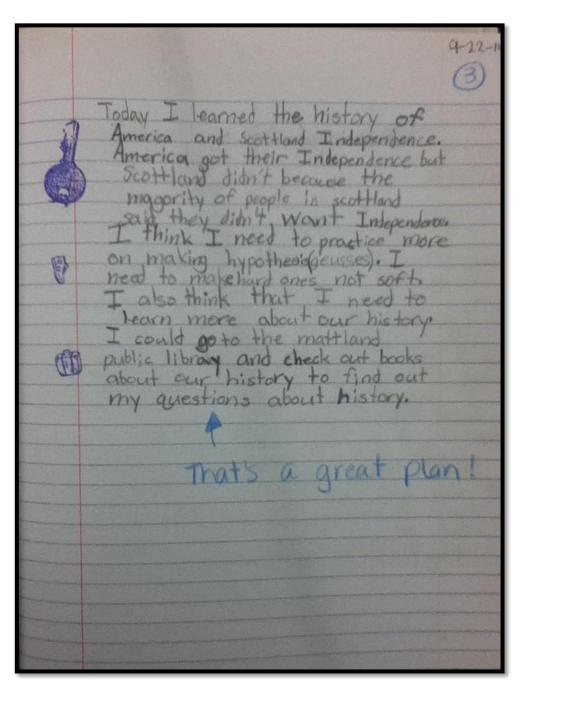
Video Reflection Feedback Form



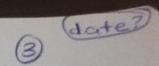
<u>Directions</u>: When journal time starts, spend a few minutes jotting down some notes in your journal – preparing what you're going to talk about in your video. When you're ready, get camera # 1 and head into the Photo Booth! Turn the lights on, start the camera, and start talking! When time is up, write your name and today's date on this Video Slip and stick it in your journal (like a bookmark on today's journal page). Put the camera on Miss Kelly's desk – right on top of your journal. Miss Kelly will write feedback on this slip and will tape it into your journal! <u>Don't fill anything else out – just your name and the date!</u>

Name:					Date:
What I learned:		Jes		No	Somewhat
How I learned it:		Jes		No	Somewhat
What I need next:		Jes		No	Somewhat
Tallies for Extra El	ements:				
Notes:					
			Mis	s Kellv. 20	14 Lake Sybelia Elementary, OCPS









Today in Mrs. Helly's class we Froting for independence. I think that best I week I did not do very good on my hypothe about what we thought independence is I chose freedom and then some of the class/including me) found out that our awnsers weren't const. new Edmodo account in the computer lab. after we learned about how to went the class posted our thoughts about some space shuttles. There were many diffrent opinions about the subject and a lot of good reasons about and which one we Tiked were given Next time I give an opinion I will try to give a bigger and better responsed.

Preel like I did O. h. today but
nextweek I'll do better, because:

* because



What you learned.

- What information did you learn about today? (topics, skills, etc.)
- What was your chosen goal for today?
- How has your thinking or knowledge changed from before?



How well you learned it.

- Make a judgment about yourself, your work, or your efforts.
- Talk about the progress you've made in this area.

What do you need next (in this area)?



- What's the "next step" that you think you're ready for?
- Was there anything today that was confusing?
- Do you have any questions about the topic/task from today?

Journal Prompts

The Challenge Elements

Learned
Judgments
Next Step

Goal
Changes
Progress
Questions
Confusions

The Easter Eggs

Other Perspectives
Causes & Effects
Drawing Conclusions
Plans for the Future
Connection to Theme
Transferring Learning

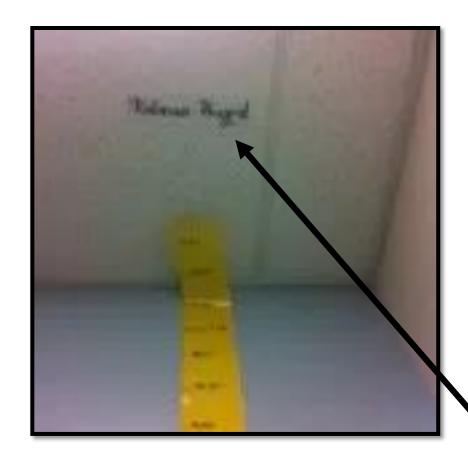
Tenacity
Risk Taking
Lesson Learned

Analogies Elaboration

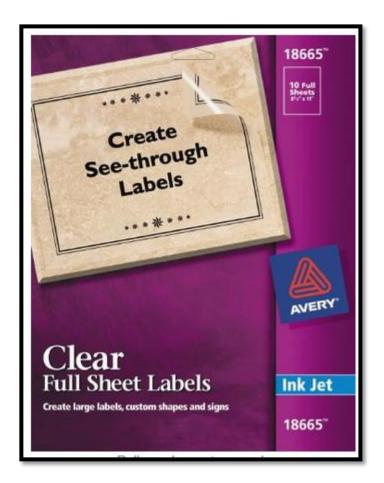




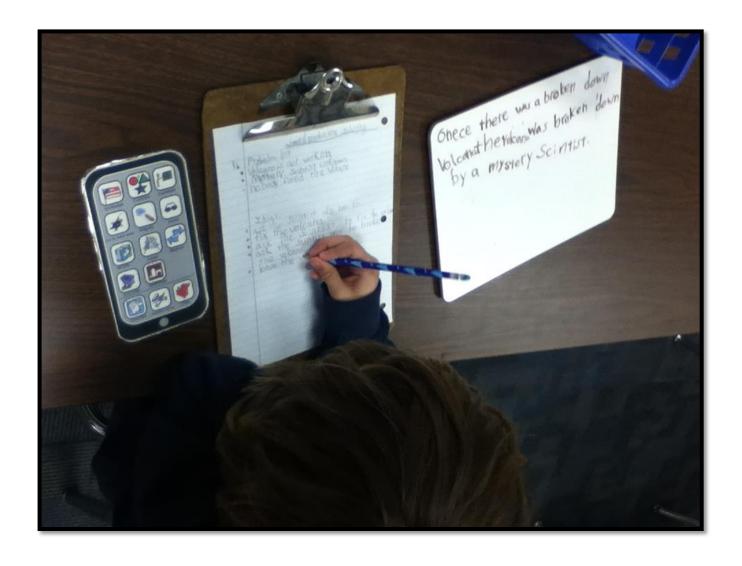
Nuts and Bolts



Rubeus Hagrid.







How to Make a Cheap Photo Booth

Buy 2 large wardrobe boxes from U-Haul.

Give them to a group of 5th graders – tell them what you need and show them the materials you have.

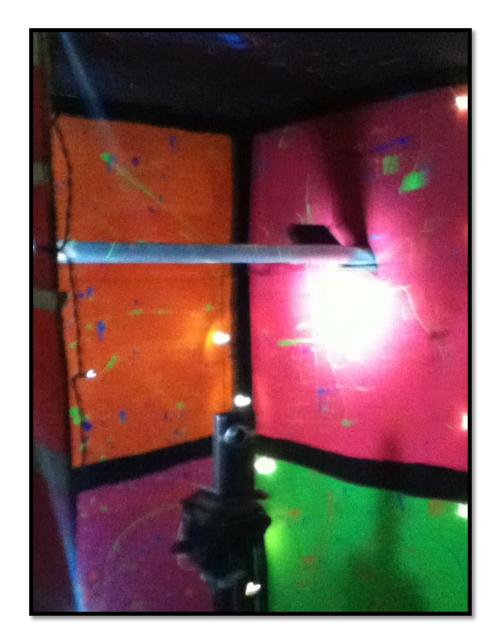
Ask them to solve the problem for you. (Keep the box cutters for yourself, of course.)





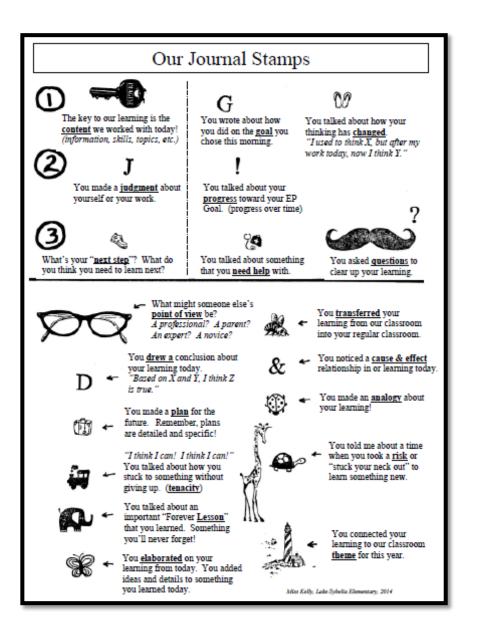
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Assessing journals using our stamps...



What did you learn?
How well did you learn it?
What do you need next?

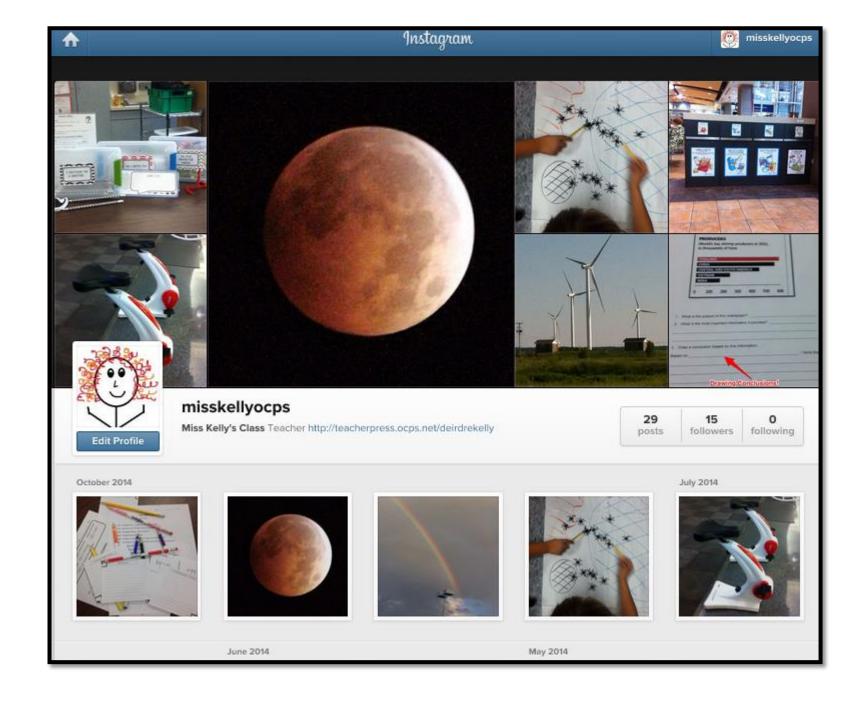
Extras & Easter Eggs

Instagram Details

Because of the district's firewall, I have to upload the Instagram entry from my cell account or at home (outside firewall).

Instagram is not moderated – others can read and comment with out approval. For that reason, our settings are set to private – I have to approve followers.

We have a permission slip that I send home that parents have to sign before I'll approve their follow request.







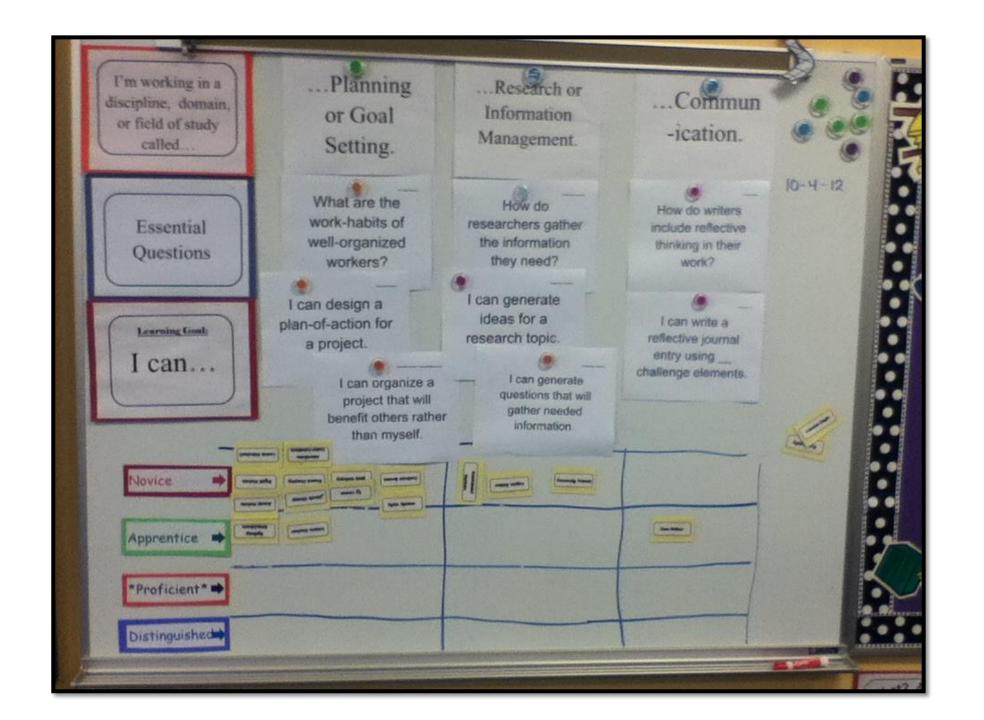




Time to upgrade?!

Keep that old phone!

They make great classroom cameras, voice recorders, mobile note makers, and lots of other stuff that I haven't begun to figure out yet!



Guidelines for Critical Thinking (Rubric)

when ... speaking . reading . blogging . writing . living

- justify your opinions with text evidence and examples you're your life/world. Tell your thinking followed by "because" and your justification
- · agree and disagree with others and authors and tell why
- keep the conversation going by asking open-ended questions of others and authors (as if the teacher wasn't there)
- · speak and write in complete sentences so other can follow your thoughts
- use accurate punctuation and capital letters when writing or blogging
- · agree and disagree with others and authors and tell why
- justify your opinions and tell why you agree or disagree
- speak in complete thoughts and write in complete sentences so others can follow your line of thinking
- uses accurate punctuation and capital letters when writing or blogging
- oral and/or written contributions make the conversation richer and more interesting
- you answer questions or tell your opinion but cannot justify them
- agree and disagree with others or the author but you cannot tell why
- speak or write using incomplete thought and sentences so other have a difficult time following your line of thinking
- writes or blogs using incorrect punctuation and/or misuses capital letters
- does not contribute to the conversation
- does not share their opinion or not sure of their opinion or ideas
- does not agree or disagree with others and/or authors
- writes or blogs brief responses without justifications

justify:

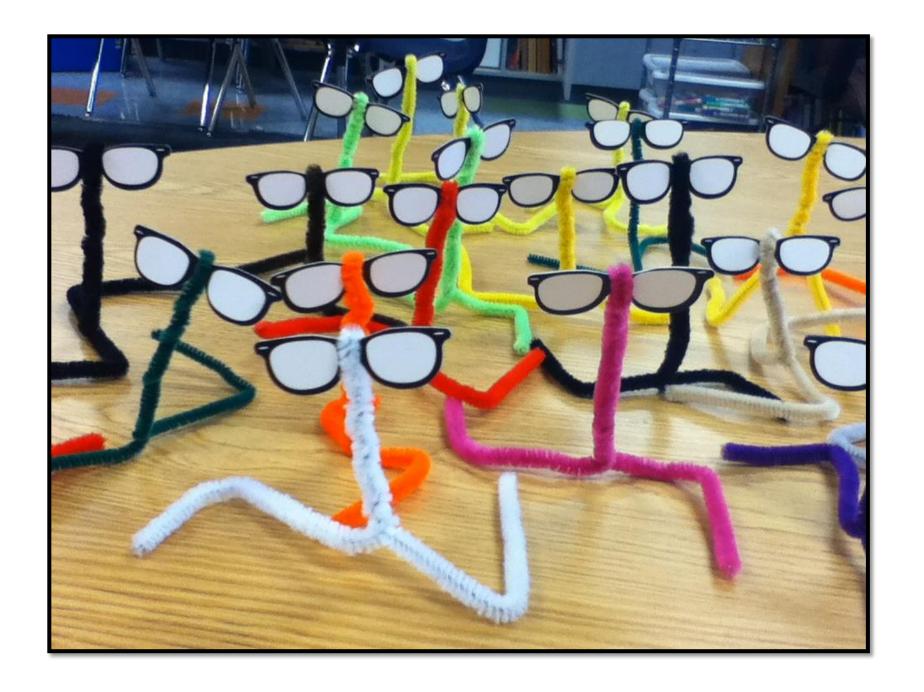
to defend your thinking by showing and telling with text based, schema-based and/or world-based examples and evidence.

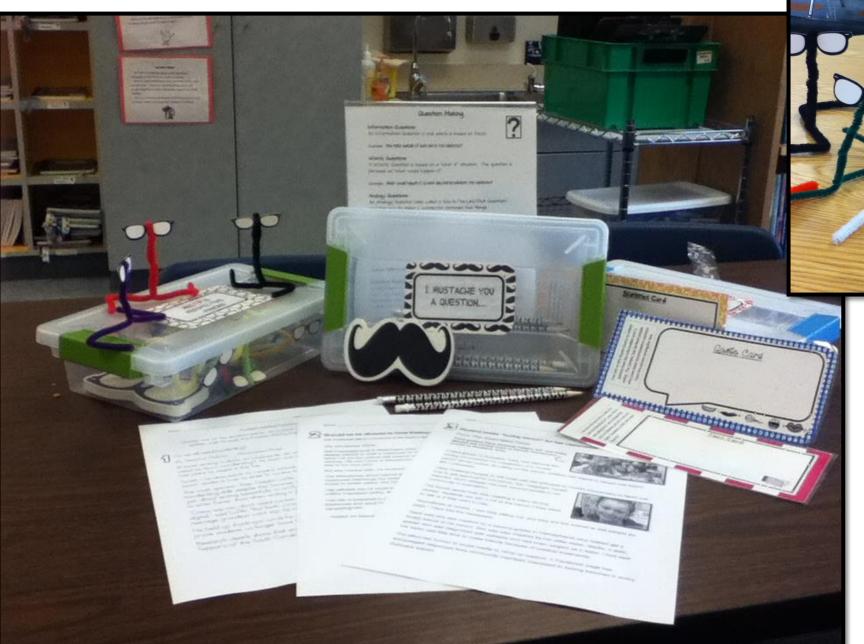
helioliteracy.blogspot.com

Budges Bridges Solve Many Pollows and are helpful. the suppose some long - 2,000 to 7,000 H I mosest with a greate morning through very old inno sheetlessed many is thought, sheet now Sun Broggy AND Tomets used for person water supported by first 7 piers = xupper Small bod as of type total commencery which type of bridge was the first There have been many Materials that Common Materials · Acinforced concrete . Cost from - mostly Arch Bridges TRUE Rods AND ROLE IN USE HOLE · steel ; cables, truses, beams (I think) floote overestimately a bridge -Examples of Bridges 327 mul; 1957 30 which is the MOST FAMOUS Bridge EVER? what is the most little-known Bridge Golden Gate Bridge Sonfrancisco + Sousalito Brooklin Bridge & Manhattan + Booklin & Booklin · Tower Bridge shordon standed 894 800 P. without Bridges, the world would be Sunshine Shuway Brigger what is the largest is hidge in the · Akoshi Rainyo Etidaci Robertmai - Shimai 1998; 4.3 bit 12,82% ft.

Ready for Dessert?

Just in case we have extra time...

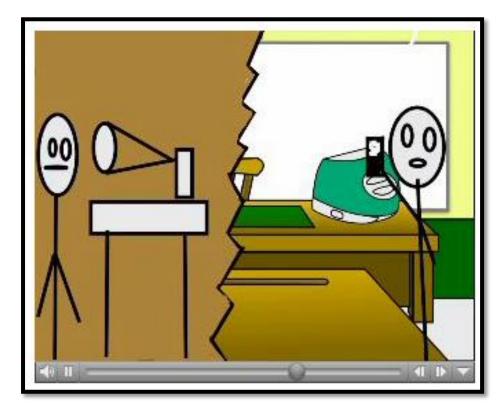






Creativity & Technology

FRAMES



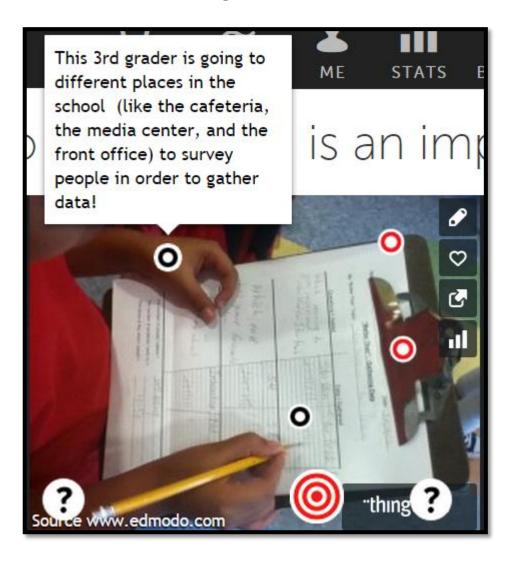
http://teacherpress.ocps.net/deirdrekelly/file s/2013/05/3oweninventor042313.mov

Osnap

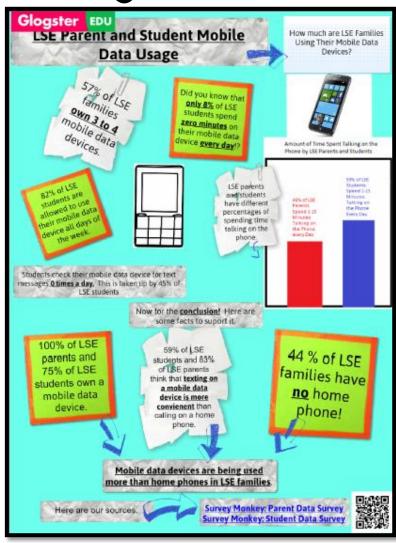


https://www.youtube.com/watch?v=WeZFVxAFJg8

ThingLinks



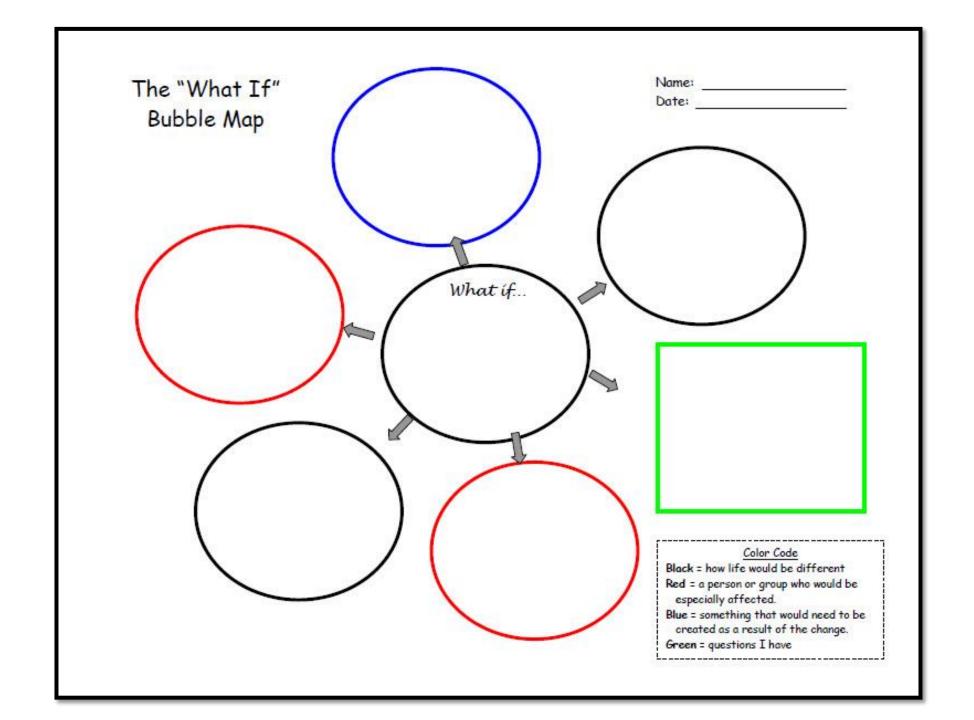
Glogster EDU



PowToons

	GENERATE OF		In this example, were using the matrix to help us
PRESENT.	main bad character guy	ыд	generate ideas to write a fiction story!
2			We have a column for setting, a column for
3 A	4		main character one for "bad guy and column for a big event that will
			happen in our story.

https://www.youtube.com/watch?v=cRZQ09aCiFs





Valentine Mix-Up



Oh No! There has been a terrible mix-up at the ACME Card Factory!

The robot arms that sort all of the card-making materials malfunctioned and sorted the materias for the Valentine's Day cards into the wrong boxes!

You'll need to save the day by using a Morphological Matrix to create ALL NEW Valentine's Day cards!

It won't be easy... some of the materials will need lots of work to be able to fit into a Valentine wish!

	Color	Image	Message	Character
1	pink	pumpkin	You're special!	Spider
2	red	hearts	I'm your secret admirer.	Leprechaun
3	black	candy cane	Boo!	Alien
4	orange	birthday gift	Let's celebrate!	Monster

Let's celebrate!!

It's Valentine's Day ©

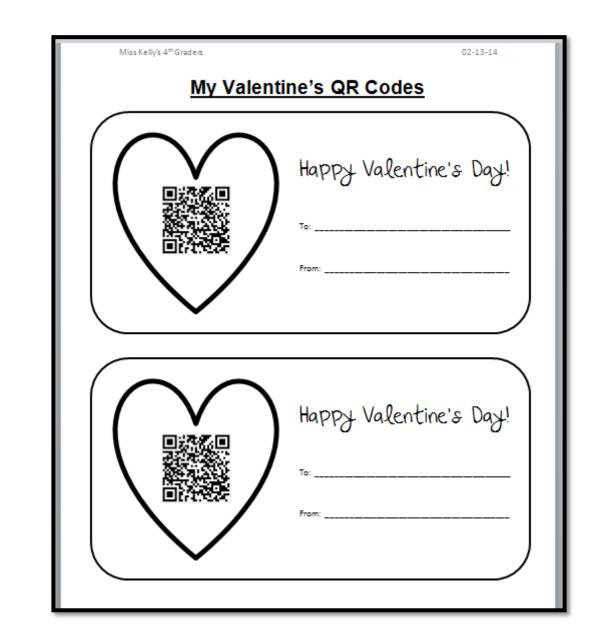
You're nice like a candy cane



Not mean like a MONSTER!!! @



Happy Valentine's Day!



Name:	Date:
Looking at a Situation	from Multiple Perspectives
	Mas Kelj Luke Sygiblo Emeratory, 2014

Name:	Date:					
	Looking at a Situation from Multiple Perspectives					

Creativity Tools/Strategies I Can Use Now

Creative Process

Stages of Creative Thinking

Creative Problem Solving

Change in Perception

Identifying Multiple Perspectives **Making Connections**

Analogical Thinking

Synectics

Idea Getting

Brainstorming (et al)

Attribute Transformation Idea Checklists /SCAMPER Morphological Matrix

What If? / Absurdities

Visualization/Imagery

FFOE

Questioning

In addition to these strategies, I now have information about the traits of the Creative Person, the stages and challenges of the Creative Process, and the necessary elements of a supportive Creative Press that I can use along side these tools and strategies.

Big Picture Stuff

Creativity Consciousness & Attitudes

Improving Student Understanding of Creativity

Teaching Creative Thinking Techniques

Involving Students in Creative Activities

Beware!

Enter with Extraordinary Caution and Great Suspicion!

Do not, under any circumstances, (under penalty of really gross and slimy things being lobbed at you from hundreds of miles away), learn anything when you enter this little room.

Because the ENTIRE rest of the world is filled with interesting things and learnable stuff, the management feels that there should be at least one place on Earth where there is nothing to be learned. THIS is that place. You must work very hard to learn nothing while inside.

If you do accidentally learn something while in this non-learning space, you should immediately confess it to five people who are mostly mammalian and sort of squishy, and then work very hard to forget what you have learned so that the slimy things aren't thrown at you, (mostly because the throwers have frightfully bad aim and are likely to hit me with slimy bits of things, which I wouldn't like at all because it would mess up my pretty hair).

Thank you, The Management



When We Work in Teams

Idea Champions	Decision Helper	Plan Protectors/ Minute Minders	Communicators
It's your job to make sure that everyone's ideas are heard and appreciated.	It's your job to help the team make a choice if they get stuck.	It's your job to help your team stick to the plan!	It's your job to speak for your team!
Things you might say: "That's a neat idea." "Who has not shared an idea yet?"	Things you might say: "It sounds like we are stuck, I'm going to make a decision for the group."	Things you might say: "Let's get back on task." "Right now we should be"	Things you might say: "I can tell you what's happening now." "I'll ask Miss Kelly about that"