

Creative Production

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

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Journal Cut-Outs

Cut these out and tape them to the inside-front-cover of your journal as a reference!

The Journal Entry

- ① **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?
- ② **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.
- ③ **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?

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

Our Journal Stamps

①



The key to our learning is the **content** we worked with today! (information, skills, topics, etc.)

②

J

You made a **judgment** about yourself or your work.

③



What's your "**next step**"? What do you think you need to learn next?

G

You wrote about how you did on the **goal** you chose this morning.



You talked about how your thinking has **changed**.
"I used to think X, but after my work today, now I think Y."

!

You talked about your **progress** toward your EP Goal. (progress over time)



You talked about something that you **need help** with.



You asked **questions** to clear up your learning.



What might someone else's **point of view** be?
A professional? A parent?
An expert? A novice?



You **transferred** your learning from our classroom into your regular classroom.

D

You **drew a** conclusion about your learning today.
"Based on X and Y, I think Z is true."

&

You noticed a **cause & effect** relationship in or learning today.



You made a **plan** for the future. Remember, plans are detailed and specific!



You made an **analogy** about your learning!



"I think I can! I think I can!"
You talked about how you stuck to something without giving up. (**tenacity**)



You told me about a time when you took a **risk** or "stuck your neck out" to learn something new.



You talked about an important "Forever **Lesson**" that you learned. Something you'll never forget!



You **elaborated** on your learning from today. You added ideas and details to something you learned today.



You connected your learning to our classroom **theme** for this year.

SCAMPER SKILLS

The thinking skills we use when we need to be creative - when we think of ideas, make improvements, and create solutions to problems!

SUBSTITUTE

To take one thing or part away and put something else in its place.

Combine

To put two or more things or ideas together to create something new.

Adapt

To change something significantly so it can be used in a specific situation.

MODIFY

To make a small, usually decorative, change to something.

Magnify

To make something or some idea bigger or more.

Minify

To make something or some idea smaller or less.

Put To Other Uses

Use something in a way that it wasn't meant to be used.

Eliminate

To remove something or a part of something or idea without replacing it.

rearrange

To move the parts of something around without losing or adding any parts.

Reverse-esrever

To change something so that what it does or the way it works is backwards/opposite.

But wait! There are more!

Visualize

Elaborate

Exaggerate

Synthesize

CRITICAL THINKING SKILLS

Critical Thinking is the thinking we use when we need to figure something out, work with information, or solve a problem. The list below is not all... there are more!

COMPARE

Identify similarities or differences between items.

Classify

Arrange objects or information into groups based on similarities.

Prioritize

Create an order for information or ideas so that the most important is identified.

Separate

Break information or ideas into component parts to isolate their attributes.

Hypothesize

Suggest an idea or theory, often about the “why or how” of an event.

Symbolize

Generate a simple (usually drawn) representation of an idea or event.

Associate

Find connections or related elements between ideas or situations.

Analyze

Examine carefully, especially the essential parts of an object or information.

Evaluate

Judge the worth or value of an object, product, or idea based on criteria.

Need more?

OBSERVE

Clarify

Question

Investigate

Generalize

Draw Conclusions

Error-finding

Interpret

View from Multiple Perspectives

Identify

Critique

Predict

Name: _____

Date: _____

The purpose of this assignment is to: 1) Demonstrate your **research skills** - including selecting topics and subtopics, locating information, and taking Right-Side Notes. 2) Demonstrate your ability to select and gather the **most important** pieces of information. 3) Demonstrate your ability to use advanced language to **share information** in a thoughtful, informative, creative, and edited way. Your work should be information-rich. The purpose of your products is to demonstrate your knowledge and depth of thought. Please staple your work together, using this page as a cover page.

Micro-Research Project

Use the Lesson Links and the books in the Media Center to research our current topic. (1) Take one page of Right-Side Research Notes on loose leaf paper and then (2) use those notes to create the following:



Create a "tweet" that provides a Big Truth (rule) about your topic: (20 words or fewer!)



Write a Facebook status for your topic: (Identify the "person" posting the message on the short line.)



On a lined piece of paper, create a mock playlist in honor of the topic you researched: (Give the playlist a name on the line below.)



On an unlined piece of paper, draw a picture that you might post on Instagram to show something that you learned during your research: (Write the caption for the picture on the line below.)

Name: _____

Date: _____

Problem Solving: How Will I know If I've Done A Good Job?

Did you...	Yes!	No!
... listen to / read about the problem with critical listening skills? (listening for details, missing information, important facts, stakeholders, issues, etc.)		
... get to know the situation better by... ... generating a list of questions to help you understand the problem? AND/OR ... looking at the problem from multiple perspectives in order to better understand the problem? (Multiple Perspectives Maps come in handy for this!) AND/OR ... generating a list of all the problems that exist inside of this situation in order to better understand the problem? AND/OR ... making a list of problems that you've heard of, read about, or experienced that are similar to this problem? AND/OR ... gathering and organizing data (information) about the problem?		
... identify the most significant problem to solve?		
... generate many, varied, and unique solutions before deciding on your final solution? (Categorizing your ideas usually helps you think of more ideas!)		
... generate solutions that are reasonable?		
... use a chart or graph of some kind (could be a D.M.M.) to help you compare your best possible solutions?		
... implement (use) the solution or write a detailed story of it being used? AND/OR ... write a detailed description of your solution which convinces others that it is the best possible solution?		
... use all your time, try to improve since last time, & work thoughtfully?		

Name: _____

Date: _____

Looking at a Situation from Multiple Perspectives



