

Creativity in a Crunch: *Simple Strategies for Surviving & Thriving*



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Image: Gerd Altmann

<https://chericem.weebly.com/creativity-in-a-crunch.html>

I can...



- 1) **Define** creativity
- 2) **Identify** characteristics of creative people
- 3) **Apply** principles of creative thinking to WL teaching & learning

Image: Rakicevic Nenad

Layering the Learning

- 1) **Define** creativity
- 2) **Identify** characteristics of creative people
- 3) **Apply** principles of creative thinking to WL teaching & learning



- 1) **Encourage** cultural inquiry
- 2) **Invite** critical thinking
- 3) **Foster** creative self-expression

Image: Gerd Altmann

Brain Dump

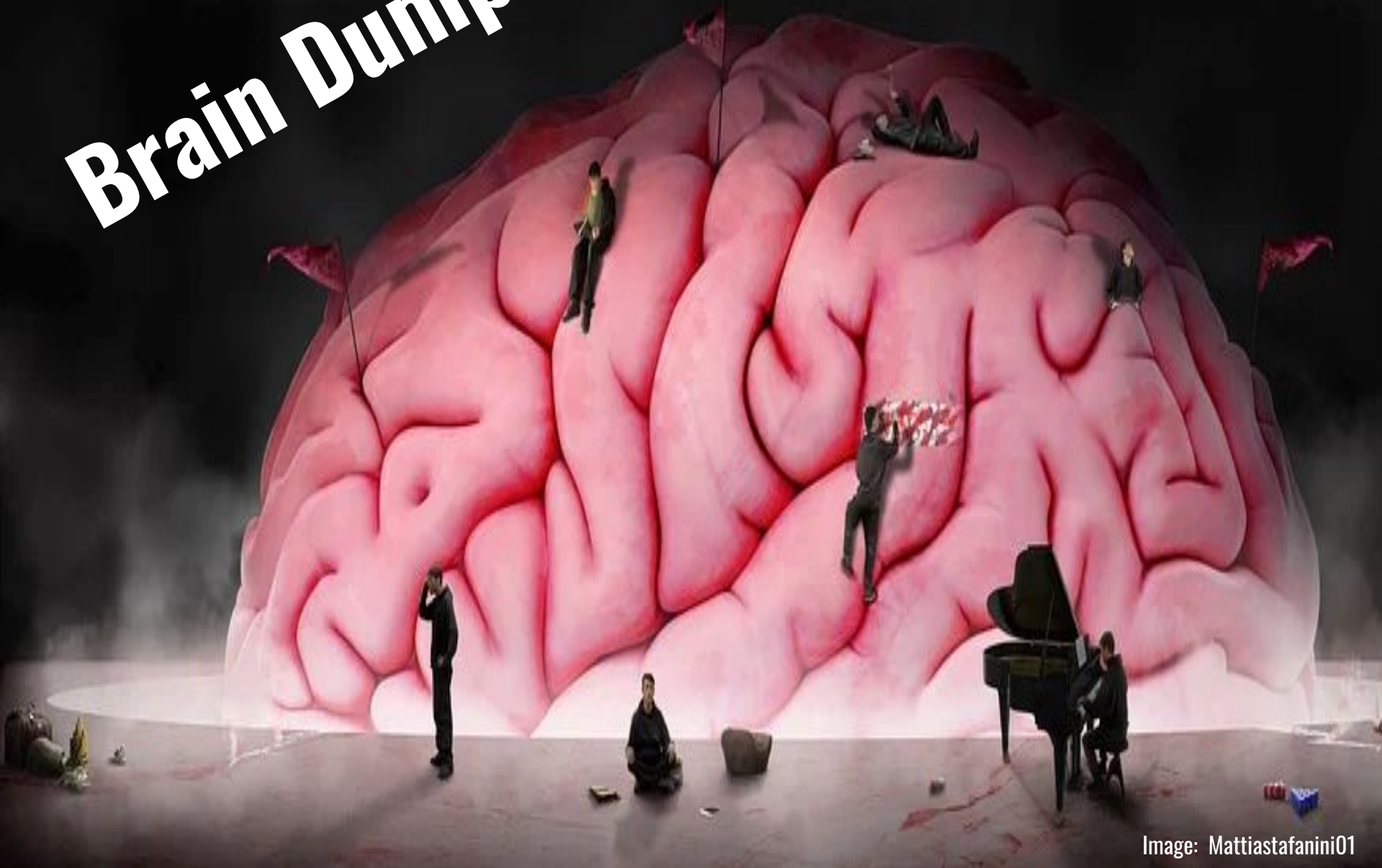


Image: Mattiastafanini01

Brain Dump



Image: Microsoft Icons

Introductions

Introductions

Who are you?



Image: SeaChangeCanada

I see...

I think...

I wonder...



Image: Lindsey Frost



I think...

I see...

I wonder...

Image: Julio Rodriguez

I see...

I think...

I wonder...

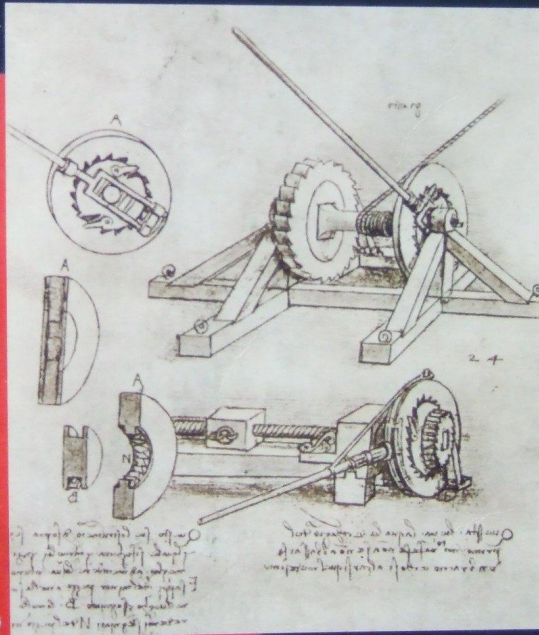


Image: Wikilimages

CREATIVIDAD

El flujo y la psicología
del descubrimiento y la invención

Mihaly Csikszentmihalyi



PAIDÓS TRANSICIONES

My research

- 1) The nature and design of **compelling** learning experiences (K-16)
- 2) **Immersive** learning environments
- 3) **Design-based** pedagogies
- 4) **Multiliteracies & social technologies**

Image: Raul Barral Tamayo

**Teachers have
so many
responsibilities!**



Image: SHVETS Production

Lack of planning time



Image: Tom Fisk

Exhaustion



Image: Wesley Carvalho

**I can
barely get
dressed,
much less
be
creative!**



Rationale

Why do we need creativity in the WL classroom?



Image: Klimkin

Essential for professional survival

A prerequisite for professional growth



Image: Gerd Altmann

Supports social innovation



Image: Jarmoluk

Foundational to linguistic proficiency



Image: Harishs

Definitions of Creativity

What is creativity?

Back-to-back, face-to-face



Image: Cottonbro

What is something creative you have seen or done recently?



Image: Alana Jordan

Who are some people you think of as creative?

Are they creative in the same ways?



What do they do that is different?

Image: Daniel Capilla

What characteristics do creative people you know share?



Image: Billy Ninova

How would you define



creativity?

Image: Harshahars

My Definition of Creativity

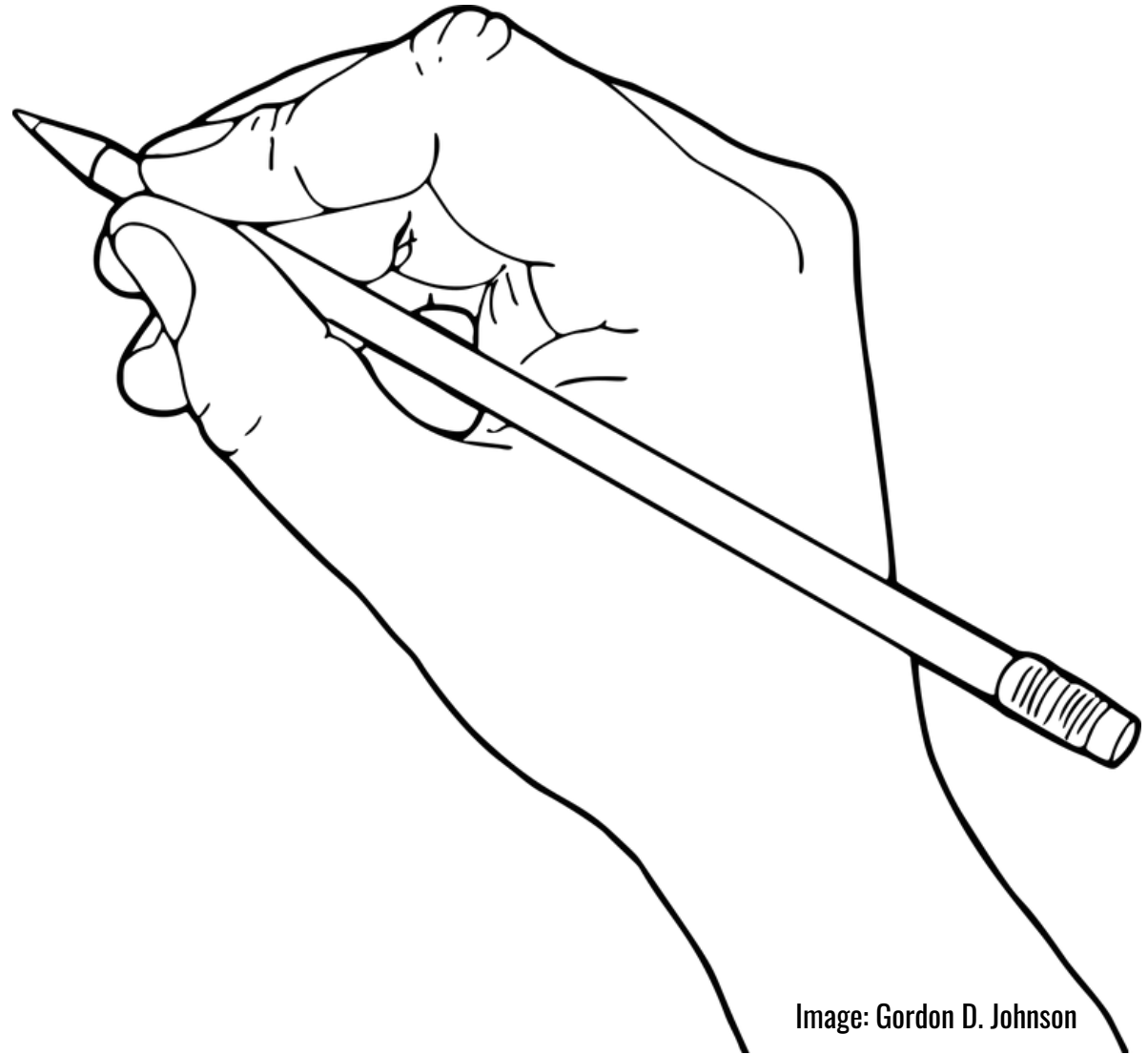


Image: Gordon D. Johnson

Creative?

Yes/No

Why?

Image of Spiderman's hand in Michaelangelo's *The Creation of Adam*

Visit this link to see the image we discussed on this slide:

<https://www.designcrowd.com/community/contest.aspx?id=1679088>

Batman symbol inserted into Van Gogh's *Starry Night*

Visit this link to see the image we discussed on this slide:

<https://www.designcrowd.com/community/contest.aspx?id=1679088>

**Superman posing as a ballet dancer in
Desgas's *Dancers***

Visit this link to see the image we discussed on
this slide:

<https://www.designcrowd.com/community/content.aspx?id=1679088>

Creative?

Yes/No

Why?

Creative? Yes/No Why?



Image:: Carlos Cenoz Bermejo "Dino" via Cea+



Image:: Laurent de Brunhoff via Cea+

Creative?

Yes/No

Why?



Creative?

Yes/No

Why?

Creative?

Yes/No

Why?



flapa.es

Image:: Laurent de Brunhoff via Cea+

Carousel Walk: Say Something

Multilingual Definitions of Creativity



Image: Jazella

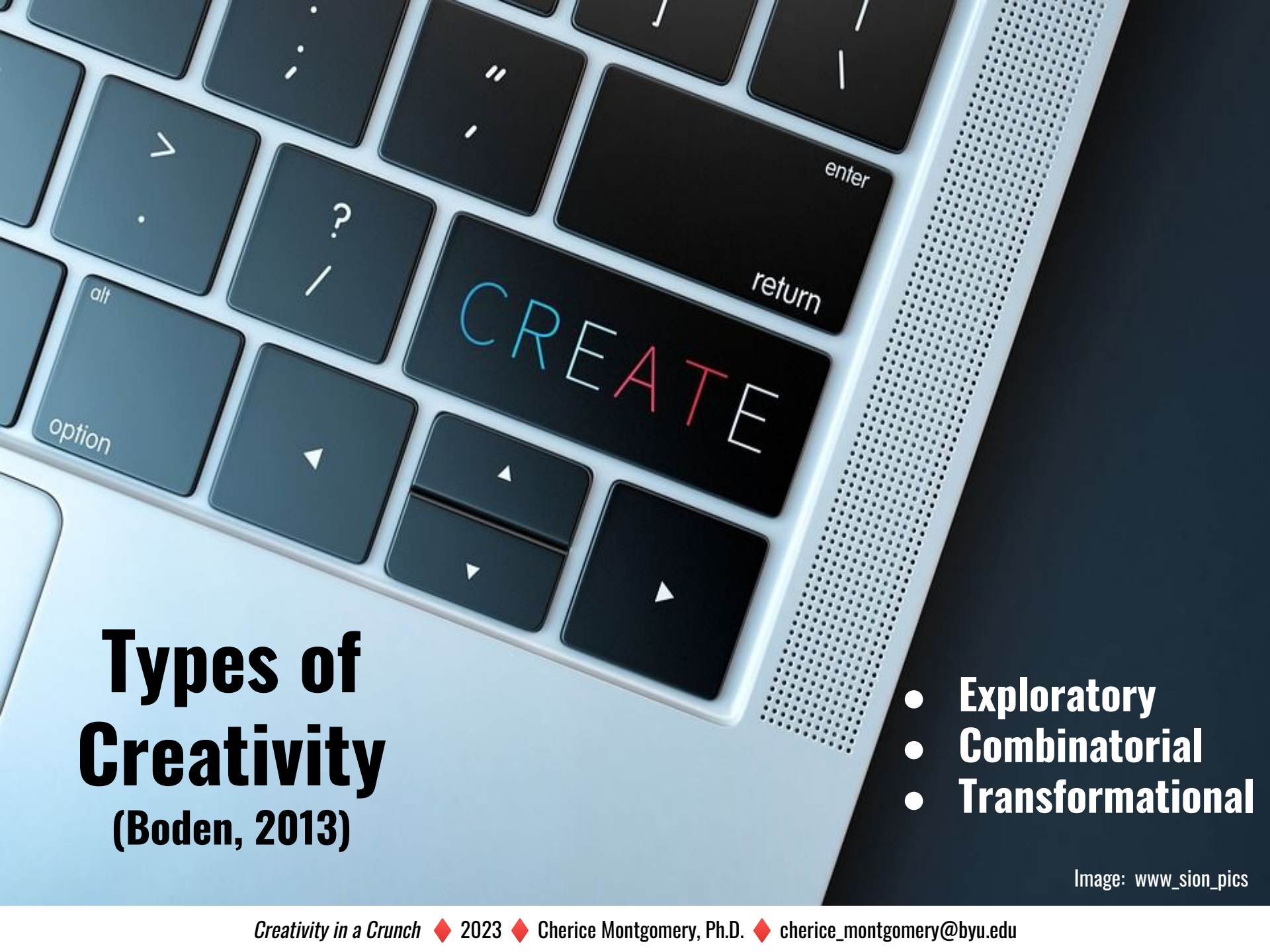
- 1) Find a partner.
- 2) Read a definition.
- 3) Say something about what you read.
- 4) Go to another definition.
- 5) Repeat the process until time is called.

What counts as creative?

New way to do something ♦ Unique contribution ♦ Accepted by domain
(Csikszentmihalyi, 1996)



Image: Gerd Altmann



Types of Creativity

(Boden, 2013)

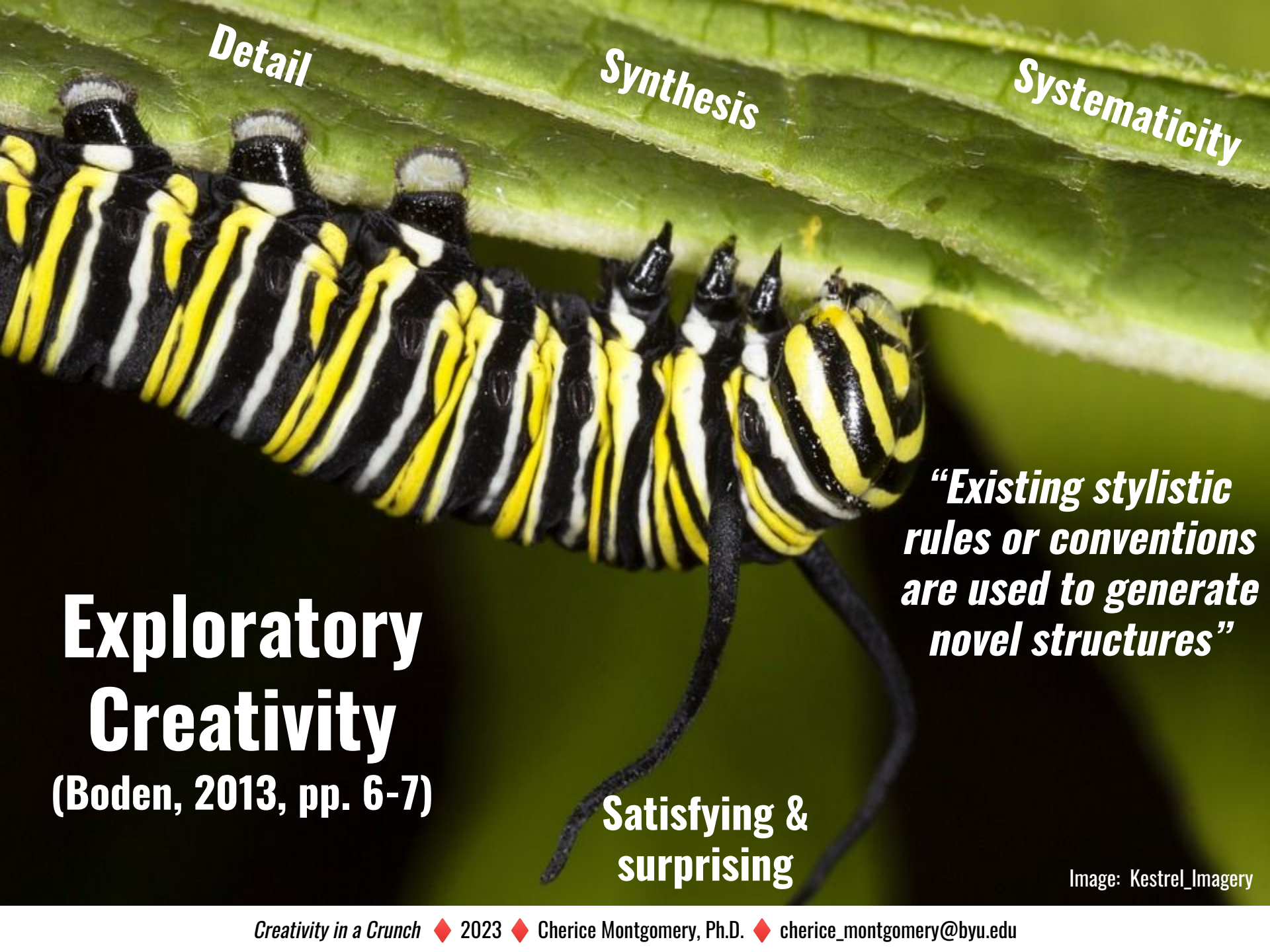
- Exploratory
- Combinatorial
- Transformational

Image: www.sion_pics

Detail

Synthesis

Systematicity



“Existing stylistic rules or conventions are used to generate novel structures”

Exploratory Creativity

(Boden, 2013, pp. 6-7)

Satisfying & surprising

Image: Kestrel_Imagery



“Unfamiliar combinations of familiar ideas”

Combinatorial Creativity

(Boden, 2013, p. 6)

Analogy

Poetic imagery

Political cartoons

Visual collage

Image: Howard Lifshitz

**“Impossibilist
surprise”**

**Artistic
genre**

**Board
game**

**Class of
structures**

**“By definition
involves the
breaking of
culturally
sanctioned
rules”**

**Redefines
what is possible
(Gabora & Ranjan,
2013, p. 20)**

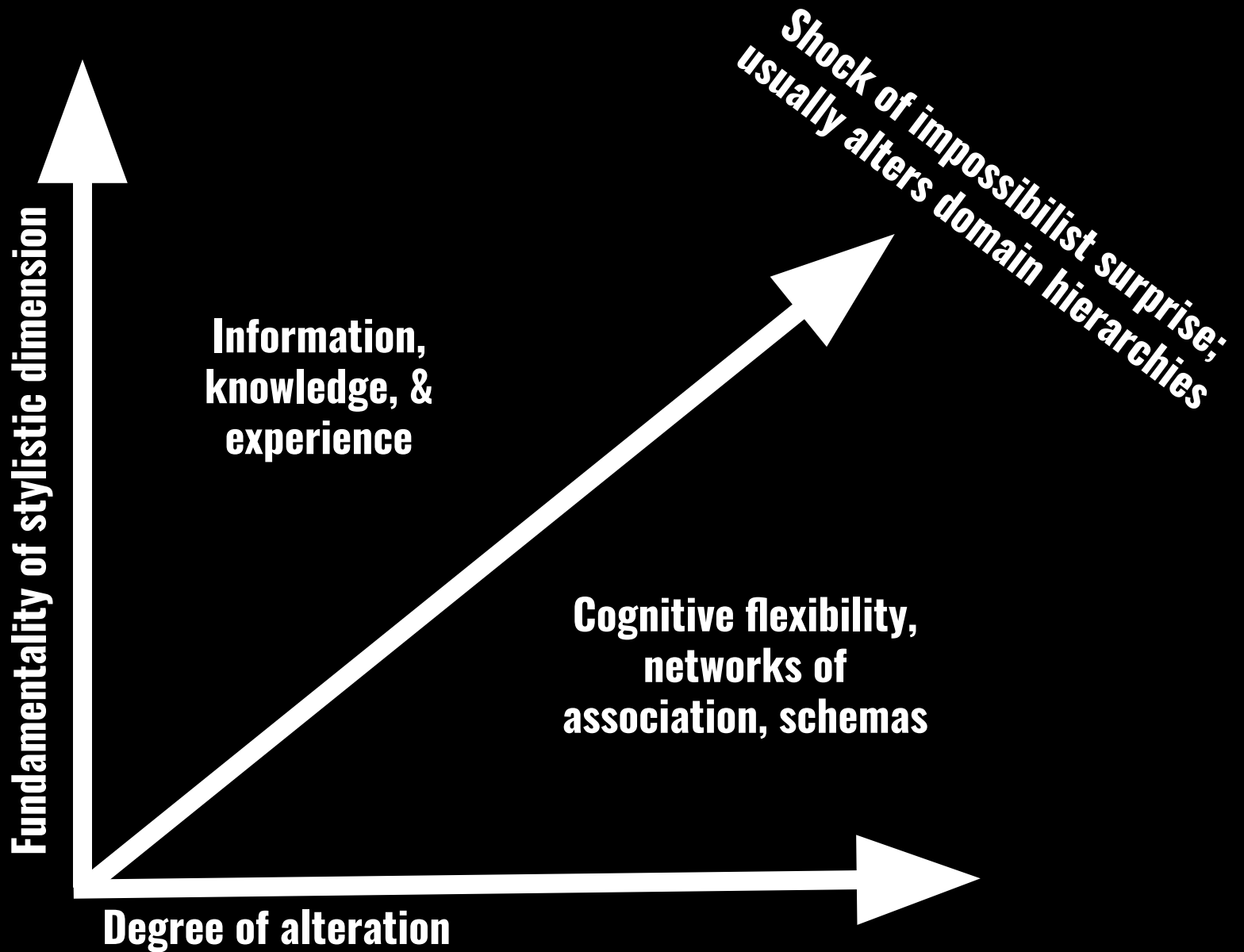
Resistance

**Takes time for
acceptance**

**Transformational
Creativity
(Boden, 2013, pp. 6-8)**



Image: Krefe



(Boden, 2013, pp. 7, 10-13)

Image: Krefe

Key Concepts

Attention to novelty

Cognitive flexibility

Culture

Genetics

Environment

Evolutionary demand

Good working memory capacity

High IQ

Individual ability

Neural connectivity

Sociocultural factors

Social networks

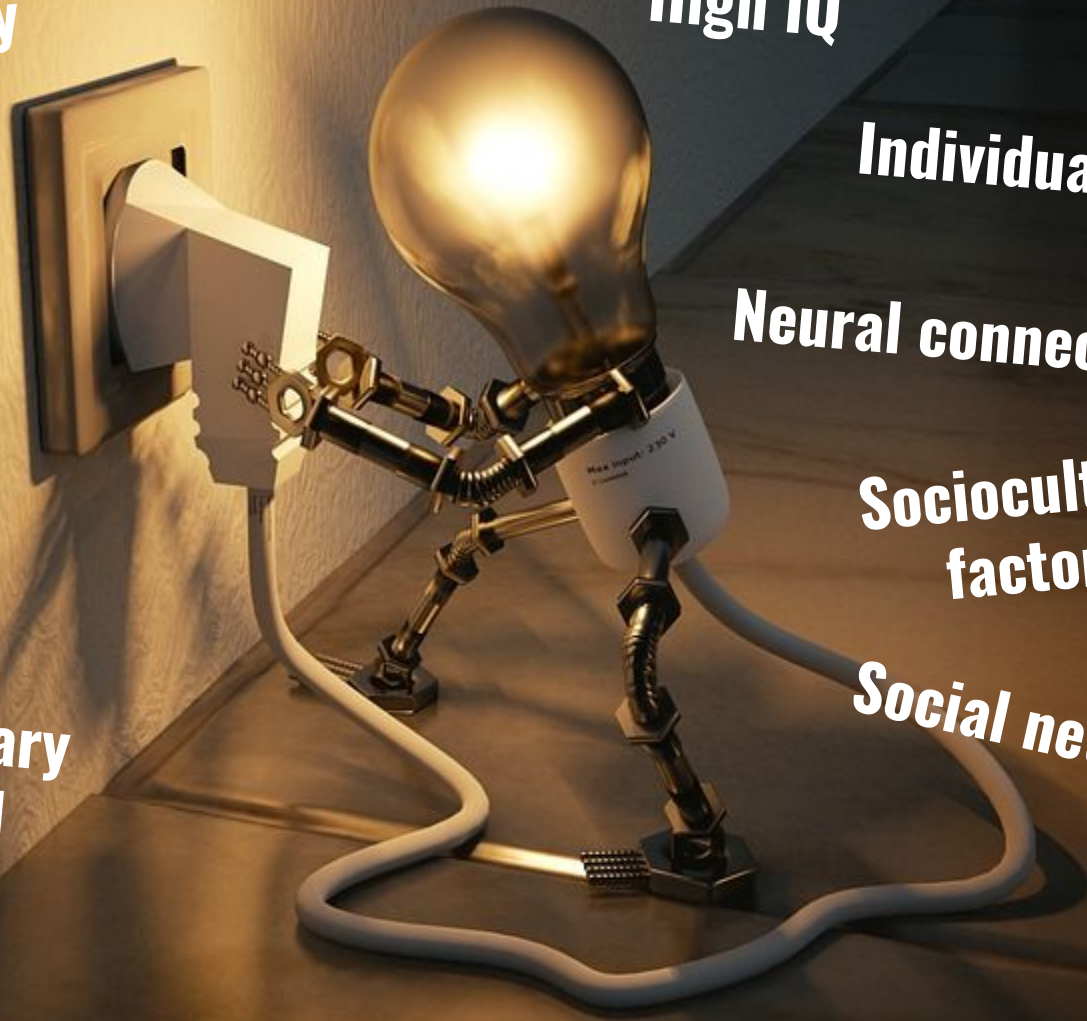


Image: Colin00B

Sources of Creativity

(Barbot, Tan, & Grigorenko, 2013; Carson, 2013; de Moor, Roeling, & Boomsma, 2013)

How does creativity work?

The Creative Process

(Csikszentmihalyi, 1996, pp. 77, 79-80)

Order these phases:

Elaboration

Evaluation

Illumination

Incubation

Preparation

Image: Zsuzsanna Kilian

The Creative Process

(Csikszentmihalyi, 1996, pp. 77, 79-80)



Image: Zsuzsanna Kilian

Iterative, non-linear

Preparation

Incubation

Illumination (Insight)

Evaluation

Elaboration



Image: Cherice Montgomery

Debates (Human Graphing)

Creativity Human Graphing Statements

- 1) Anyone can be creative.**
- 2) Creativity is genetic—you are either born creative or you're not.**
- 3) I am creative.**
- 4) Creativity is the same thing as art or talent.**
- 5) Experts are more creative than the rest of the population.**
- 6) Creativity can be taught.**
- 7) Creativity requires effort.**
- 8) Creativity usually comes as sudden inspiration or insight.**
- 9) Constraints hinder creativity.**
- 10) Rest and recreation improve creativity.**

Las declaraciones sobre la creatividad

- 1) Cualquier persona puede ser creativa.
- 2) La creatividad es genética.
- 3) Yo soy creativa.
- 4) La creatividad es la misma cosa que el arte o el talento.
- 5) Los expertos son más creativos que la población general.
- 6) Se puede enseñar la creatividad.
- 7) La creatividad exige esfuerzo.
- 8) La creatividad viene de repente como inspiración.
- 9) Las restricciones obstaculizan la creatividad.
- 10) El descanso y la recreación mejora la creatividad.

Characteristics of Creativity

(Guilford, 1966)

How creative are you?

Instructions:

Use the Xs to draw
as many different pictures
as you can.

You have ___ minutes.

Creativity Test

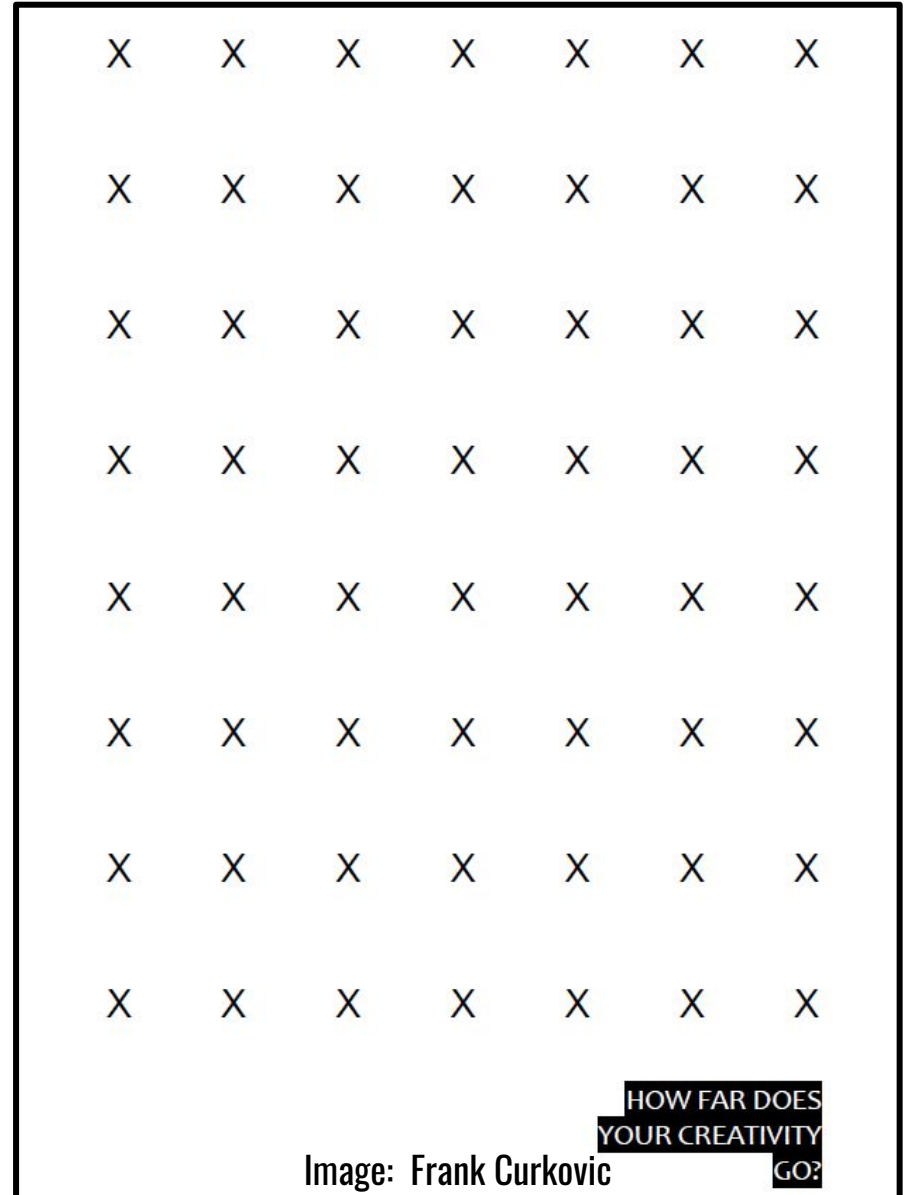


Image: Frank Curkovic

Elements of Creativity

(Guilford, 1966)

Click here to see an impressive example of a
completed creativity test

<https://www.toxel.com/inspiration/2009/05/06/school-of-art-and-design-creativity-test/>

- **Flexibility**
(generate distinct options)
- **Fluency**
(quickly)
- **Originality**
(different from normal)
- **Elaboration**
(with many details)

Image: Toxel



Image: Telecouse

We need a bigger definition of creativity!



Image: John Spencer

**Creativity
is a skill...**

**...that can be
developed
with practice!**



Image: Geralt

What do creative people do?



Image: Юлиана Маринина

"FAMILY FEUD"

QUESTION GAME BASED ON T.V. SHOW



Image: Thomas Hawk

**List the top 5 characteristics
of highly creative people**

Top 10 Characteristics of “Eminent Creatives”

(Csikszentmihalyi, 1996, in Vincent-Lancrin et al., 2020)

- **Cognitively flexible thinkers**
- **Growth mindset (fail forward)**
- **Imaginative**
- **Less prone to gender stereotypes**
- **Make time for rest and recreation**
- **Physically energetic**
- **Playful (but also responsible)**
- **Sensitive**
- “More prone than others to suffering, but also to joy.”

Image: Thomas Hawk

**“To live a creative life, we must
lose our fear of being wrong”
Joseph Chilton Pearce**

Key Principles of Creativity

How can we cultivate more creative WL classrooms?

**“If you want to begin to think creatively, don’t focus on creativity.
Focus on examination” ~ Elizabeth King**

Click here to view the image from the article
“The closer look: Creativity starts with examination”

<https://elizabethonline.com/blog-stay-out-of-school/2016/10/3/the-closer-look-creativity-starts-with-examination>

Image: Elizabeth King

Creativity
requires

perception of *possibilities*

(Eisner, 2002; Csikszentmihalyi, 1996; Guilford, 1966)



Image: 3093594

What do you notice after careful observation?



Image: Leo Burnett Milan (shared by Claudio Capo)

Turn & talk: What did you see?



Image: Kellepics

Find 5 Differences



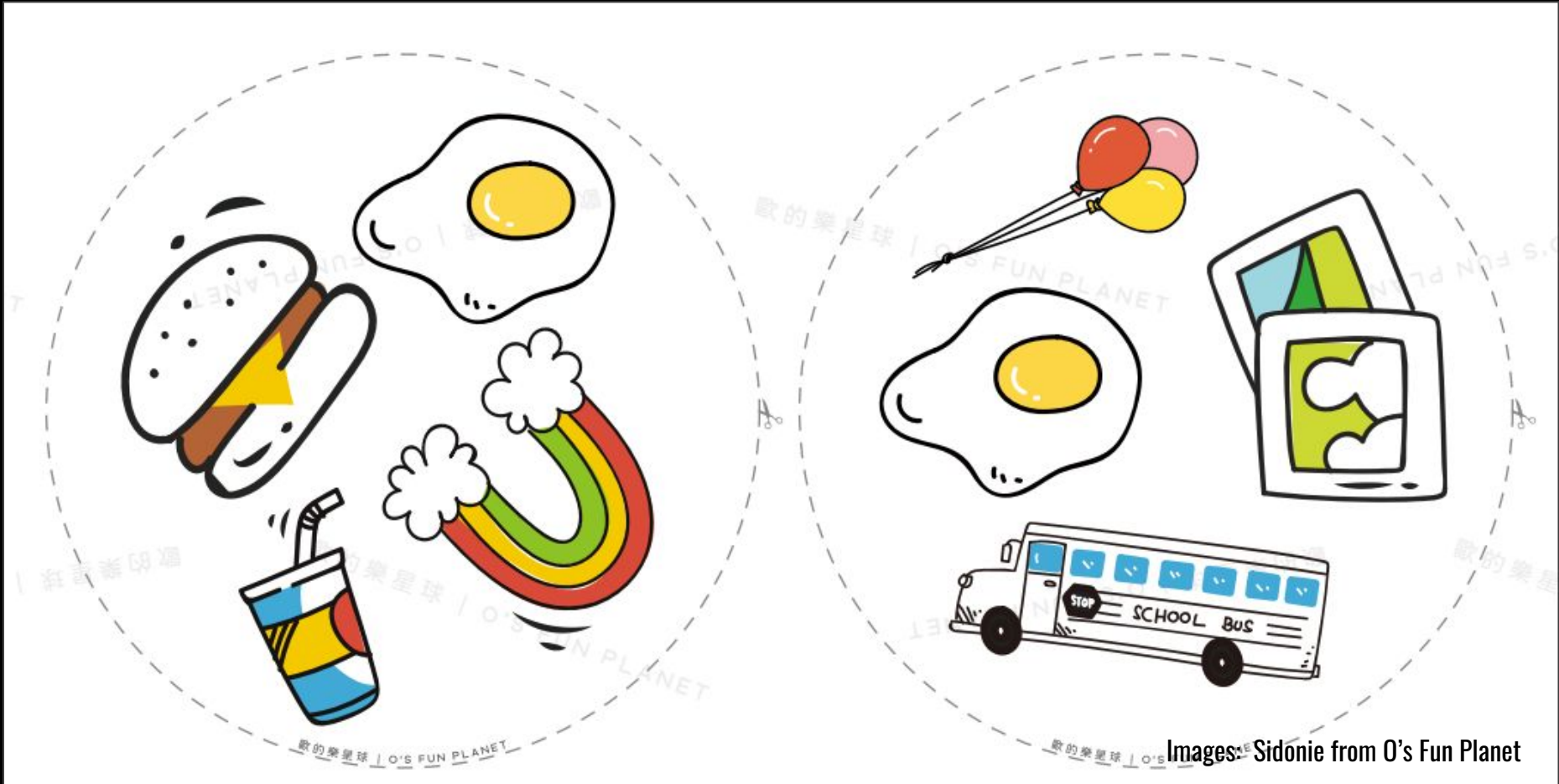
Image: TheBigRun

Click here to see a “Spot the difference” worksheet from Canva:

https://www.canva.com/es_mx/plantillas/EAEkLOPmfvA-hoja-de-trabajo-con-aulas-en-blanco-y-negro-para-buscar-la-diferencia-y-colorear/

Images: Canva

Spot-it Game



Images: Sidonie from O's Fun Planet

Spot-it Stories



Images: Stacy Molter

**Creativity
requires**

**Cognitive
flexibility**



Image: Emilio Garcia

Cognitive Flexibility Tests

- 26 L of the A
- 7 W of the W
- 1001 A N
- 12 S of the Z
- 54 C in the D [with the J]
- 9 P in the SS
- 13 S on the A F
- 32 D F at which W B
- 90 D in a R A
- 4 Q in a G
- 24 H in a D



Click [here](#) to see the whole test with answers.

Cognitive Flexibility Test

<p>b o l e t o o t e l o b</p>	<p>comercial</p>	<p>línea LEER línea</p>
<p>h u v o e s</p>	<p>RIO Idea: Iberoamerican Cultural Exchange Program</p>	<p>vez vez vez vez vez vez vez vez vez vez vez vez vez vez</p>

Creativity requires connections

(Gabora & Ranjan, 2013, pp. 25, 26, 31)



**Click here to view the image from the article
“How we usually think about creativity”**

<https://elizabethonline.com/blog-stay-out-of-school/2016/9/30/creativity-what-is-it-anyway>

Image: Elizabeth King, *Stay Out of School Blog*

**Click here to view the image from the article
“What creativity really is”**

<https://elizabethonline.com/blog-stay-out-of-school/2016/9/30/creativity-what-is-it-anyway>

Image: Elizabeth King, *Stay Out of School Blog*

**Creativity comes
from seeing deep
connections
between
seemingly
unrelated things**



Image: Piotr Bizior

**What deep
connections
did this artist
notice?**



Image: SarahRichterArt

Creative Connections

Some of my favorite things are...

1) Sights: _____

2) Sounds: _____

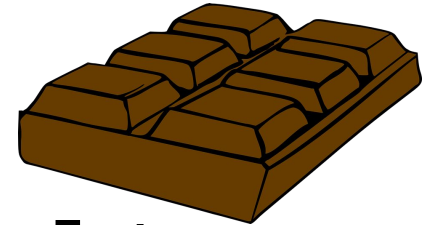
3) Smells: _____

4) Tastes: _____

5) Textures: _____



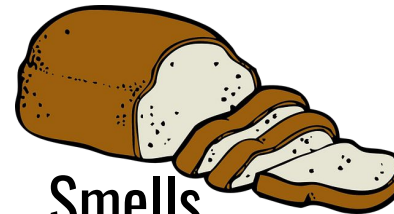
Sights



Tastes



Sounds



Smells

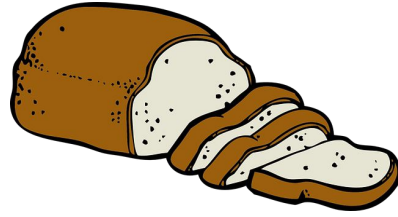


Textures

Images: Alluregraphicdesign, ArtsyBeeKids, Królestwo_Nauki, OpenClipartVectors

Creative Connections

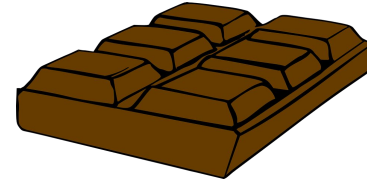
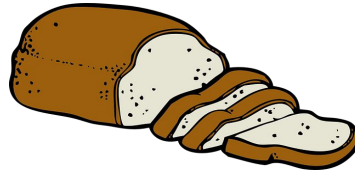
Creativity is like _____ **because...**



Creativity is like _____ **because...**



Creative Associations



Some of my favorite things are...

1) Sights: _____

2) Sounds: _____

3) Smells: _____

4) Tastes: _____

5) Textures: _____

Creativity is like _____ because...

Creativity is like _____ because...

Creativity is like _____ because...

Proficiency Level: Novice

Social Issue: Personal identity

Communicative Function: Description

Objective: I can describe myself creatively.

Grammar: The verb *ser*, adjective agreement, the verb *gustar* + infinitive

Vocabulary: Animals, adjectives

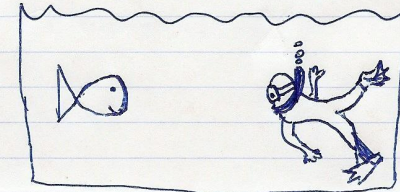
Yo soy como el patito porque yo soy
pequeño.



yo soy como un perro porque yo soy simpática



1. Yo soy como un pez porque me gusta nadar.



Yo soy como un dinosaurio porque
me gusta comer



Yo soy como un gato porque me gusta ser perezoso.



Images: Students in Sara Woolstenhulme's class
at Maple Mountain High School

Creative Connections: *El amor*



El amor - <https://youtu.be/XXUEJQbu2Nk>

Image: Rmjohnson85

Pedagogical Strategies

How can I be creative “in a crunch?”


Copy (with a Twist): Clone Poetry

Los diarios


Contesta esta pregunta en español: Para ti, ¿qué es el amor?


Las predicciones

Vas a leer un poema por Josefa Murillo acerca del amor. Primero, trata de predecir cada línea del poema por completar cada frase abajo con un sustantivo que tiene sentido.


Modelo: Amor es una sinfonía dijo la .

Definición

Amor, dijo la , es _____.

Amor es _____, dijo el .

Amor es _____, dijo el .



Amor, dijo la , es _____.


¡Oh, cuánto habéis mentido!


Amor es _____.



Lee el poema.

Definición


 Amor, dijo la rosa, es un perfume. 

Amor es un murmullo, dijo el agua. 

Amor es un suspiro, dijo el céfiro. 

 Amor, dijo la luz, es una llama. 

¡Oh, cuánto habéis mentido!

Amor es una lágrima. 

--Josefa Murillo

Images: Cherice Montgomery

Copy (with a Twist): Clone Poetry

Lee el poema.

Definición



Amor, dijo la rosa, es un perfume.



Amor es un murmullo, dijo el agua.



Amor es un suspiro, dijo el céfiro.



Amor, dijo la luz, es una llama.



¡Oh, cuánto habéis mentido!

Amor es una lágrima.



--Josefa Murillo

Amor, dijo la nieve, es un día fría
Amor es un millón de huesos, dijo el perro
Amor es viento y agua, dijo el bote.
Amor, dijo la modela, es Ian Worrell.
¡Oh, cuánto habéis mentido!
Amor es amistad.

--Ian Worrell

Amor, dijo la rosa, es la tierra, el sol, y el cielo.
Amor es hidrógeno y oxígeno, dijo el agua.
Amor es relámpago, dijo el céfiro.
Amor, dijo la luz, es electricidad.
¡Oh, cuánto habéis mentido!
Amor es vida.

--Ian Worrell

Images: Cherice Montgomery

Copy (with a Twist): Clone Stories

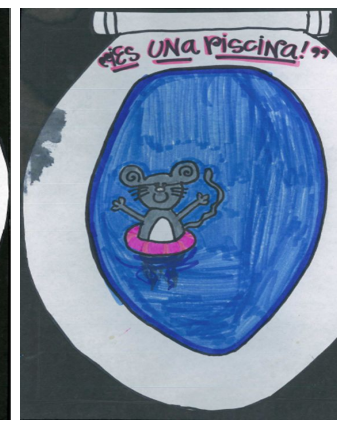
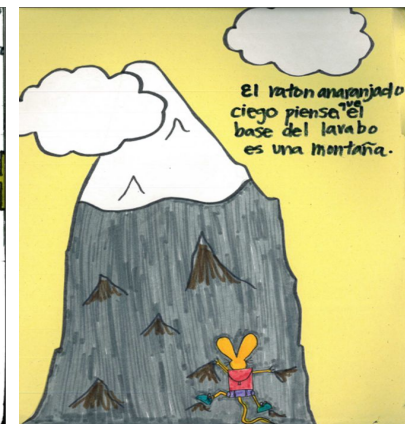


Image: Cherice Montgomery

Combining ideas



Mujer llorando por Pablo Picasso, 1937

Mujer llorando por Rafael Albertí

Se puede llorar piedras.
Lágrimas como gotas de piedra.
Dientes que caen de los ojos
igual que si los ojos llorasen
dentaduras de piedra.
Nunca el dolor lloró tan gran
dolor
lanzando goterones de piedra,
dientes y muelas de dolor de
piedra.

Combine ideas: Mash-ups



Fresh Guacamole by PES - https://youtu.be/dNjdJlwCF_Y

Image: PES

¿Qué pasaría si...



Combine ideas: Mash-ups

Image: SarahRichterArt

¿Qué pasaría si...



Combine ideas: Mash-ups

Image: SarahRichterAN

Combine ideas: Mash-ups



¿Qué pasaría si...

Image: SarahRichterArt

Combine ideas: Mash-ups



¿Qué pasaría si...

Image: NguyenD01998

Combine ideas: Mash-ups

Present Subjunctive

1) Si tuviera la cabeza de un mono, lo tendría pelo oscuro.

2) Si tuviera las piernas de un insecto, podría
• pegar a muchas cosas

3) Si tuviera las piernas de un insecto, podría
• escalar las plantas.

If I had the — of a
[animal], I would...

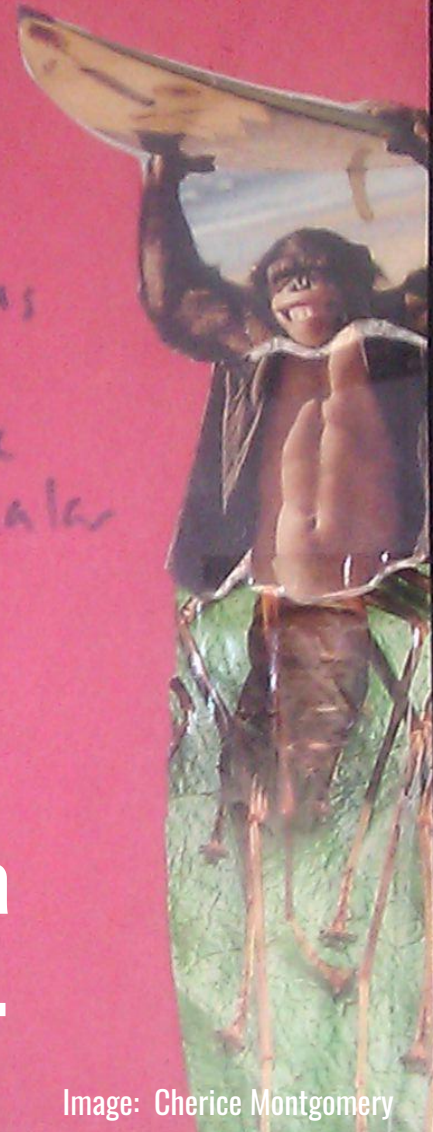
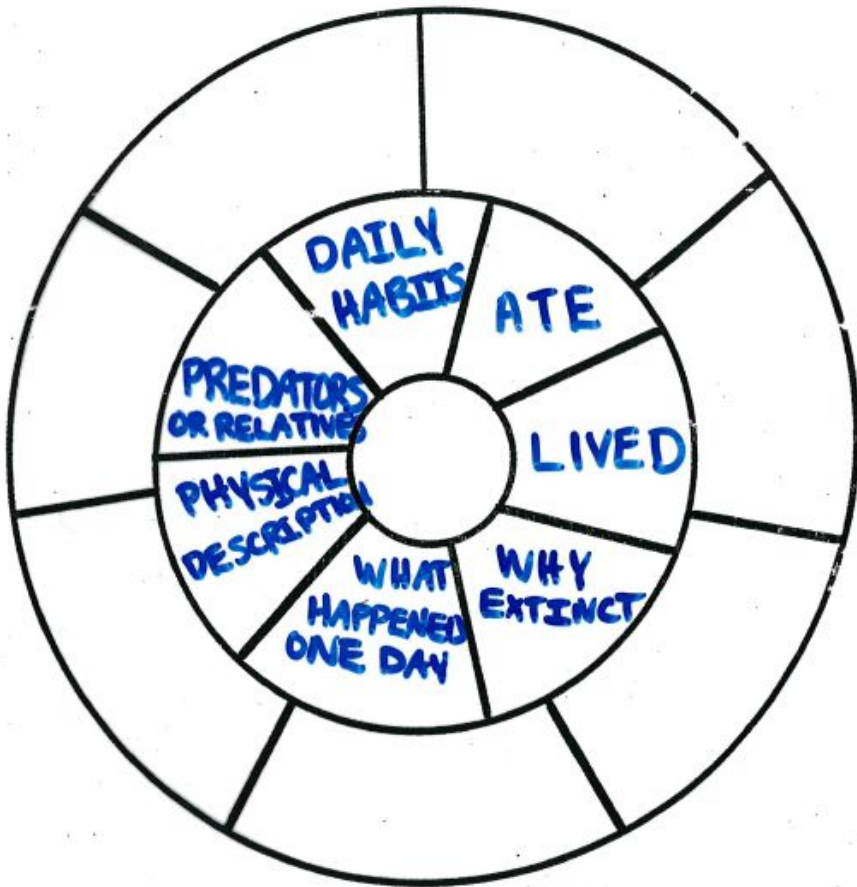


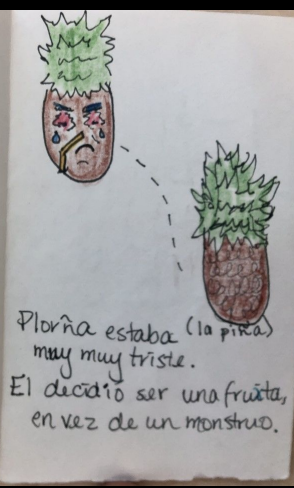
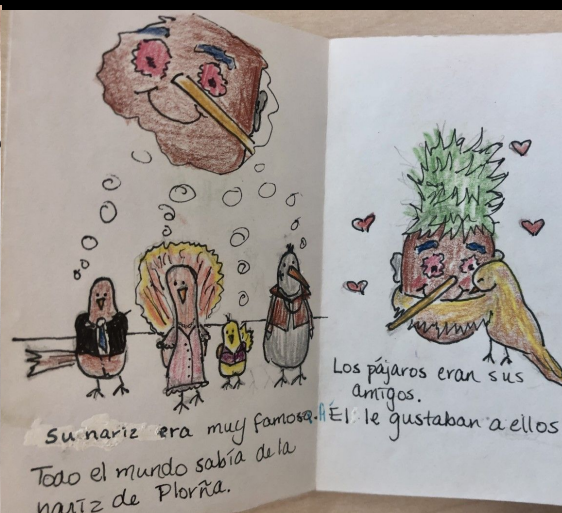
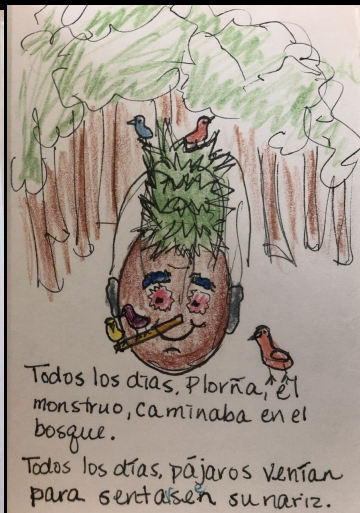
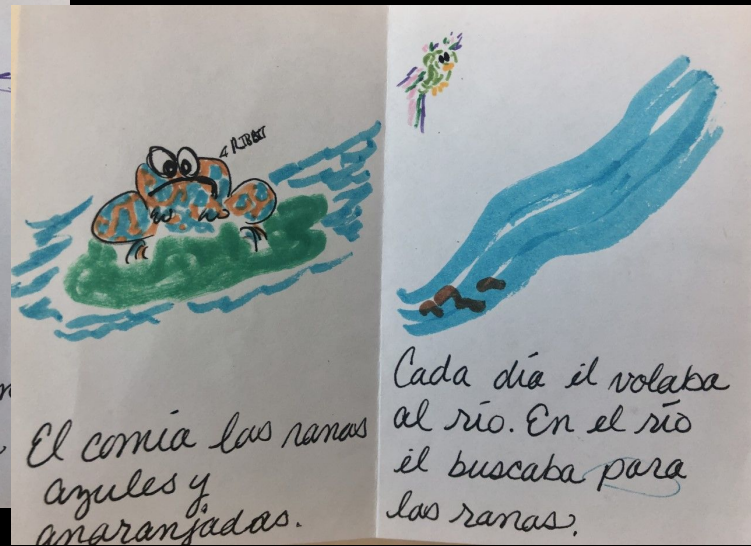
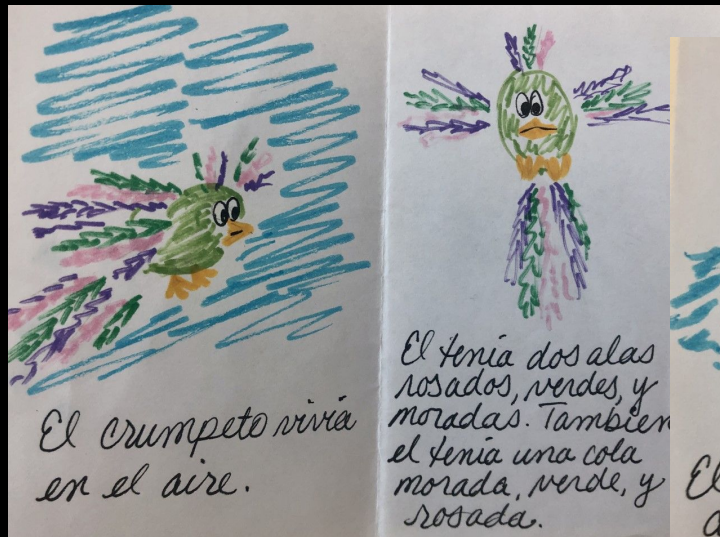
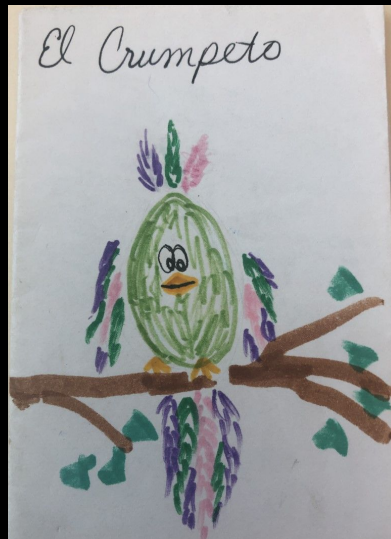
Image: Cherice Montgomery

Extinct Animal Smoosh Book Project



Images: Cherice Montgomery

Sample Smoosh Books



Combine ideas: Mash-ups



Extinct Animal Smooosh Books

Image: Cherice Montgomery

How to Make a Quick and Easy 8-Page Book from One Piece of Paper

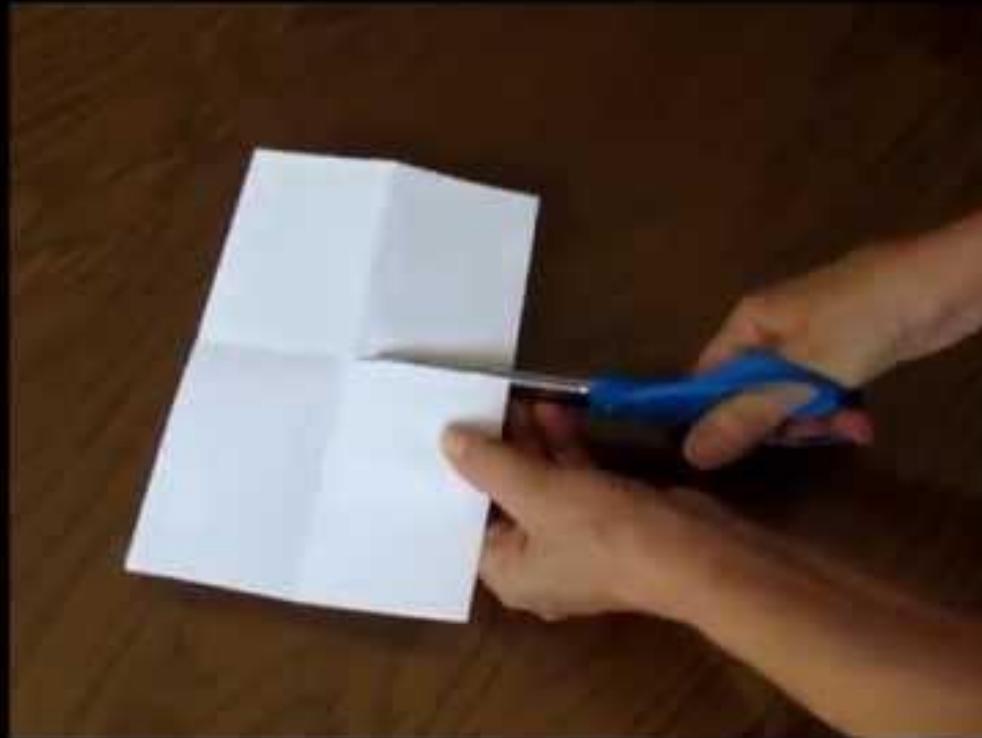


Image: Simple and Easy Projects

Elaborate: Add details



Image: Cherice Montgomery

Interact



Image: Mohamed Hassan

Art Curator: A

Idea by Matt Williams

- 1) Eres **coleccionista** de obras de arte.
- 2) **Quieres comprar** una obra maestra para tu colección.
- 3) **Cuesta mucho** dinero, pero este tipo de arte no tiene precio.
- 4) **Explica** a otra persona:
 - ¿Qué **te gusta** de la obra de arte?
 - ¿**Por qué** es importante que la compres?



Image: Bruno Vellutini

Art Curator: A

Idea by Matt Williams

- 1) You are an art **collector**.
- 2) **You want to buy** a masterpiece for your collection.
- 3) **It costs a lot of money**, but this kind of art is priceless.
- 4) **Explain** to another person:
 - What do you **like** about the artwork?
 - Why is it **important** that you buy it?





Image: Bruno Vellutini

Art Curator: B

Idea by Matt Williams

- 1) Eres amigo de una **coleccionista** de arte.
- 2) Tu amigo **quiere comprar** una obra de arte para su colección..
- 3) **Cuesta mucho** dinero, pero es horrible.
- 4) **Explica** a tu amigo:
 - **¿Por qué te parece tan horrible** el arte?
 - **¿Por qué es absurdo que malgaste** su dinero en “arte” de este tipo?



Image: Bruno Vellutini

Art Curator: B

Idea by Matt Williams

- 1) You are the **friend of an art collector**.
- 2) Your friend **wants to buy a masterpiece** for their collection.
- 3) **It costs a lot of money**, but is horrible.
- 4) **Explain** to your friend:
 - Why does the artwork seem so horrible?
 - Why is it **absurd that they waste their money** on this type of “arte?”

Art Curator: A



Image: Kampfmonchichi

Art Curator: B



Image: Thinex

Interact: Jigsaw

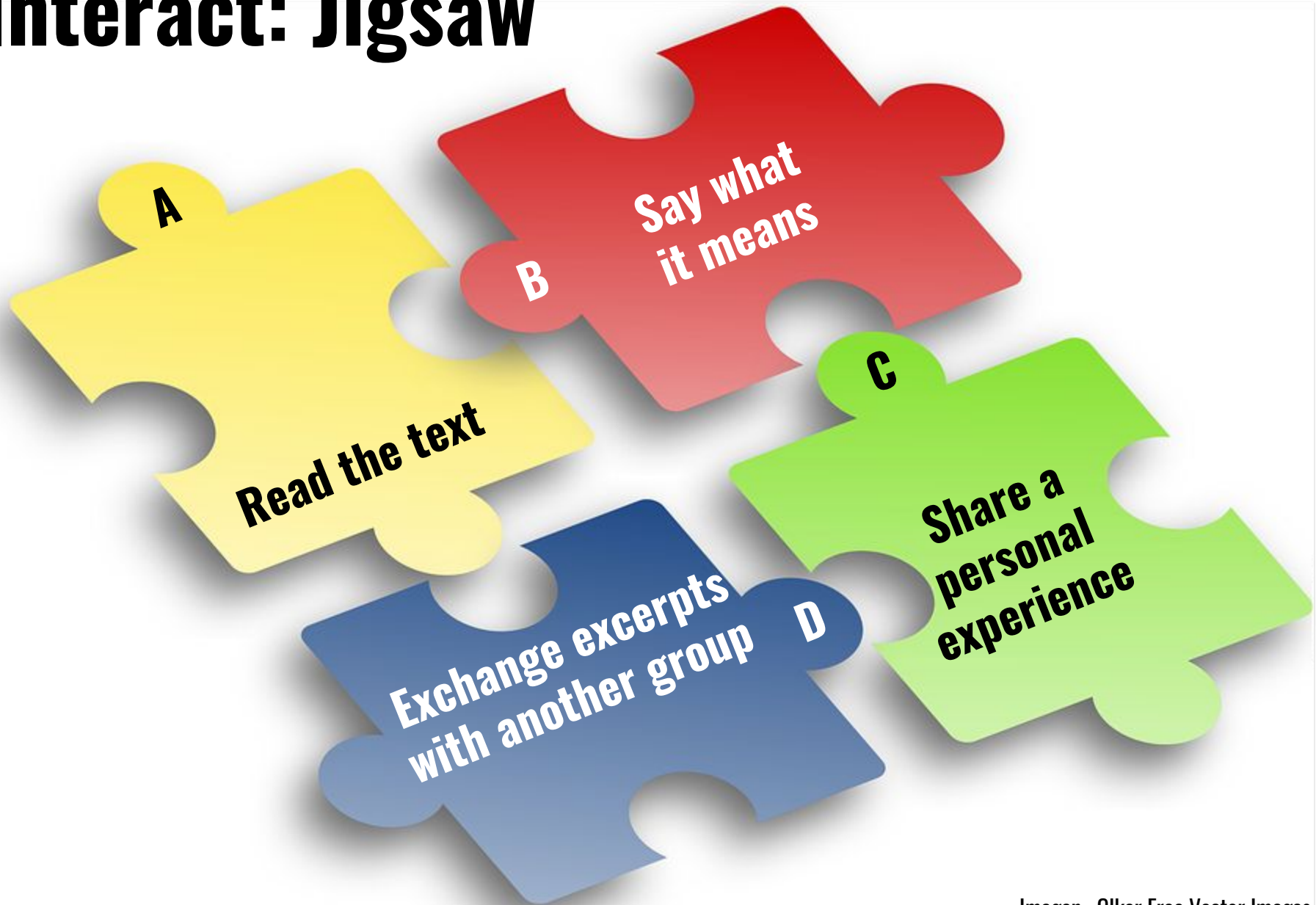


Imagen: Clikr Free Vector Images

Interact: Jigsaw

The Genius of “One Percenters” is Their Amazing Command of the Obvious

(Powell, 2012)

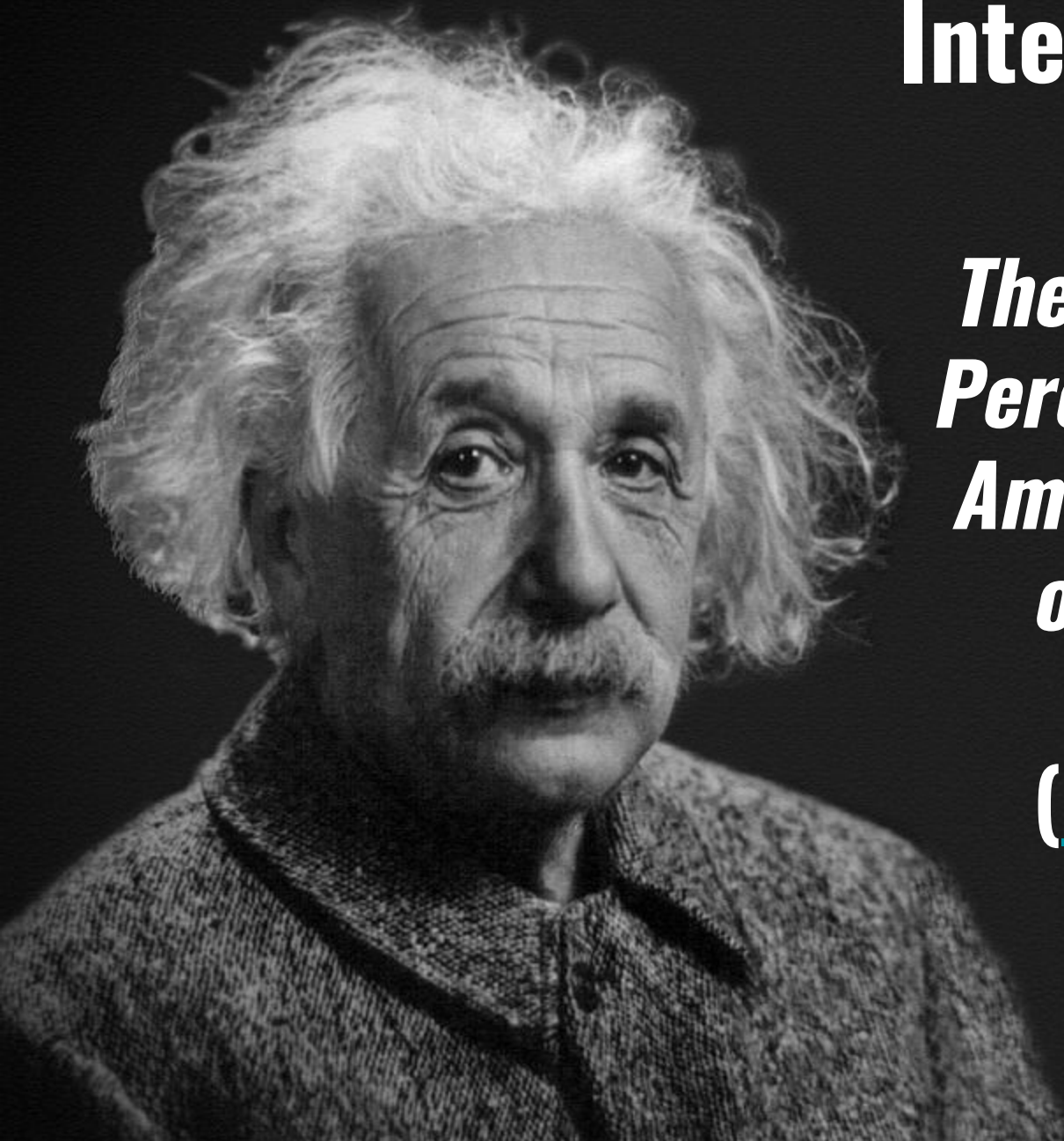


Image: ParentRap

Just a Minute
Musical Chairs
by Cristina Cabal

Musical
Flashcards
by Martina Bex

Gimkit Meets
Musical Chairs
Mashup by
Sherry Nesbitt

**Interact:
Musical Chairs**



Image: ArtsyBee

Musical Chairs Topics

- 1) Tell us about some of the creative people you know.
- 2) What does creativity mean to you?
- 3) When and where are you most creative?
- 4) Why do you think some students struggle to see themselves as creative?
- 5) How could teachers encourage more creativity in their classes?
- 6) What self-care activities boost your creativity?
- 7) What inspires your creativity?

Interact: Rotation Review



- 1) Number a paper from 1 to —.
- 2) Sit in the circle.
- 3) Write the answer to the prompt based on your question or object.
- 4) At the signal, pass the item/question to your right.
- 5) If your question says: “Rest your brain during this rotation” you can take a break.

Image: Gerd Altmann

Interact: Snowballs

- 1) Crumple up the question papers.
- 2) Have a snowball fight when you hear the signal.
- 3) Uncrumple a “snowball,” read the question, and write the answer.
- 4) Crumple up the paper and throw it again.
- 5) Try to be the first to answer all the questions.

Image: 99mimimi

Difficult Dilemmas

- AIDS research (\$4)
- Drug & alcohol treatment (\$3)
- Environmental Conservation (\$1)
- Homelessness (\$2)
- Immigration control (\$5)
- Inner City Revitalization (\$4)
- Job Training (\$5)
- Pollution Clean-up (\$2)
- Scholarships (\$6)
- Teen Pregnancy Prevention (\$2)
- Welfare (\$7)

Budget: \$10



Image: (Rooks, Scholberg, & Scholberg, 1982)

Interact: Think Dots







 Give a synonym or an antonym	 Give an example	 Ask a question
 Explain it in your own words	 Share an experience	 Give an opinion



Image: Karolina Grabowska

Joan Miró - Carnival of the Harlequin



Image: Joan Miró via Conmongt

Interact: Think Dots (Roll-a-Painting)

Joan Miró

y el dado del destino

Dado Forma	1	2	3	4	5	6
Figura grande						
Estrella						
Figura pequeña						
Líneas						
Cabezas						
Ojos						
Color						

www.historiamaletayninos.com

Variations:

Clothing: Roll to create an outfit

A: Describes partners' outfit

B: Critiques partners' outfit "on red carpet"

Food: Roll to create a meal

A: Describes the meal for an ad

B: Critiques the meal as a restaurant critic

Movie: Roll to create a Hallmark movie

- Each group comes up with options for one category (setting, people, ending)
- Small groups play the game
- Each group tells or writes the story

Images: Historia, maleta, niños

Interact: Think Dots (Roll-a-Story)



Image: MIH83

Iterate: “Rapidly prototype”



Image: Gerd Altmann

Iterate: Timed Reading

Idea by Dustin Hemsath

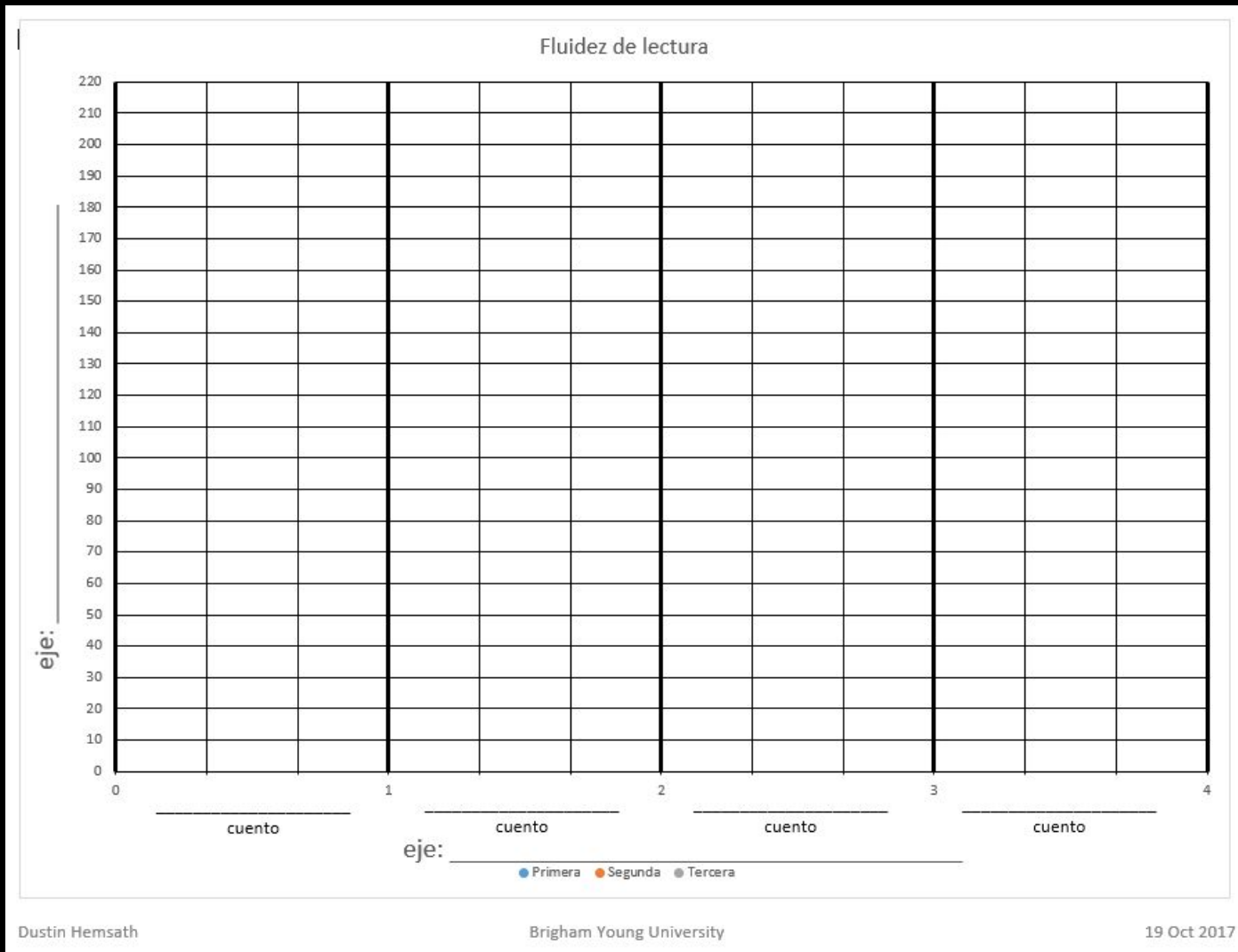


Image: Dustin Hemsath

Iterate: Timed Writing

Idea by Ellen Knell

Timed Writing Worksheet

Idea by Ellen Knell

							7
							14
							21
							28
							35
							42
							49
							56
							63
							70
							77
							84
							91

Image: Cherice Montgomery

Timed Writing Worksheet • 2023 • Cherice Montgomery, Ph.D. • cherice_montgomery@byu.edu

Iterate: Quickfire Challenges

- 1) Form a group of ____.**
- 2) Create a prototype of a ____.**
- 3) You have ____ minutes.**

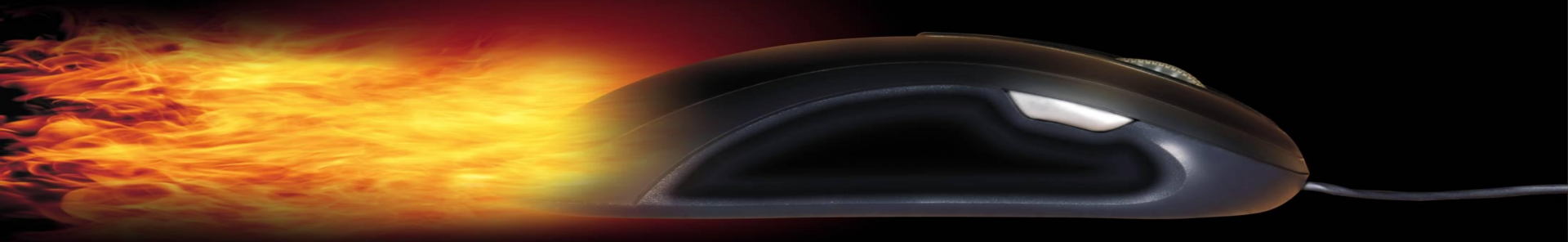


Image: Ilker

Reframe

(Abbott, 2004)

Context

Point of view

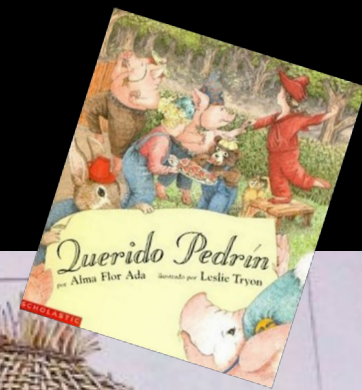
Frame
Media

NEW

Image: Gerd Altmann

Reframe: New context

Querido Pedrín



Pedrín Conejo
Madriguera Conejil
Roble Hueco

Querido Pedrín:

Casa de Paja
Bosque Frondoso
12 de marzo

¡Qué grandes noticias te tengo! Ya sabes cuánto he querido tener mi propia casa. Pues bien, la semana pasada me puse dichoso. Me encontré con un granjero que tenía una carreta llena de heno y me ofreció un poco. Cerdito Segundo todavía está construyendo su casa de madera y a Cerdito Tercero le está tomando muchísimo tiempo terminar su casa de ladrillos. En cambio, mi hermosa casa de paja ya está completamente lista y terminada.

Voy a dar una fiesta de bienvenida el próximo jueves 19, a las 5:00 de la tarde. Por favor, date un salto y ven a conocer mi nueva casa que, por supuesto, es la tuya. ¡Hasta entonces!

Tu buen amigo,

Cerdito Primero

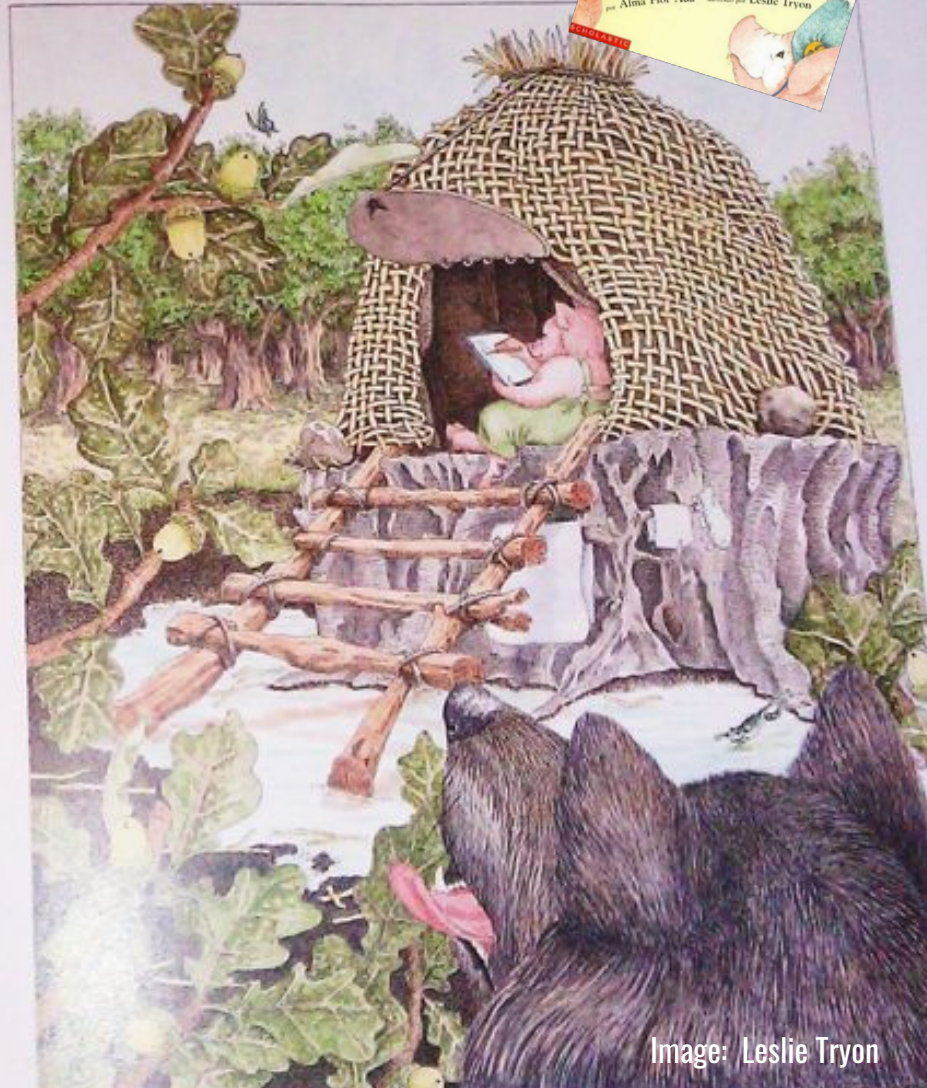


Image: Leslie Tryon

Reframe: New context

一個世界兩種生活 Water is Life (發人省思的1公升水)
https://www.youtube.com/watch?v=HXI_mJfBmAA



Cognitively Challenging ♦ **Emotionally Engaging** ♦ **Socially Satisfying** ♦ **Personally Empowering**

Image: Lao Mai

Reframe: New point of view

Encuentro by Jane Yolen ASL Translation - <https://youtu.be/8BHgtZZjb6I>



Image: Jane Yolen via Lia Bengtson

“For what you see and hear depends a good deal on where you are standing; it also depends on what sort of person you are” (Lewis, 1983/1955, p. 83).

Reframe: New point of view

Activity by Richard Ladd

Si yo fuera director de esta escuela...

me llamo _____

Anuncie lo que pasaría en cada categoría si tu fueras el director de esta escuela. Sea específico.

almuerzo	
tarea	
deportes	
tiempo libre	
clases	
disciplina	
profesores	
estudiantes que causan problemas	
comida	
sombreros	
la ropa	

Image: Cherice Montgomery

Reframe: Your Thinking

View the infographic “How to not be hard on yourself [infographic]. 12 ways to stop being so hard on yourself: Use these tips to be kinder to yourself” by Ana Vital here:

<https://www.inc.com/larry-kim/12-ways-to-stop-being-so-hard-on-yourself.html>

Reframe: Shift frames

World-Readiness Standards



Image: ACTFL

Multiplicity

- Multiple topics
- Multiple texts
- Multiple passes through the texts
- Multiple purposes & perspectives
- Multiple modes of communication
- Multisensory methods & materials

Image: Cherice Montgomery

Essential 21st Century Skills



Image: Ann H.

Gold Standard PBL

Seven Essential Project Design Elements

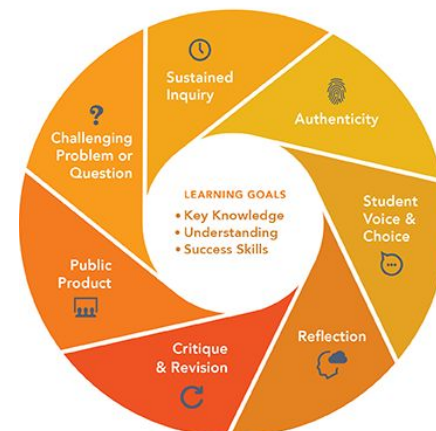


Image: John Larmer, *PBL Works*



**Reframe: Use
multisensory
methods
& materials**

Image: Juliacasado1

Use multisensory methods & materials



Image: Irving Peralta

Interactive Methods for Crafting More Compelling Classroom Experiences

Communication

Back-to-back,
Face-to-Face
(think-pair-share)

Describe & Draw

I See, I Think, I Wonder

Reciprocal (Whole Brain)
Teaching

Say Something

Spot the Differences

Table Tents

Turn & Talk

Collaboration

Carousel Walk

Decision Dilemmas
(Conversar sin parar)

Fishbowl

Four Corners

Human Graphing

Idea Rating Sheets

Jigsaw

Simulations

Critical Thinking

Classification/Sorting Activities

Logic Puzzles

Multiple Perspectives &
Representations

Mystery Pictures

Rebus Word Puzzles

Think Dots

Vocabulary Puzzles

Wordoku

Creativity

Brainstorming

Choice Boards

Metaphors (illustrated)

Role Plays

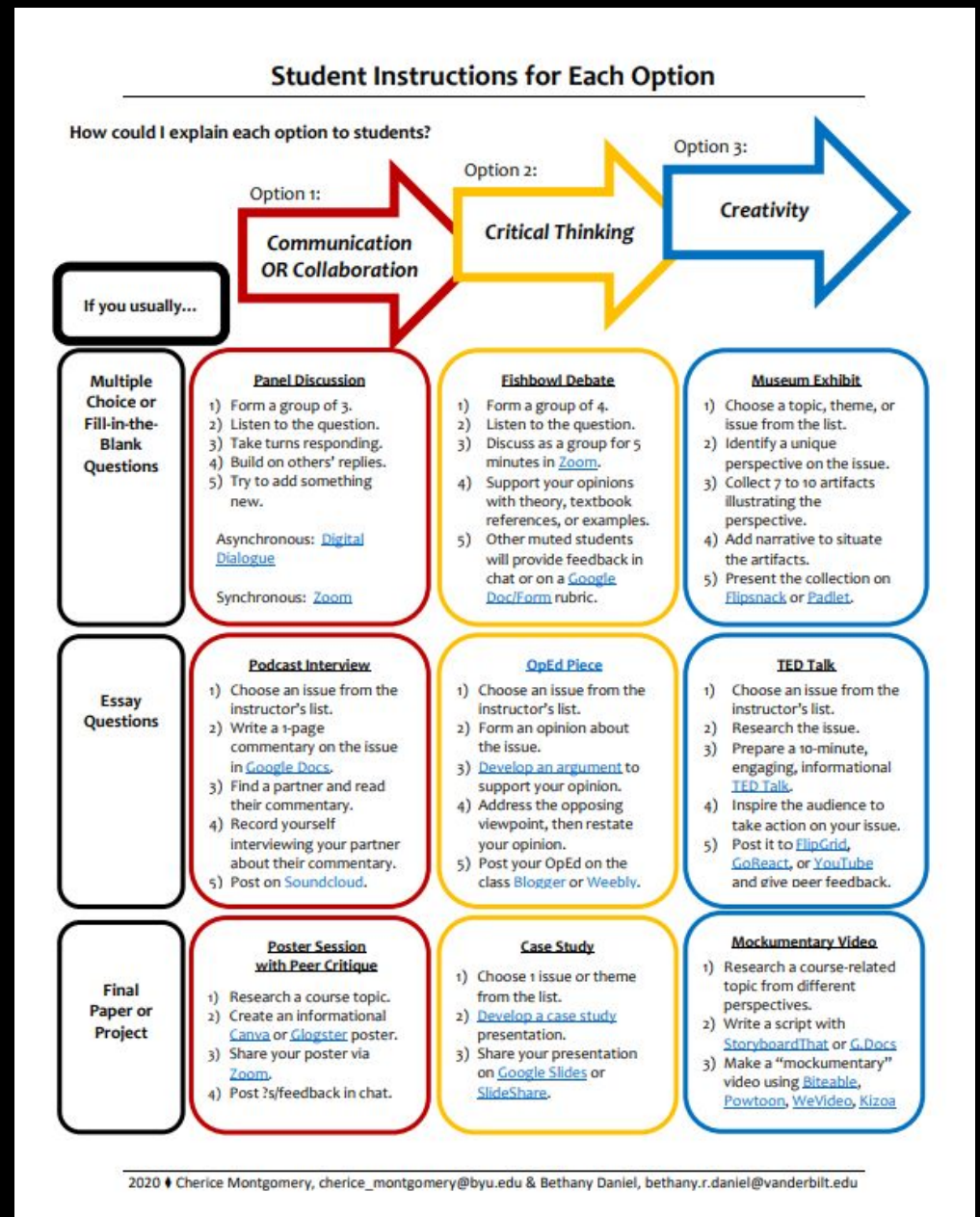
<https://nsfharmony.org/protocols/>

<http://www.teachthought.com>

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Brigham Young University

Find more!

Reframing: Alternative Approaches to Assessment



<https://humanities.byu.edu/wp-content/uploads/Alternative-Approaches-to-Assessment.pdf>

Reinterpret



Pablo Picasso



Diego Velázquez



Joel Peter-Witkin

“For what you see and hear depends a good deal on where you are standing; it also depends on what sort of person you are” (Lewis, 1983/1955).

Word Bowl Poetry

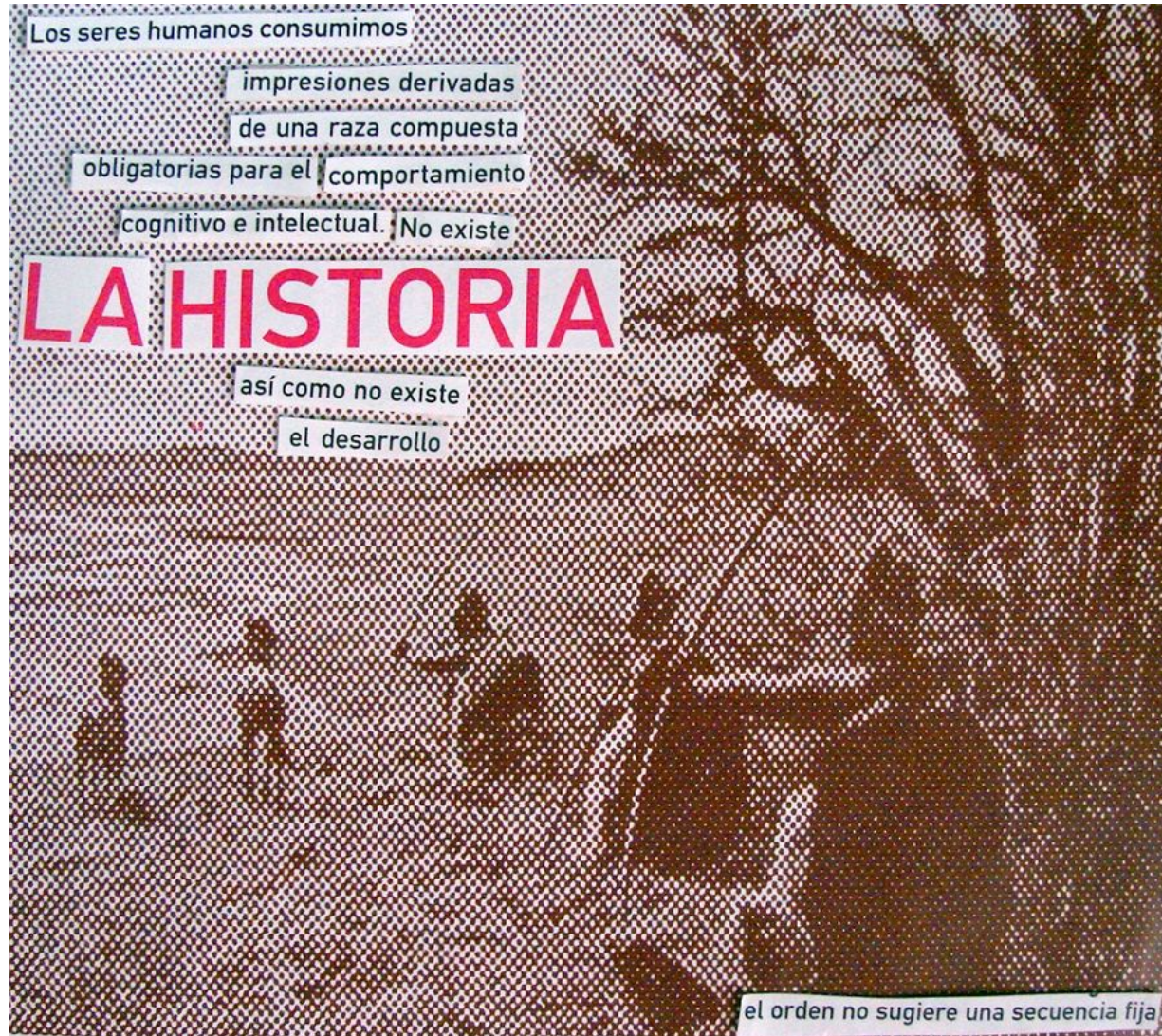


Image: Gabriel Nicolás

Variations on a theme

(Hofstadter, 1985)



Image: Ri_Ya

Brainstorm in 30 seconds



Image: Tijania de Fotalia (Shared by Ars Electronica)

1: Images

2: Speaking



**Spin the
Bottle**

3: Reading

4: Worksheets

Image: ds_30

Variations: Sentence Building

Idea: Janna Chiang

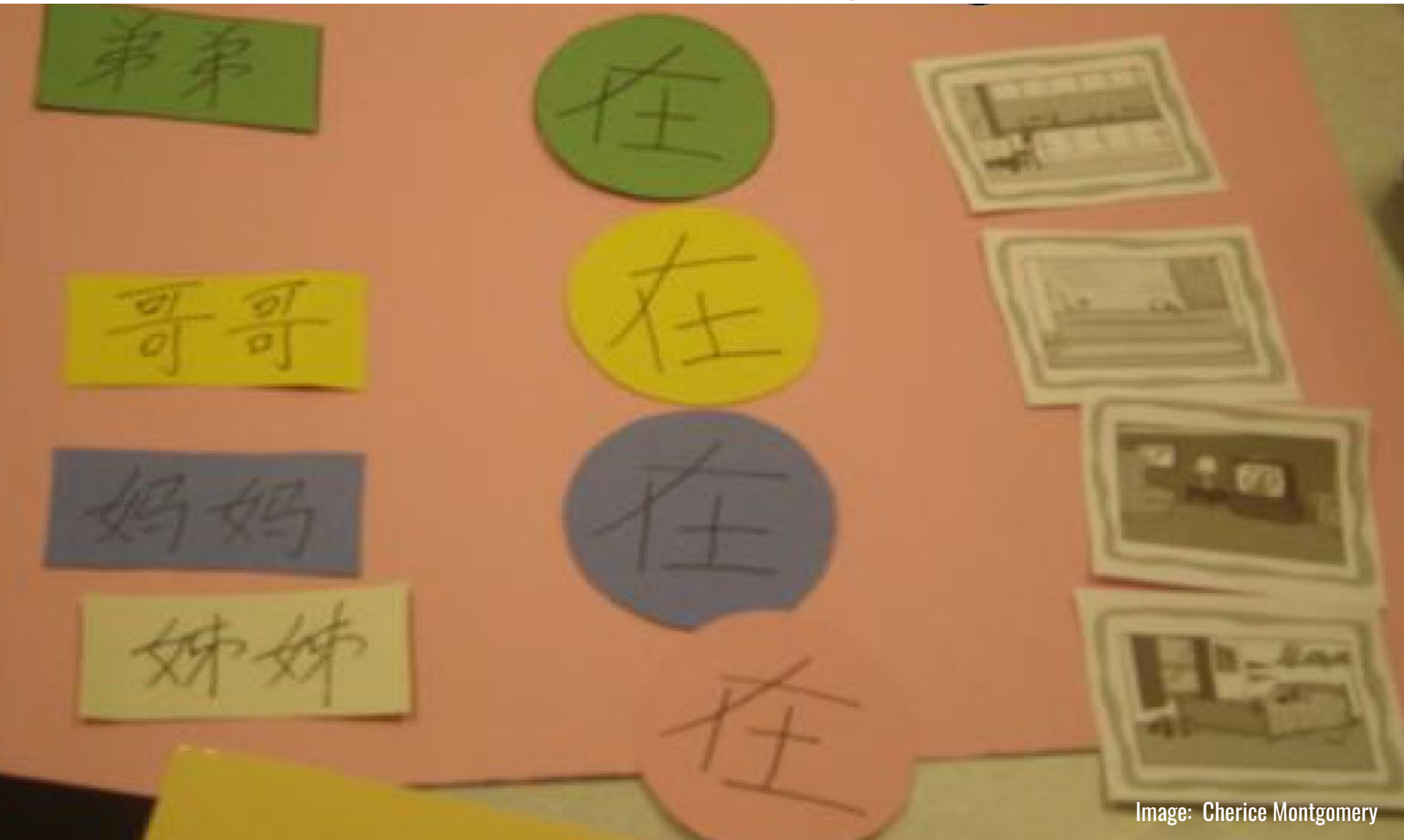


Image: Cherice Montgomery

Sentence Building Puzzle

Click on the link to see the jigsaw puzzle developed by Deb Abshier and shared by Martina Bex from *The Comprehensible Classroom*:

<https://comprehensibleclassroom.com/2012/02/24/jigsaw-puzzle/>

Variations: Wordoku

Click on the link to see the Wordoku puzzle developed by Deb Abshier and shared by Martina Bex from *The Comprehensible Classroom*:
<https://comprehensibleclassroom.com/2013/01/05/wordoku/>

Image: Martina Bex



Visualize

Image: Gerd Altmann

Visualize: Describe & Draw



Image: Cherice Montgomery

Visualize: Read & Draw

Cantando se vienen y
cantando se van.



No hay que empezar
por el tejado.

as vemos, corazones no sabemos.

No se ganó Zamora en una hora.

No hay que jugarlo todo a
una misma carta.



Más vale pájaro en mano
que ciento volando.



El habito no hace al monje.



Otro gallo nos cantara.

Dime con quien andas y te
dire quien eres.

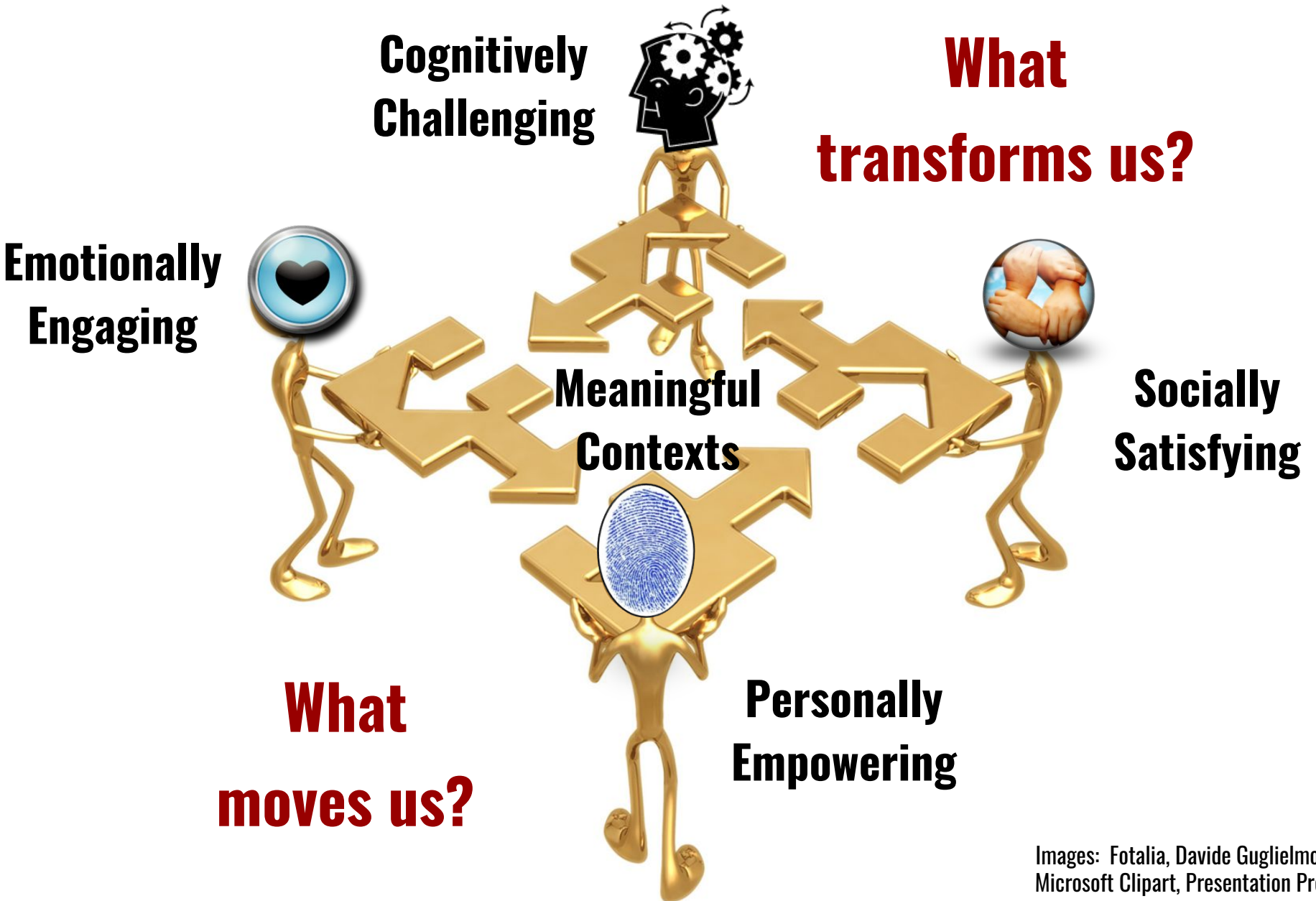
El campo fértil no
descansado, tórnase estéril

Perro ladrador, poco mordedor.

Image: Cherice Montgomery

Conclusions

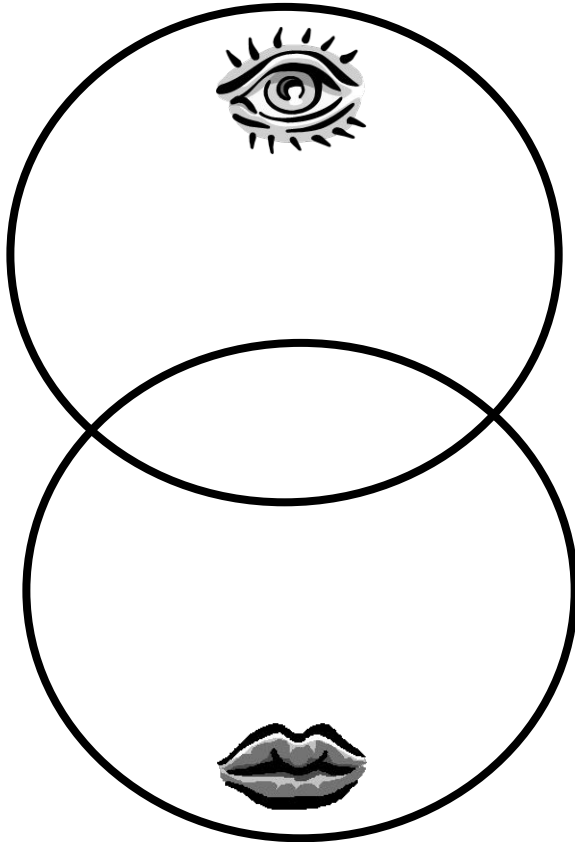
How creative is your classroom?



Images: Fotalia, Davide Guglielmo, Microsoft Clipart, Presentation Pro

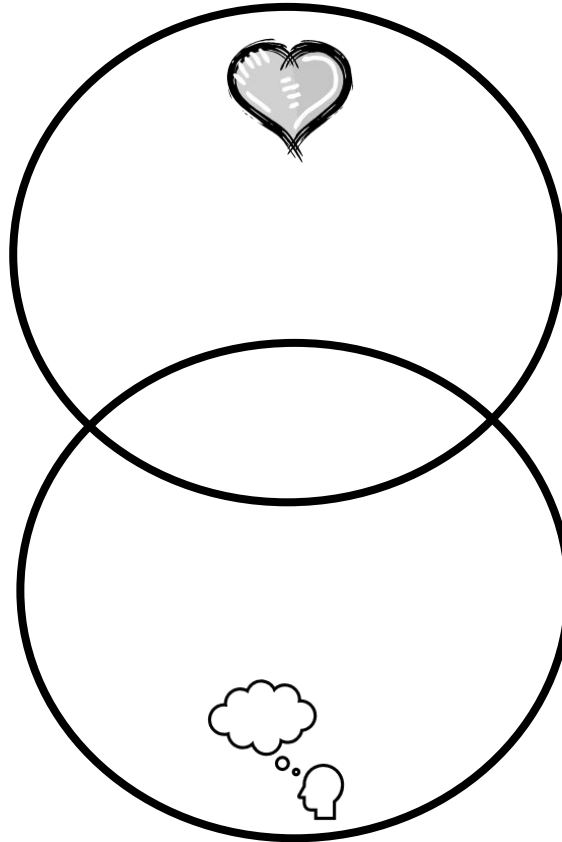
Creativity in the classroom...

Looks like



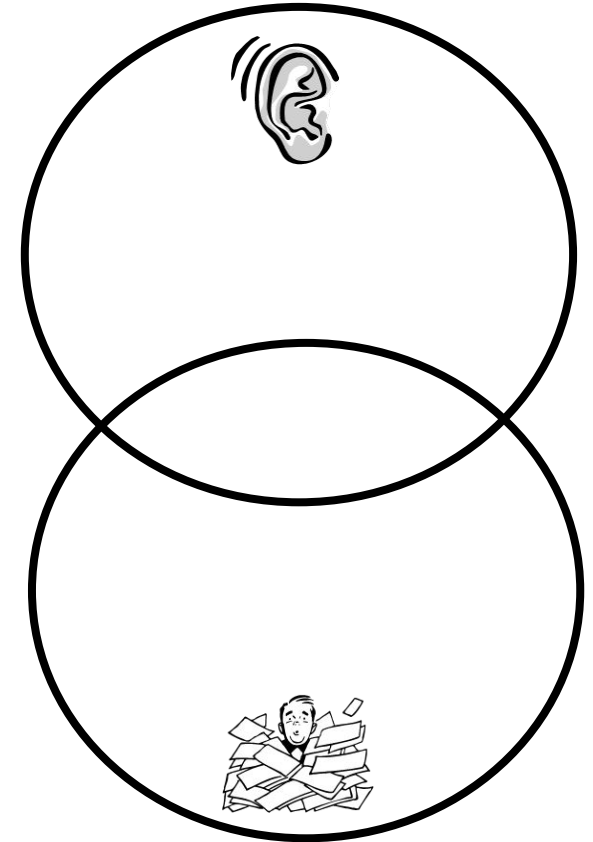
Talking about

Feels like



Thinking about

Sounds like



Working on

Evaluate

Click the Creativity rubric by Susan Brookhart:

<https://www.habitsofmindinstitute.org/creativity-rubrics/#:~:text=Important%20ideas%20feelings%20are%20illuminated,style%20C%20and%20For%20content>

Student Creativity with Language

Sample Student Poem



4Mi papá se me fue cuándo estaban joven.
4Mi mamá y yo estábamos solas.
Yo aprendía vivir independiente y yo me cuidaba

Entonces, mi hermana nació (tenía seis años).
Ella era más mi hija que mi hermana.
Cuándo ella estaba enferma, yo no iba a la escuela.
Yo aprendía ser responsable.

Nosotras comenzábamos moverse a diferentes lugares,
Mientras yo era en la escuela primaria.
Yo aprendía como adoptar:

Ahora uso como aprendía como sobrevivir.

Jenaya
McHenry

This student poem and artwork were created by Jenaya A. McHenry while she was a student of Cherice Montgomery at Southeast High School in Wichita, Kansas. Reprinted with permission.

Image: Jenaya McHenry



Critical thinking & creative self-expression support knowledge integration

(Anderson, et al., 2001; Vygotsky, 1978; Csikszentmihalyi, 1996; Eisner, 2002)

But I'm not creative!

"If you stuff yourself full of poems, essays, plays, stories, novels, films, comic strips, magazines, music, you automatically explode every morning like Old Faithful. I have never had a dry spell in my life, mainly because I feed myself well, to the point of bursting. I wake early and hear my morning voices leaping around in my head like jumping beans. I get out of bed to trap them before they escape." - Ray Bradbury

Image: Cherice Montgomery



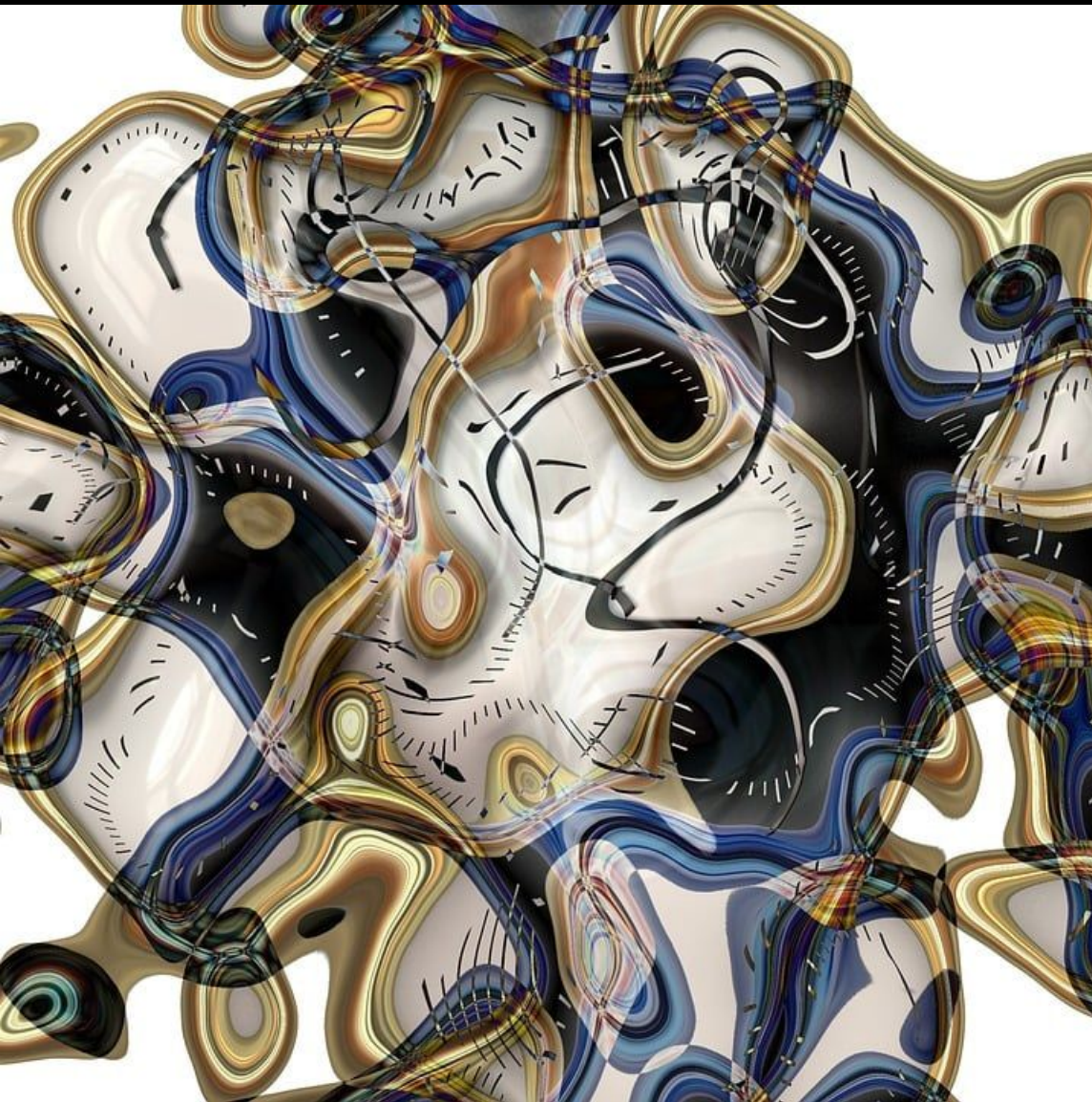
Refilling Our Cups

Am I intentionally making
space for **creative flow**
in my life?

Image: MysticsArtDesign

How can I be creative “in a crunch?”

How can I be creative “in a crunch?”



- **Copy**
- **Combine / mash up**
- **Elaborate**
- **Interact**
- **Iterate**
- **Reframe**
- **Reinterpret**
- **Vary**
- **Visualize**

Image: TheDigitalArtist

Strategies for Strengthening Your Creativity in a Crunch



Image: SHVETS Production

- **Breathe**
- **Make a to-do list**
- **Identify your top three priorities**
- **Focus on a single objective**
- **Take small, simple steps**
- **Think only about what you have to do in the next 5 minutes to accomplish your objective**
- **Reduce** the quantity of material
- **Reuse** activities from previous years (but apply the principle of multiplicity)
- **Recycle** content in new contexts (recontextualization & variation)
- **Remind** yourself that you can always improve it later (iteration)
- **Use protocols and templates** (automaticity)
- **Have students do the majority** of the talking, thinking, working, and moving (play)
- **Have students consume less and create more** (add 21st century skills)
- **Practice self-care** (rest, recreation)

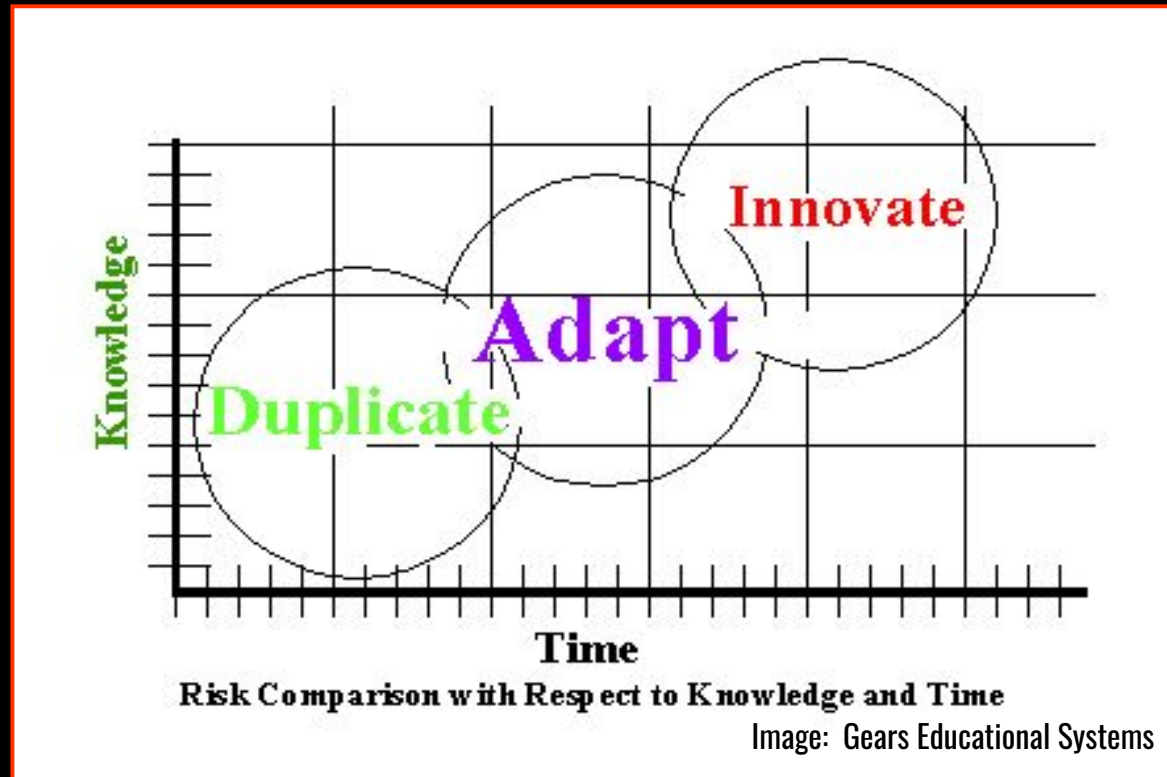
Simple activities



Image: Cottonbro

- Back-to-back, Face-to-Face
- Brain Dump
- Carousel (Definitions)
- Choice Boards
- Creativity Tests
- Cultural Coloring Worksheets
- Describe & Draw
- Dice Breathing
- Discussion Dice
- Four Corners (Categorization)
- Grab-a-word
- Hear/Say
- Human Graphing (Debates)
- Idea Rating Sheets
- I See, I Think, I Wonder
- Jigsaw
- Logic Games
- Metaphors
- My Best Memory
- Mystery Picture
- Perspective shifts
- Picture Walk
- Role Plays
- Simulations
- Spot the Differences
- Vocabulary Puzzles

The Power of Patience



“In the absence of our clear intention, our willingness to consciously change the settings of the world we are creating, the default culture is decisive”
(Block, 2003, p. 143).

FEEDBACK

Creativity in a Crunch



Image: LiborioTV

Creativity in a Crunch: *Simple Strategies for Surviving & Thriving*



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Brigham Young University
cherice_montgomery@byu.edu

Image: Gerd Altmann

<https://chericem.weebly.com/creativity-in-a-crunch.html>