

# **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>



# Turn & Talk

- 1) **Why** are you attending this session?
- 2) **Turn & tell** a colleague.

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

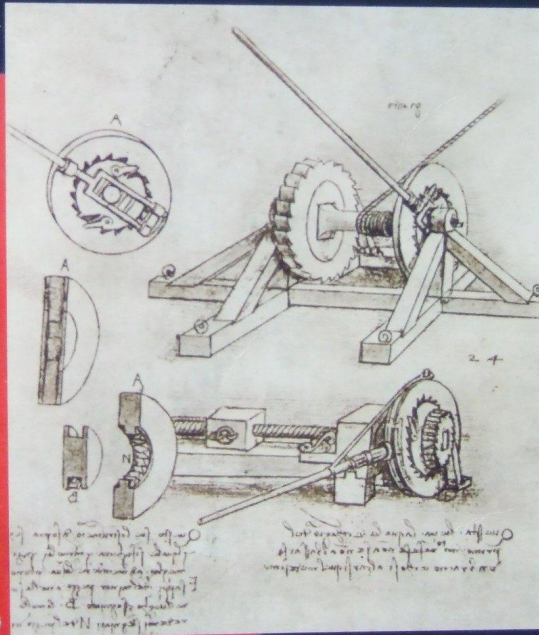
# Introductions



# 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

Introductions

Who are you?



Я творческий!

Image: SeaChangeCanada

**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 personal survival & human flourishing

# A prerequisite for professional growth

*Learning* →

*Change* →

*See/do differently* →

*Creativity*

Image: Gerd Altmann

# Supports social innovation

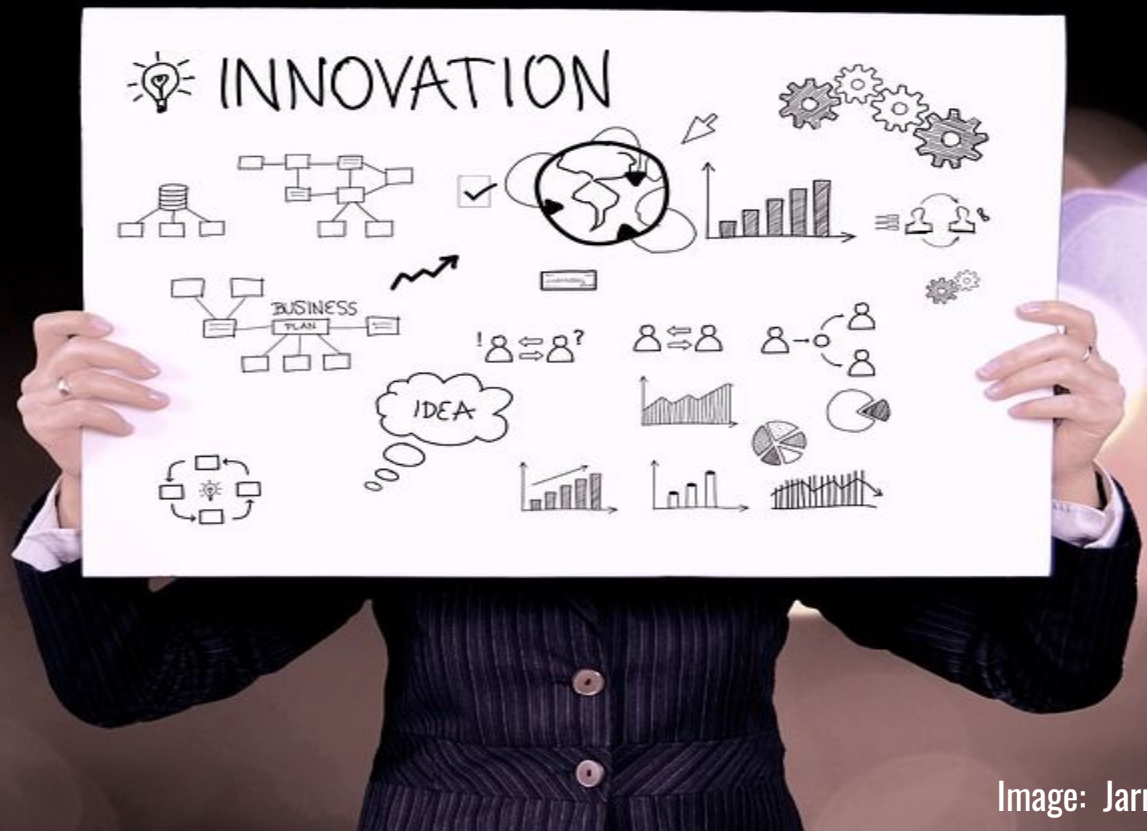


Image: Jarmoluk



# Foundational to linguistic proficiency

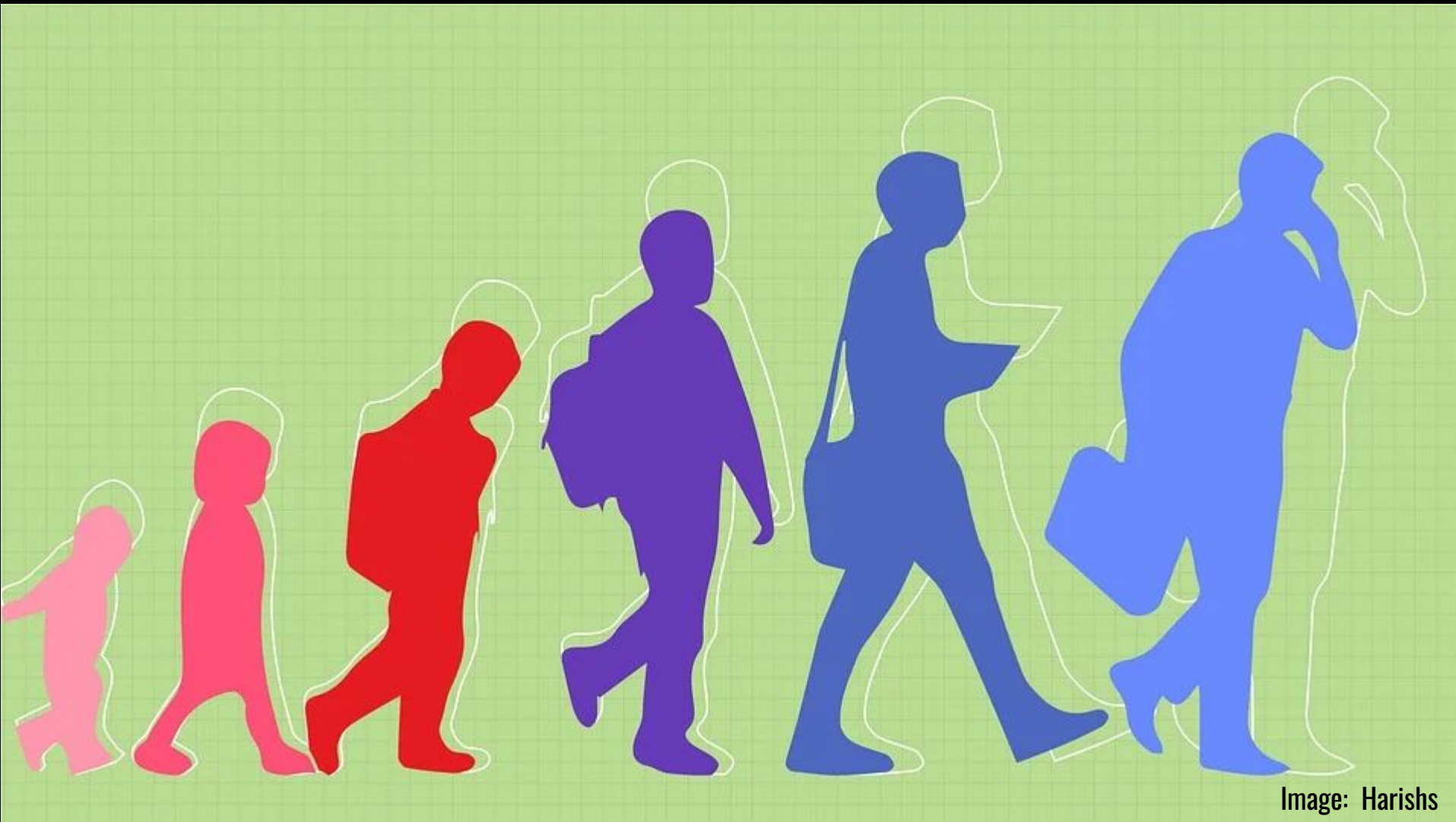


Image: Harishs

# Beliefs about Creativity



Image: Cherice Montgomery

# Human Graphing (Debates)

# Human Graphing

**Convince  
Others**

**Strongly  
Disagree**

**Disagree**

**Neutral**

**Agree**

**Strongly  
Agree**

**Convince  
Others**



Image: Chezbeate

# **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.

# 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



**Write it down.**

Image: Gordon D. Johnson

# Creativity Critic



- 1) Stand up.
- 2) Find a partner.
- 3) Look at the image.
- 4) Discuss:
  - Creative?
  - Yes/No
  - Why?
- 5) Find a new partner when the slide changes.

Image: The Digital Artist

# 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>



# Creative?

## Yes/No

**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>

## Why?

Image: Smizzle

**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?



flapa.es

Image:: Laurent de Brunhoff via Cea+



**Creative?**

**Yes/No**

**Why?**

Image:: Worth1000.com via Cea+

# Carousel Walk: Say Something

## *Multilingual Definitions of Creativity*

<https://bit.ly/CreativityDefinitions>



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.

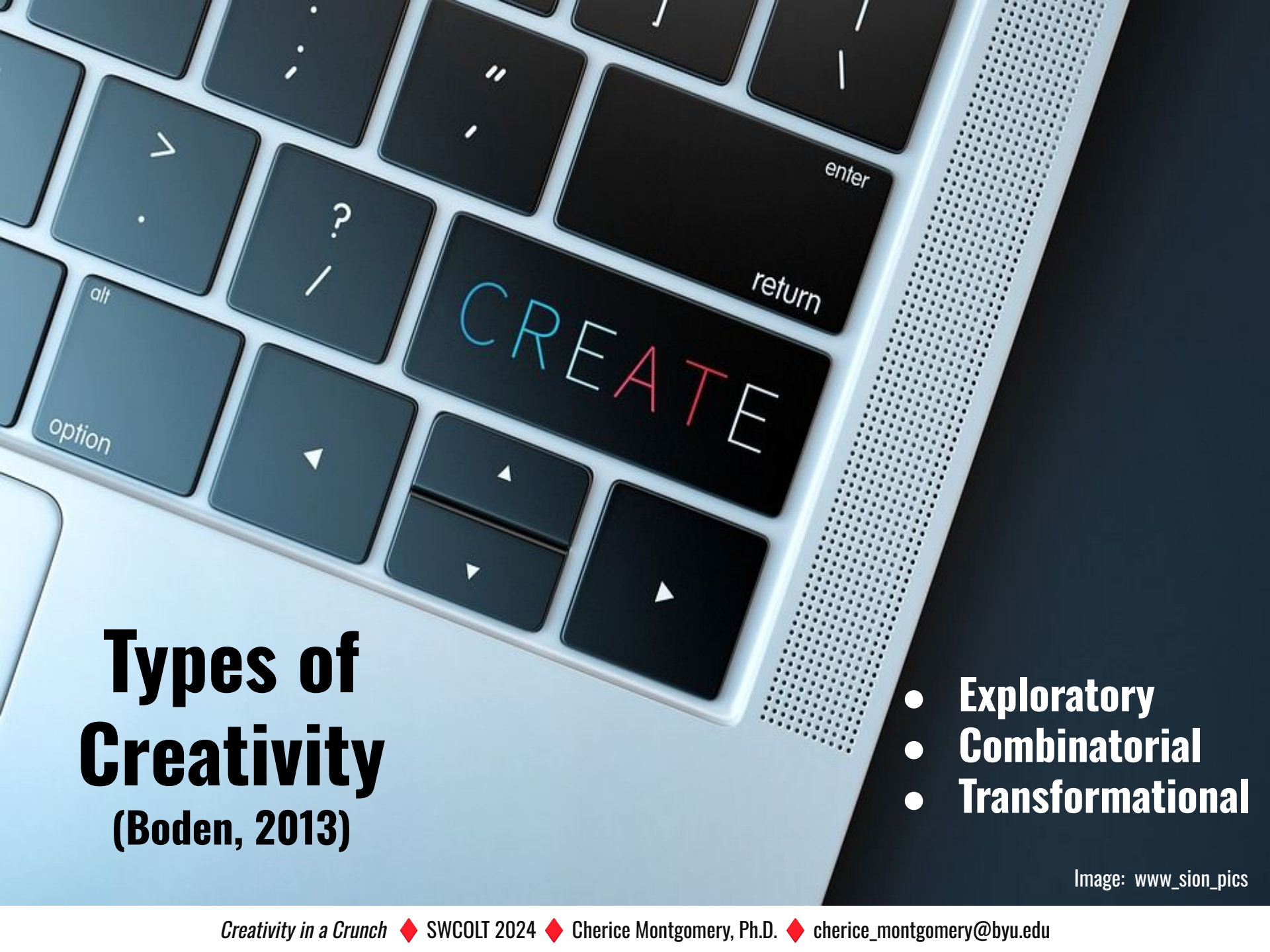
# *What counts as creative?*

**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](http://www_sion_pics)



# Exploratory Creativity

***“Existing stylistic  
rules or conventions  
are used to generate  
novel structures”  
(Boden, 2013, pp. 6-7).***

Image: Kestrel\_Imagery



# Combinatorial Creativity

***“Unfamiliar  
combinations of  
familiar ideas”***  
*(Boden, 2013, p. 6).*

Image: Howard Lifshitz



# Transformational Creativity

**“By definition  
involves the  
breaking of  
culturally  
sanctioned  
rules”**  
(Boden, 2013, pp. 6-8).

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**

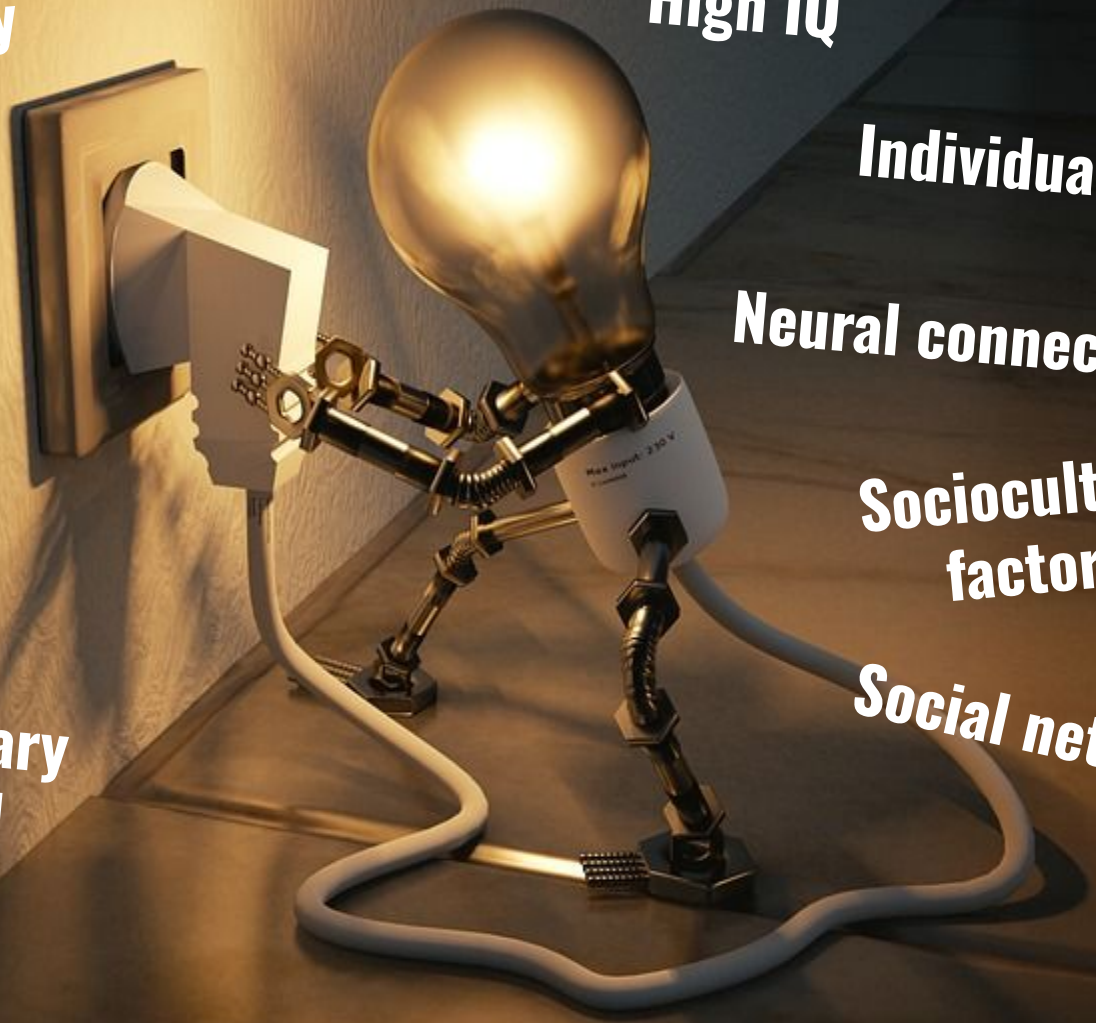


Image: Colin00B

# 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:**

**B: Elaboration**

**D: Evaluation**

**C: Illumination**

**A: Incubation**

**E: Preparation**

Image: Zsuzsanna Kilian

# The Creative Process

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



**Iterative, non-linear**

Preparation

Incubation

Illumination (Insight)

Evaluation

Elaboration

Image: Zsuzsanna Kilian

# *How creative are you?*

# Creativity Test

## Instructions:

- 1) Look at the Xs.
- 2) Use the Xs to draw interesting pictures.
- 3) Draw as many different pictures as you can.
- 4) You have 2 minutes.



HOW FAR DOES  
YOUR CREATIVITY  
GO?

Image: Frank Curkovic



**But**

**I'm**

**creative!**

**NOT**



Image: Telecouse

# We need a bigger definition of creativity!



Image: John Spencer

# Characteristics of Creativity

*(Guilford, 1966)*



**Creativity  
is a skill...**

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



Image: Geralt

The background of the slide features a wooden surface with two watercolor palettes and several brushes. One palette is in the top left, showing a range of colors from green to yellow. Another palette is in the top right, showing colors from green to purple. Three brushes are on the left, and three are on the right. A piece of paper with watercolor washes is also visible in the top right.

## 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: 1681551

# **Growth Mindset: Fail Forward**

**“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?*

## *How can we cultivate more creative WL classrooms?*

- *Examine your surroundings*
- *Notice possibilities*
- *Think flexibly*
- *Make new connections*
- *Play!*



Image: Plsdk

**“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



# Observe & Reflect:

**What do you notice after careful observation? (0:48)**



Image: Leo Burnett Milan (shared by Claudio Capo)

# Observe & Reflect: What did you see?



Image: Kellepics

# Observe & Reflect: What did you see? (2:00-2:22)

## **ER** Find 5 Differences



Image: TheBigRun

# Observe & Reflect: What did you see? (2:00-2:22)

Find The Difference | Spot The 5 Differences | Can yo...

Info Share

MORE VIDEOS  
0:14

2:01 / 6:26

CC HD YouTube

Video: TheBigRun

# Observe & Reflect: What did you see? (2:00-2:22)



Find The Difference | Spot The 5 Differences | Can yo...



Info

Share



MORE VIDEOS



2:23 / 6:26



YouTube



Video: TheBigRun

# Observe & Reflect: Cultural Similarities & Differences

Water is Life

<https://fb.watch/qycHpsnXPW/>

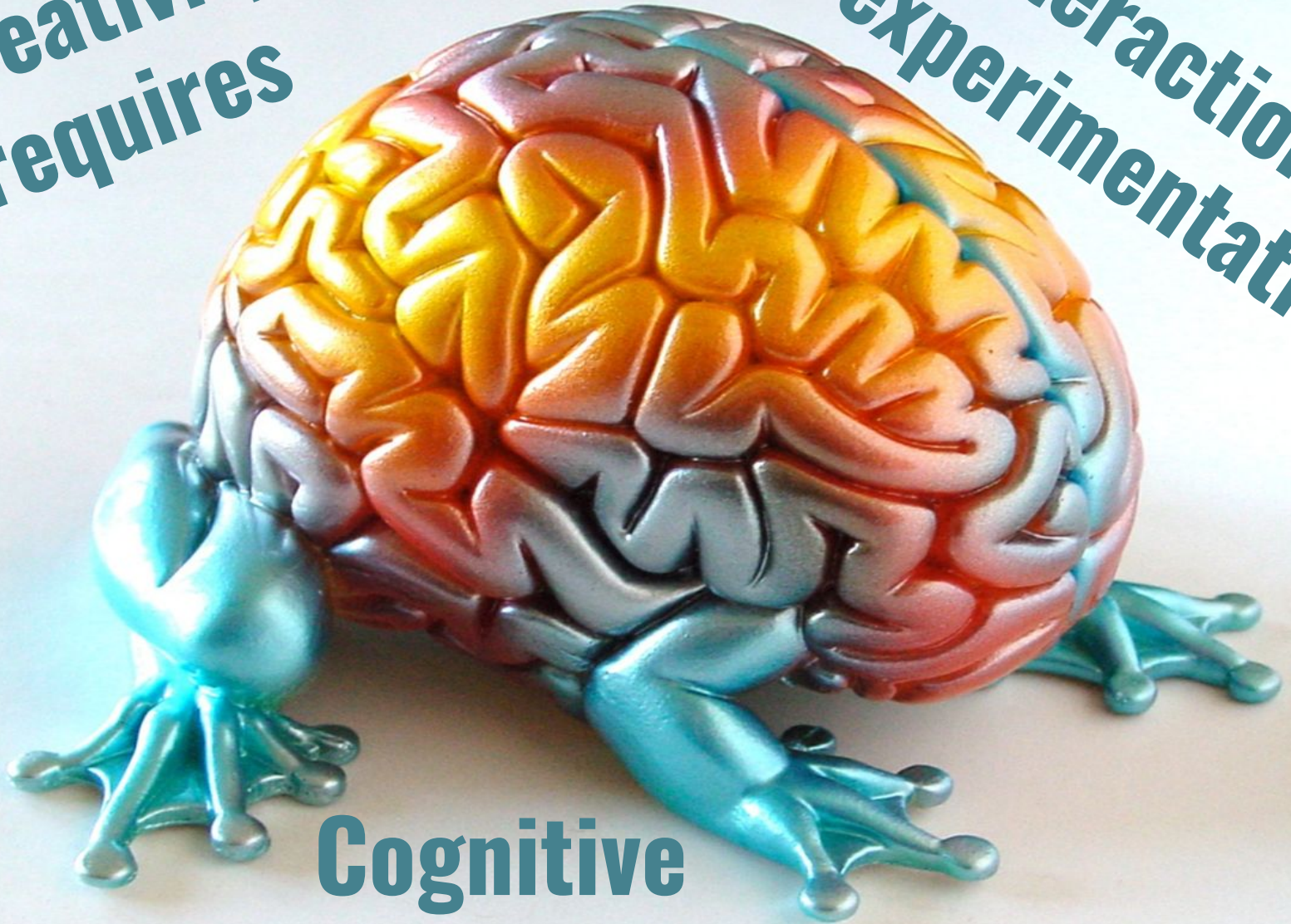


**Cognitively Challenging ♦ Emotionally Engaging ♦ Socially Satisfying ♦ Personally Empowering**

Image: Lao Mai

**Creativity  
requires**

**interaction &  
experimentation**



**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 F
- 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: Spanish Example

<p>boletob otelob</p>	<p>comercial</p>	<p>línea LEER línea</p>
<p>h u v o e s</p>	<p><b>RIO</b></p> <p>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*

# COMPARING & CONTRASTING:

Creativity comes  
from seeing deep  
connections  
between  
seemingly  
unrelated things



Image: Piotr Bizior

**COMPARING &  
CONTRASTING:**

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

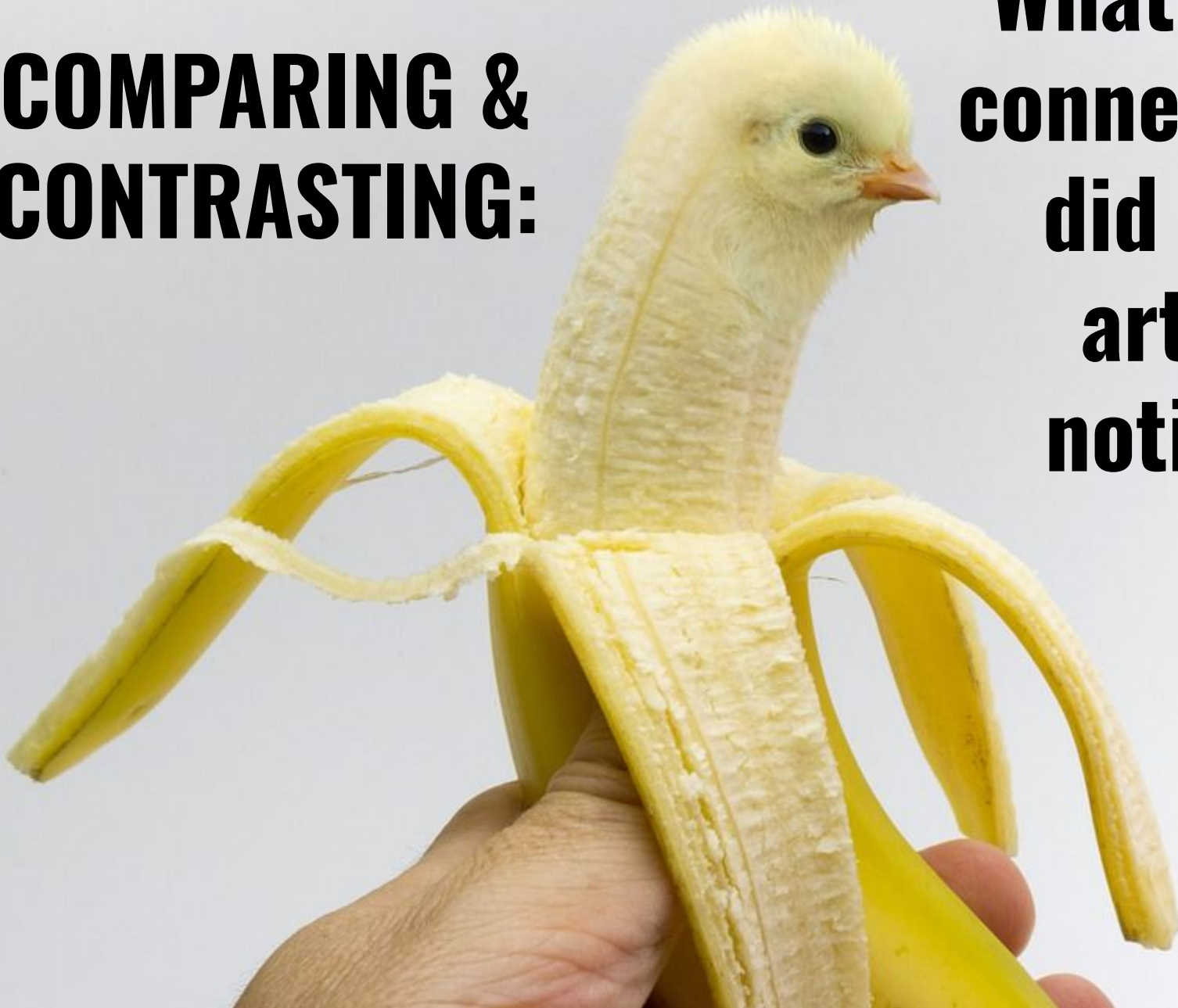


Image: SarahRichterArt

# Creative Connections: Give Your Partner 5

Some of my favorite things are...

1) Sights: \_\_\_\_\_

2) Sounds: \_\_\_\_\_

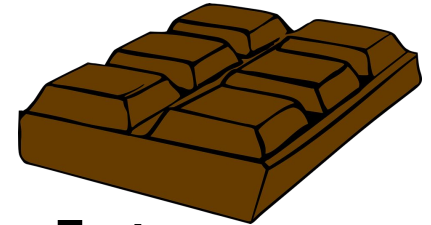
3) Smells: \_\_\_\_\_

4) Tastes: \_\_\_\_\_

5) Textures: \_\_\_\_\_



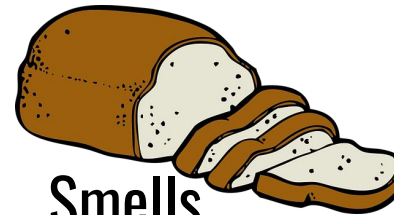
Sights



Tastes



Sounds



Smells

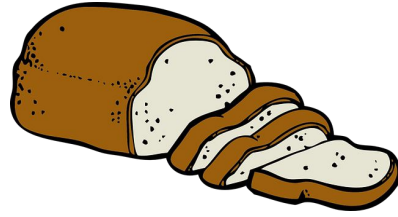


Textures

Images: Alluregraphicdesign, ArtsyBeeKids, Królestwo\_Nauki, OpenClipartVectors

# Creative Connections

**Creativity is like** \_\_\_\_\_ **because...**



**Creativity is like** \_\_\_\_\_ **because...**





**Proficiency Level:** Novice

**Social Issue:** Personal identity

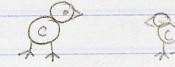
**Communicative Function:** Description

**Objective:** I can describe myself creatively.

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

**Vocabulary:** Animals, adjectives

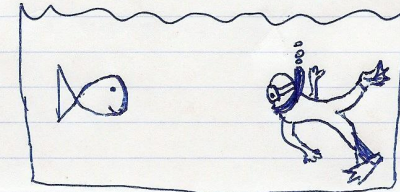
Yo soy como el patito porque yo soy  
pequeño.



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?”*

# Museum of Activities to Spark Your Creativity



Image: Wally Gobet

# Strategies for Creativity “in a Crunch”



Image: Yayoi Kusama via Foursummers

- 1) **Copy**
- 2) **Combine / mash up**
- 3) **Elaborate**
- 4) **Interact**
- 5) **Iterate**
- 6) **Reframe**
- 7) **Reinterpret**
- 8) **Vary**
- 9) **Visualize**


# Copy: 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: 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: Clone Stories

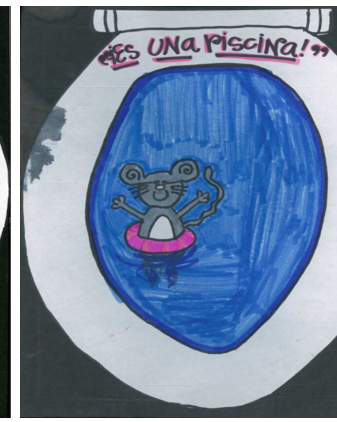
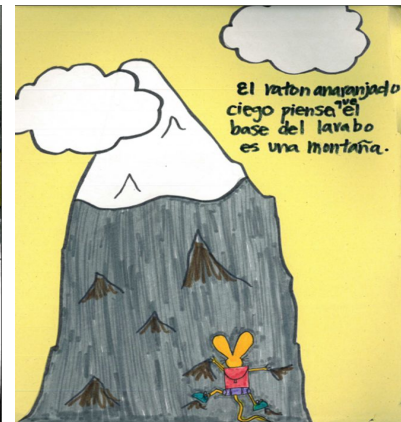


Image: Cherice Montgomery

# Strategies for Creativity “in a Crunch”



Image: Yayoi Kusama via Foursummers

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- 9) **Visualize**

# 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 (1:41 min.)



Fresh Guacamole by PES - [https://youtu.be/dNJdJlwCF\\_Y](https://youtu.be/dNJdJlwCF_Y) (1:40 min.)

Image: PES

# Combine Ideas: Mash-ups



## ¿Qué pasaría si...?

Image: SarahRichterArt

# ¿Qué pasaría si...



**Combine ideas: Mash-ups**

Image: SarahRichterArt

**Combine ideas:  
Mash-ups**



**¿Qué pasaría si...?**

Image: SarahRichterArt

# Combine ideas: Mash-ups



¿Qué pasaría si...

Image: NguyenD01998



# Combine ideas: Mash-ups

## *Present Subjunctive*

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

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

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

**If I had the [body part]  
of a/n [name of animal],  
I would...**

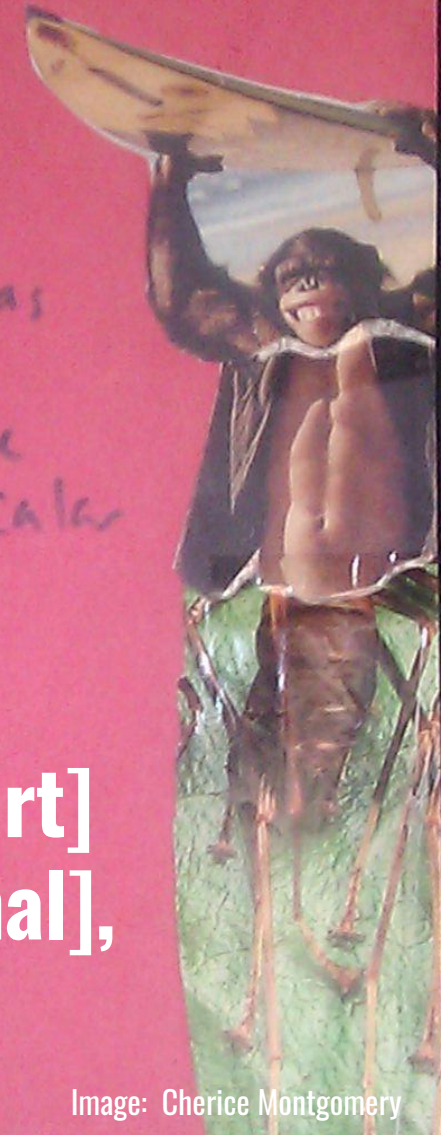


Image: Cherice Montgomery

# Combine ideas: Mash-ups



## *Extinct Animal Smooosh Books*

Image: Cherice Montgomery

# Combine Ideas: Extinct Animal Smoosh Book Project

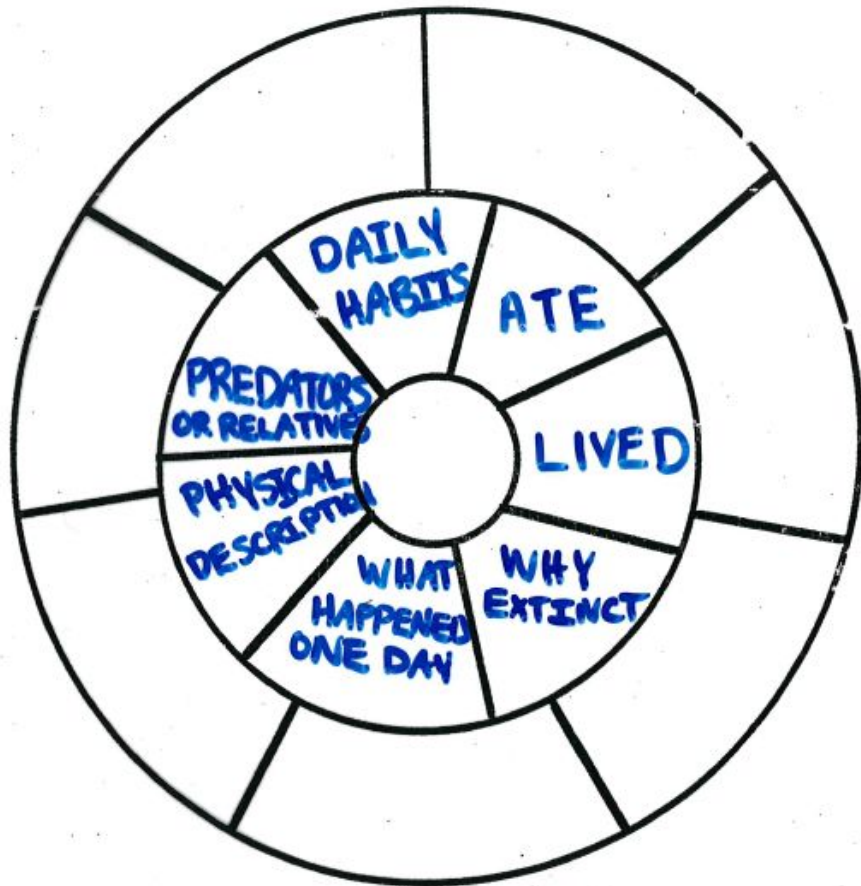
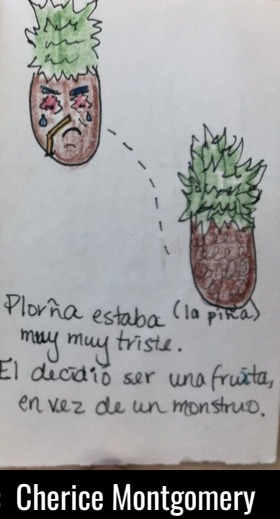
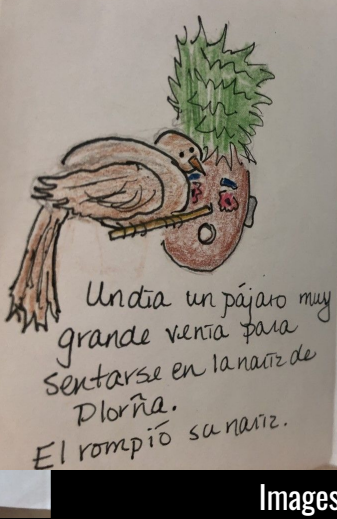
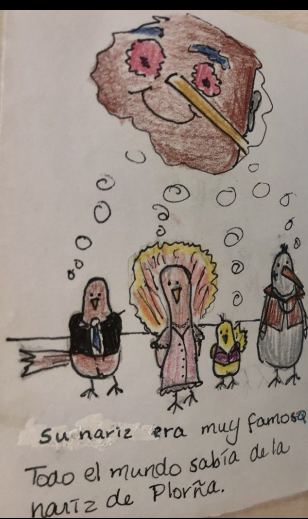
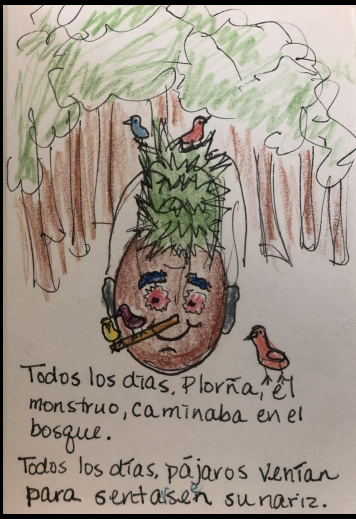
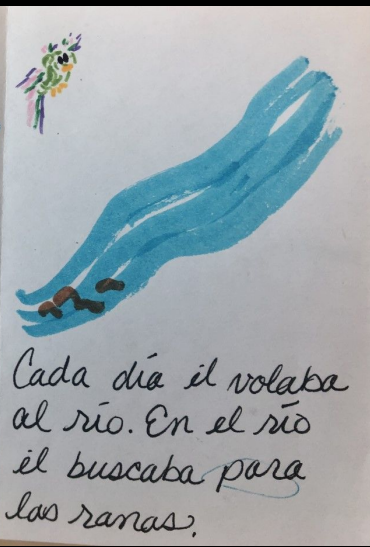
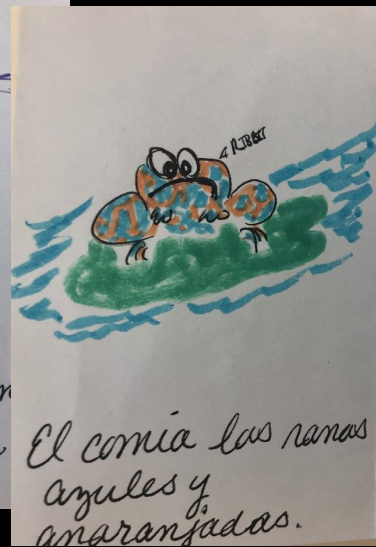
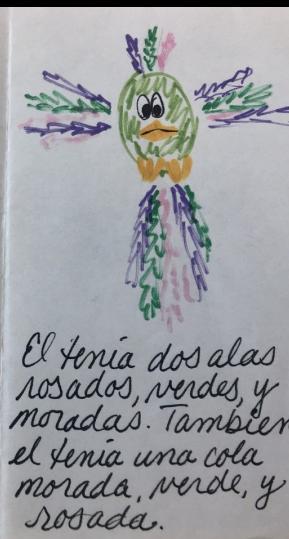
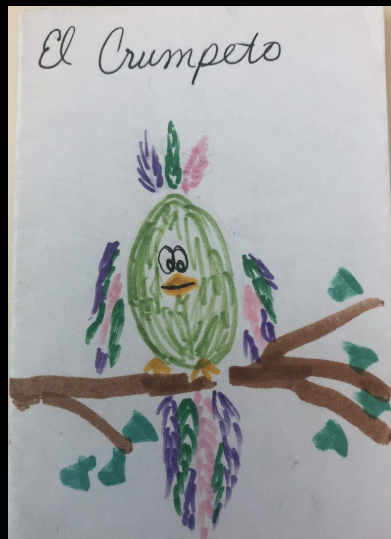


Image: Cherice Montgomery



Image: Zachary Workman

# Combine Ideas: Sample Smoosh Books



Images: Cherice Montgomery

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

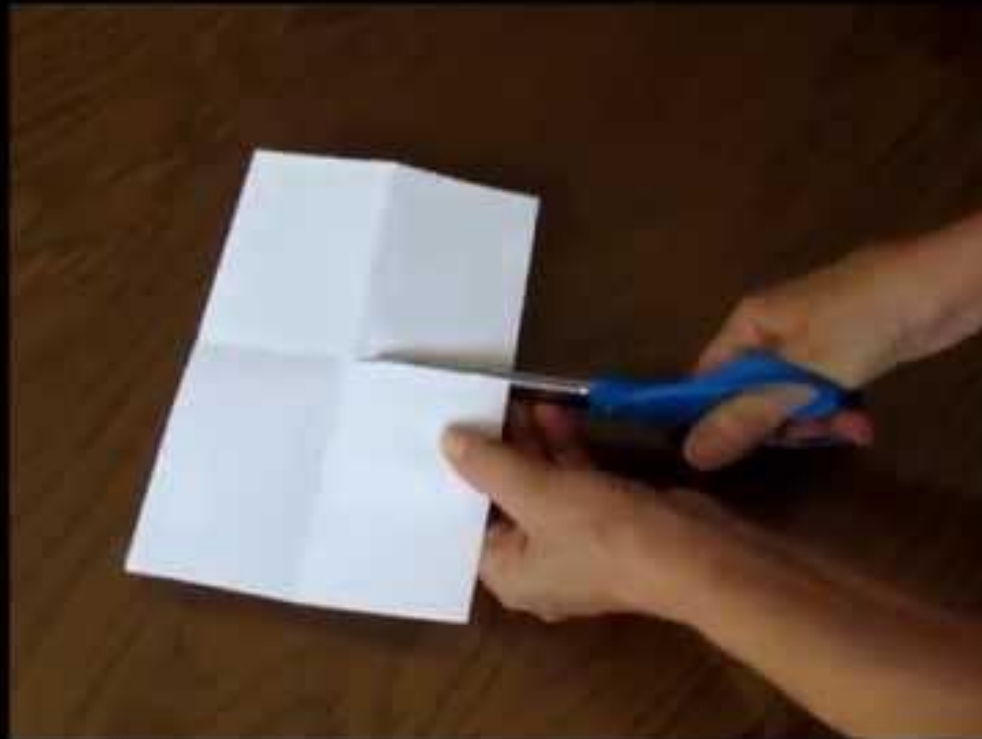


Image: Simple and Easy Projects

# Strategies for Creativity “in a Crunch”



Image: Yayoi Kusama via Foursummers

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# Elaborate: Sentence Stretchers



Image: Mohamed Hassan

# Elaborate: Add details



Image: Cherice Montgomery



# Strategies for Creativity “in a Crunch”



Image: Yayoi Kusama via Foursummers

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- 8) **Vary**
- 9) **Visualize**







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



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

# 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?



## Interact

Image: Bruno Vellutini

SECRETARIA DE  
TURISMO E CULTURA

# Interact

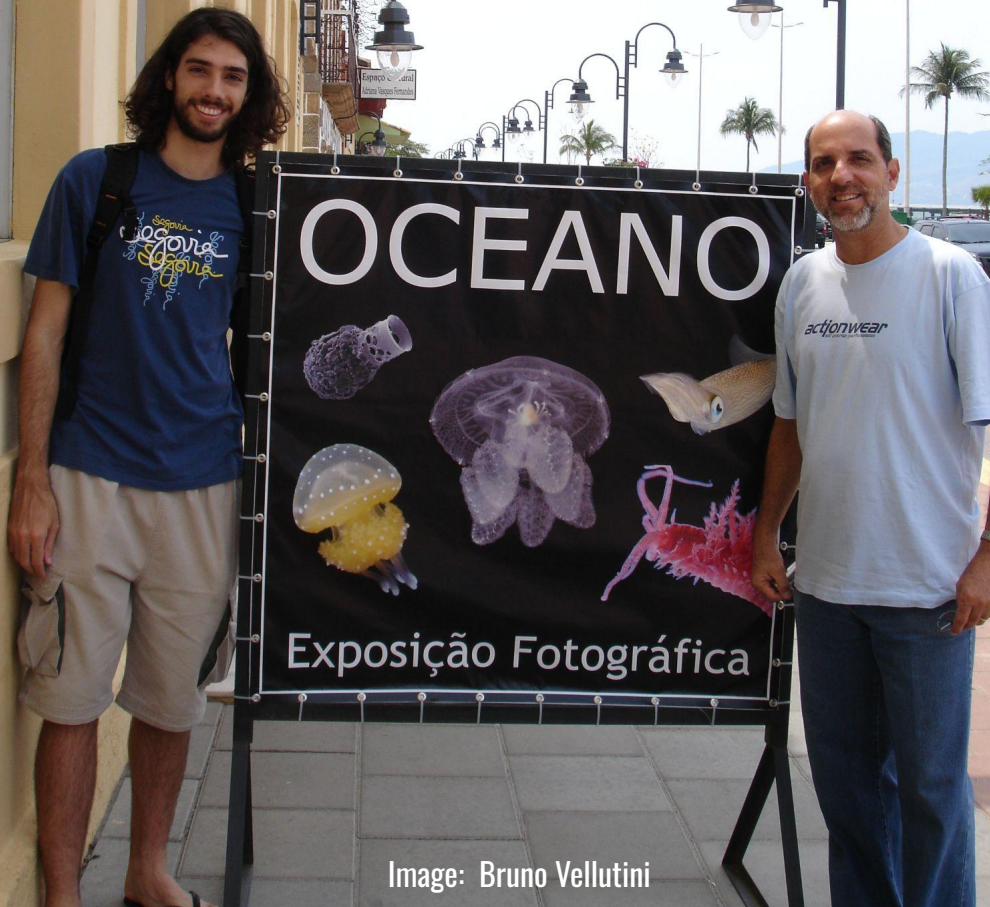


Image: Bruno Vellutini

# 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

*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?



## Interact

Image: Bruno Vellutini

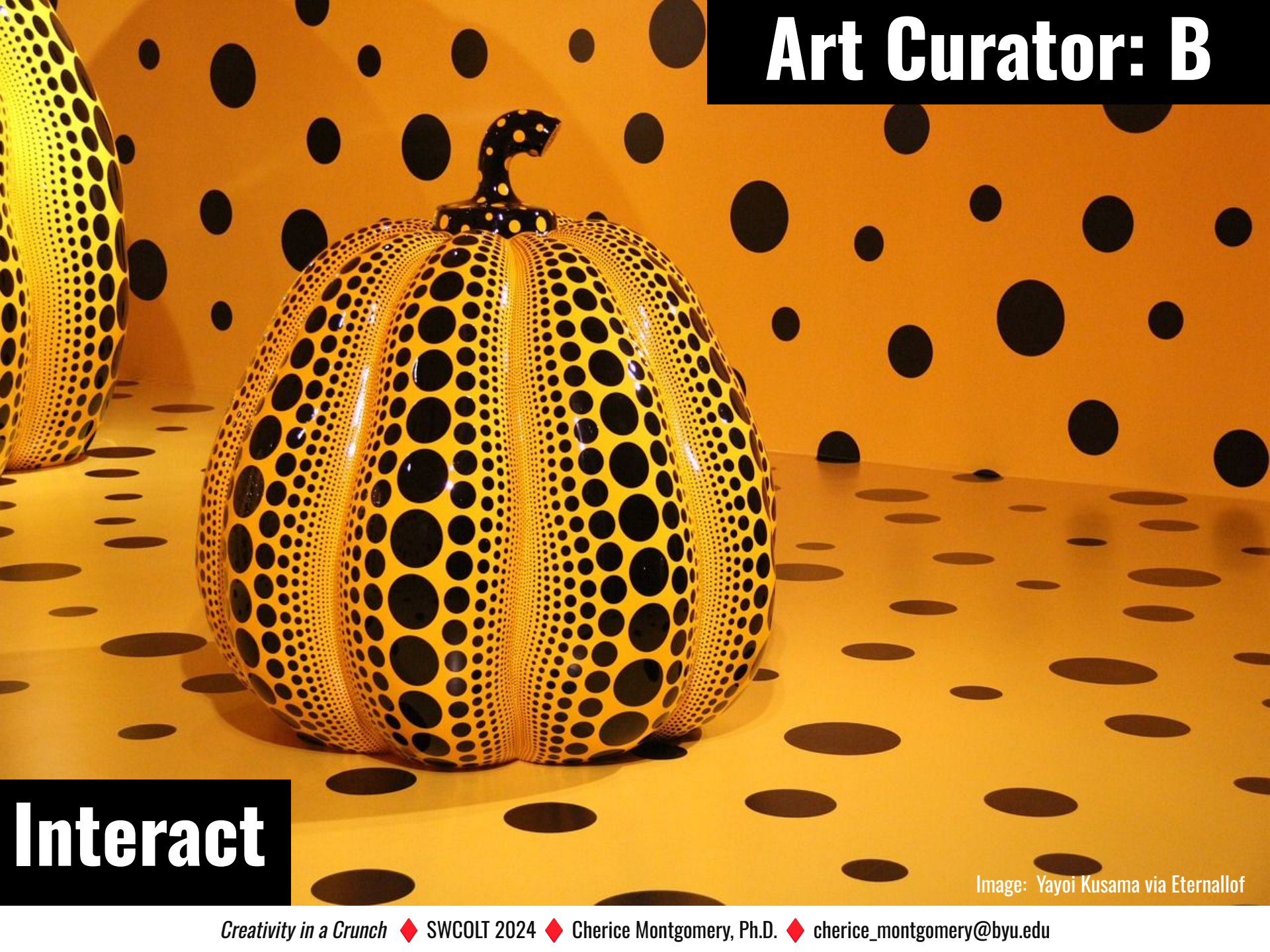


# Art Curator: A



Image: Kampfmonchichi

**Art Curator: B**



**Interact**

Image: Yayoi Kusama via Eternallof

# Interact: 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)



# CREATIVITY QUESTIONS



<https://wheeldecide.com/>

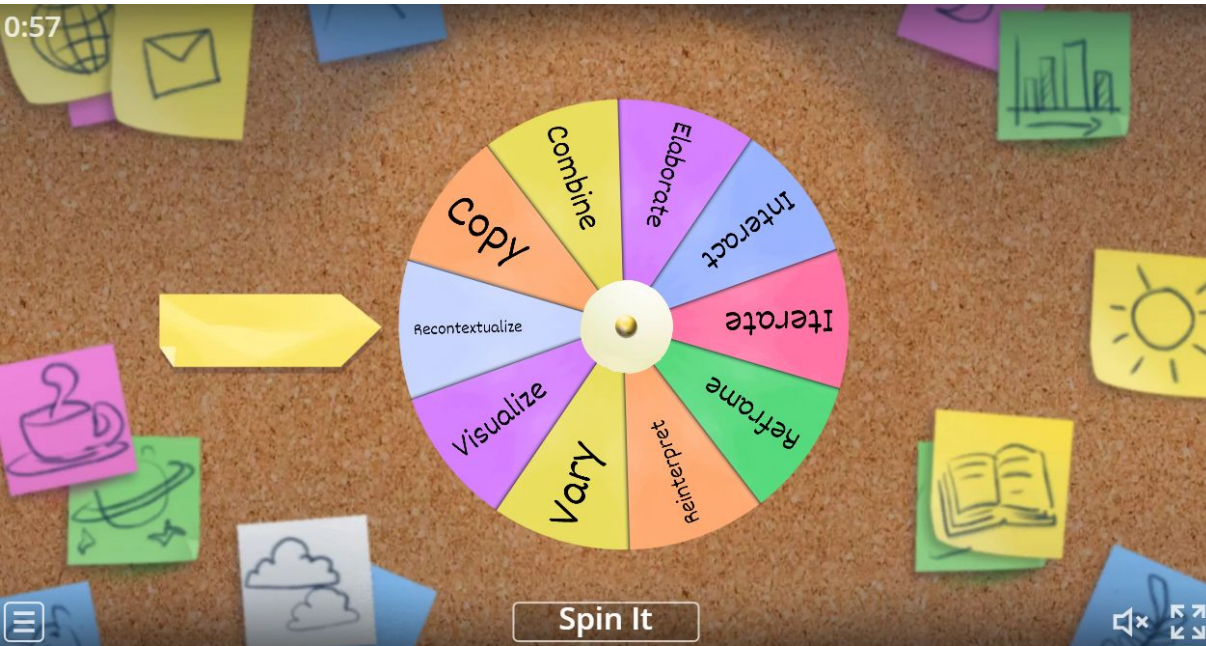
Modify Wheel

# 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.



Rotation Review: Creativity in a Crunch

Share

Print Edit Content Embed More

<https://wordwall.net/resource/61644490>

Image: Wordwall.net

# Interact: Jigsaw

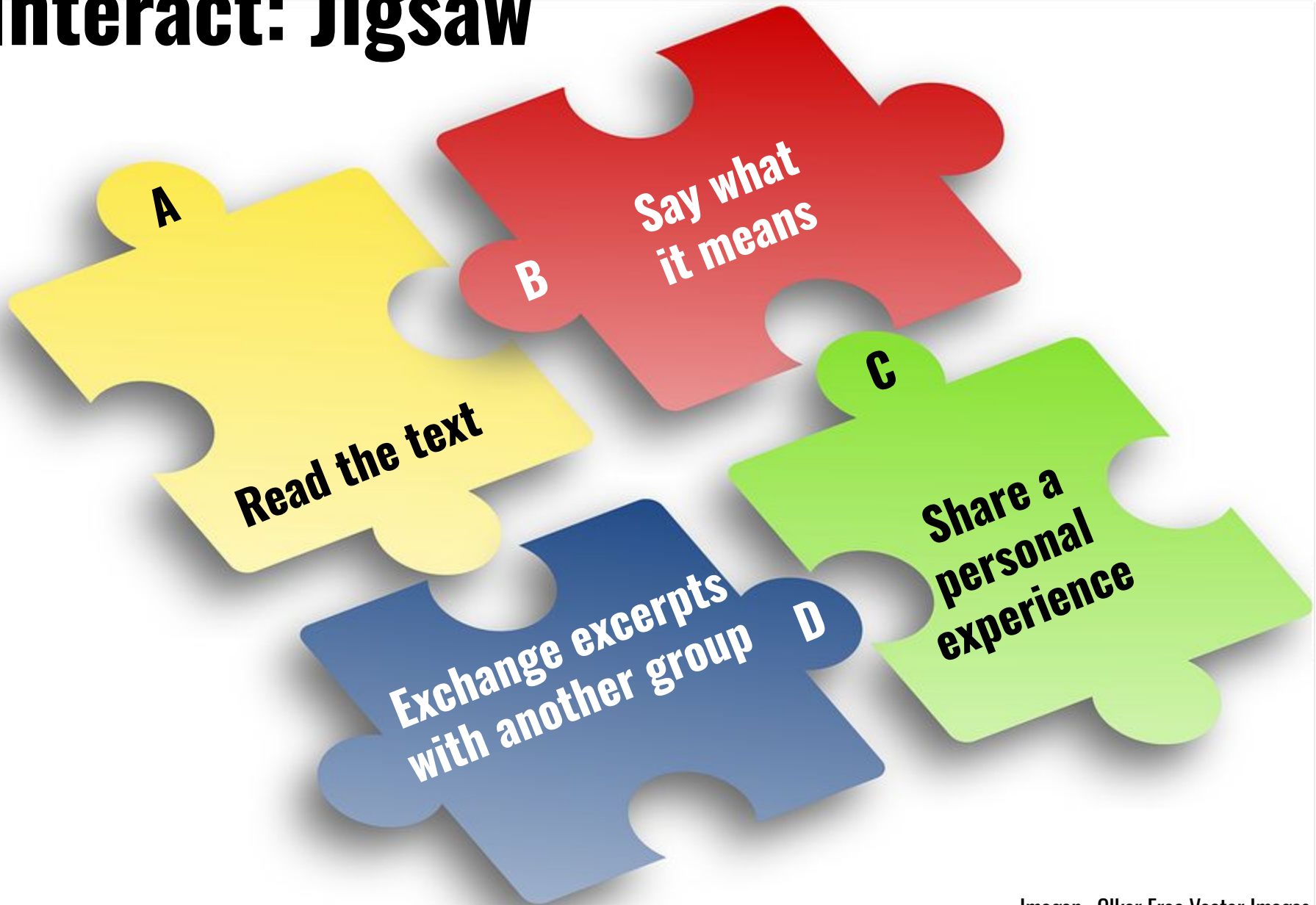


Imagen: Clikr Free Vector Images

# Interact: Jigsaw

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

**(Powell, 2012)**

Image: ParentRap



# Strategies for Creativity “in a Crunch”



Image: Yayoi Kusama via Foursummers

- 1) **Copy**
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# Iterate: “Rapidly prototype”



Image: Gerd Altmann

# Iterate: Timed Reading

*Idea by Dustin Hemsath*

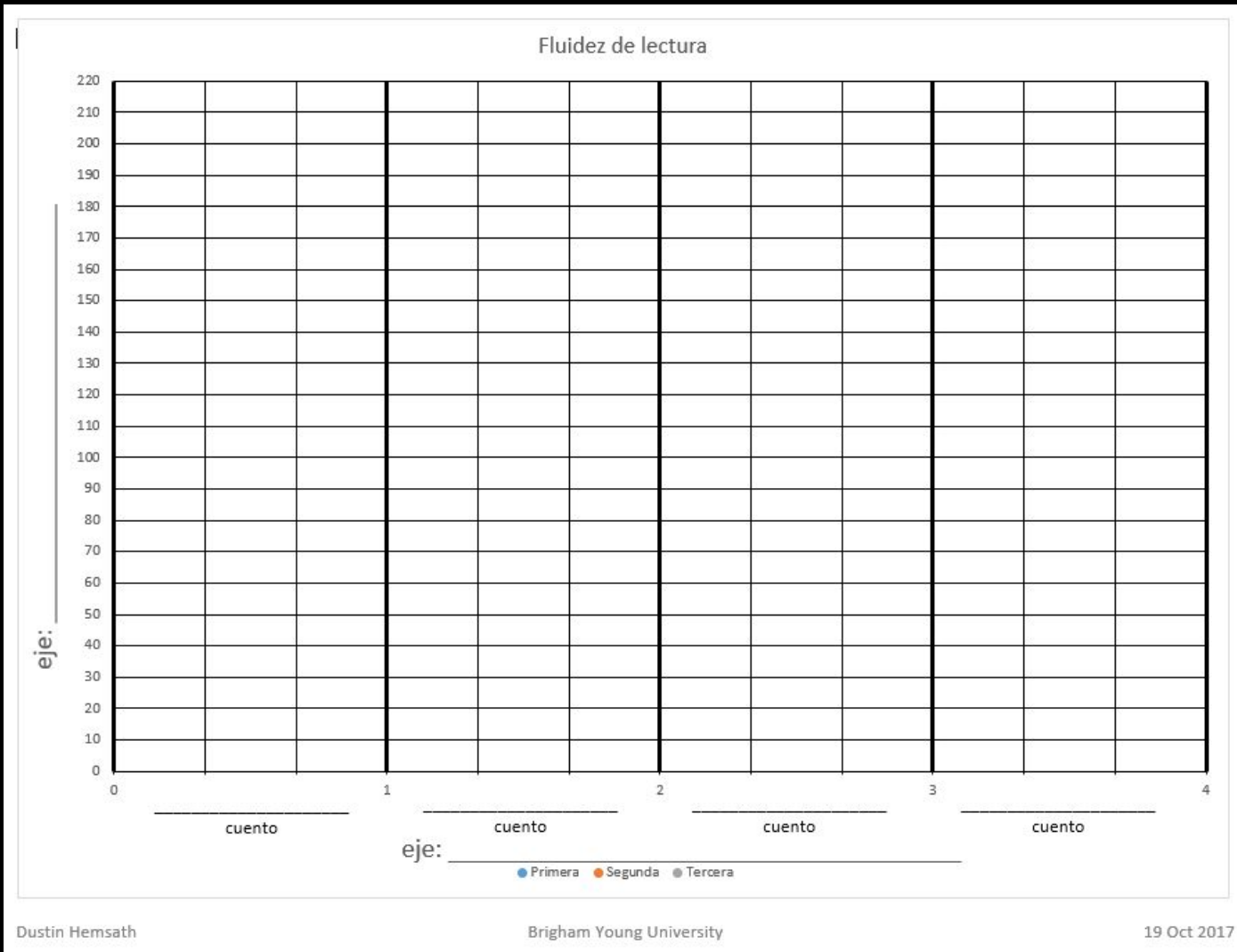


Image: Dustin Hemsath

# Iterate: Timed Writing

*Idea by Ellen Knell*

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

# ***Iterate: Quickfire Challenges***

## **Round 1:**

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

**Round 2: Critique and improve 3 problems with another group's design.**



Image: Ilker

# Strategies for Creativity “in a Crunch”



Image: Yayoi Kusama via Foursummers

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# Reframe

(Abbott, 2004)

Context

Point of view

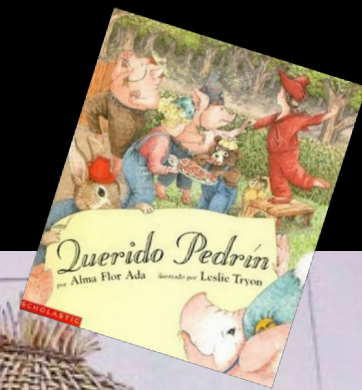
Frame  
Media

**NEW**

Image: Gerd Altmann

# Reframe: New context

## Querido Pedrín



Casa de Paja  
Bosque Frondoso  
12 de marzo

Pedrín Conejo  
Madriguera Conejil  
Roble Hueco

Querido Pedrín:

¡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

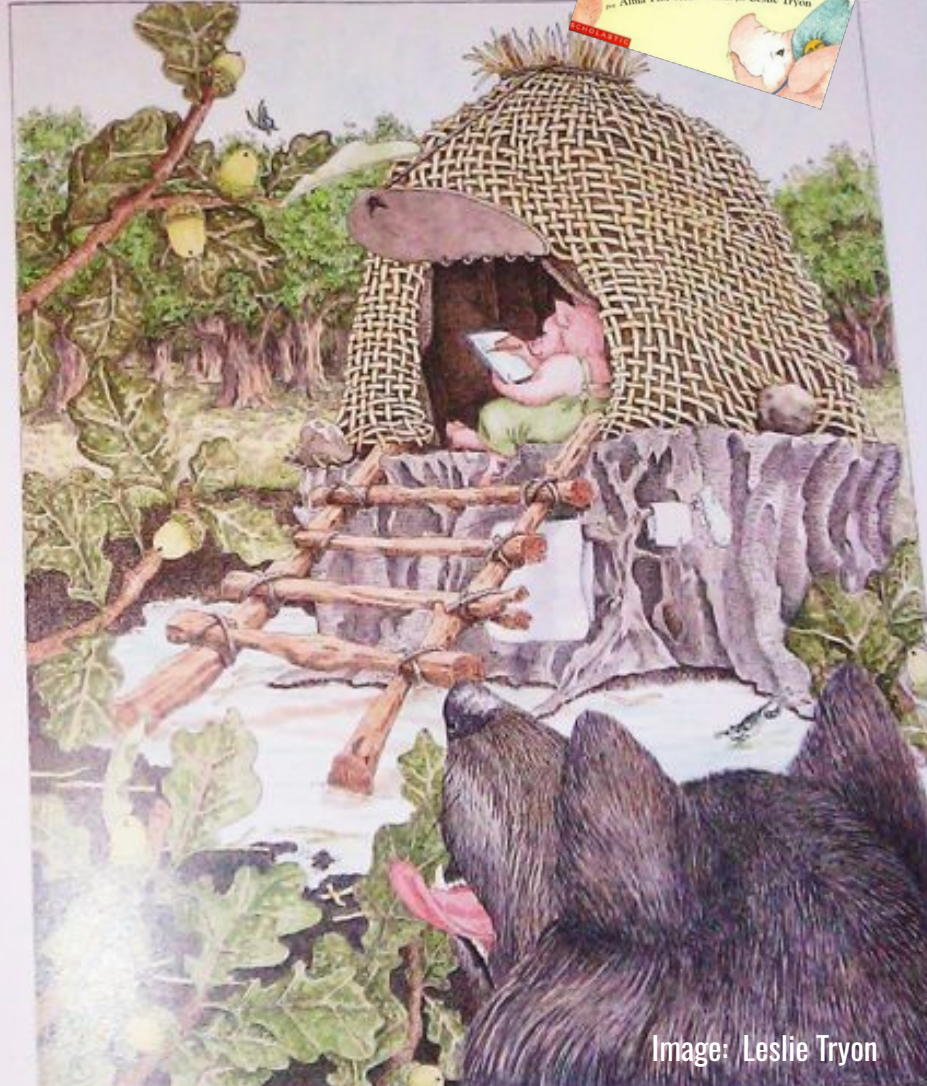


Image: Leslie Tryon



# Reframe: New 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: New frame

## World-Readiness Standards



Image: ACTFL

## Essential 21st Century Skills



Image: Cherice Montgomery

## 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

# Reframe with Multiplicity

- **Multiple topics (interdisciplinary, thematic lessons)**
- **Multiple culturally authentic texts**
- **Multiple modes (interpretive, interpersonal, presentational)**
- **Multiple perspectives (points of view)**
- **Multisensory, multimodal methods and materials**



Image: Succo

# 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

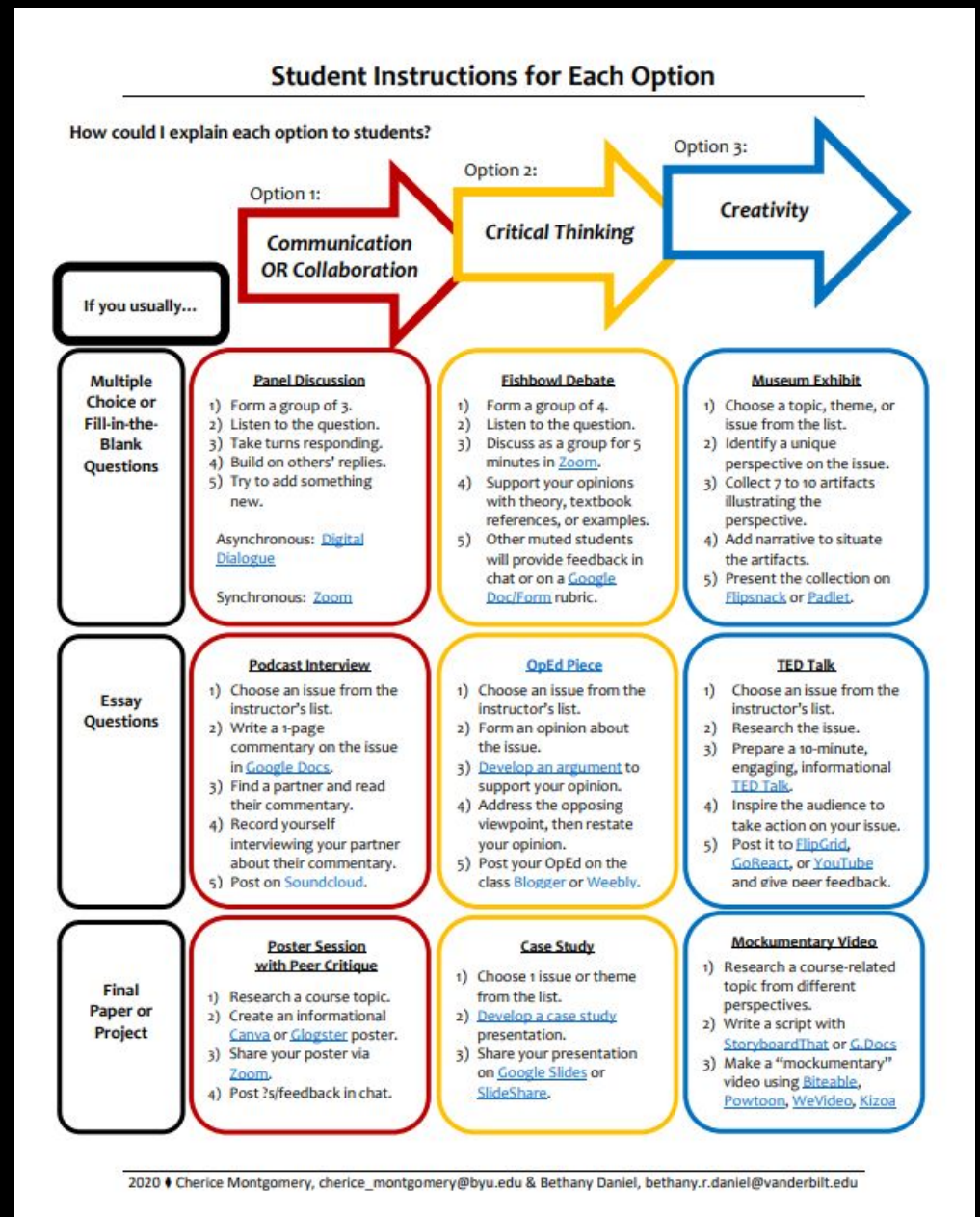
<https://nsfharmony.org/protocols/>

<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>



# Strategies for Creativity “in a Crunch”



Image: Yayoi Kusama via Foursummers

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# 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

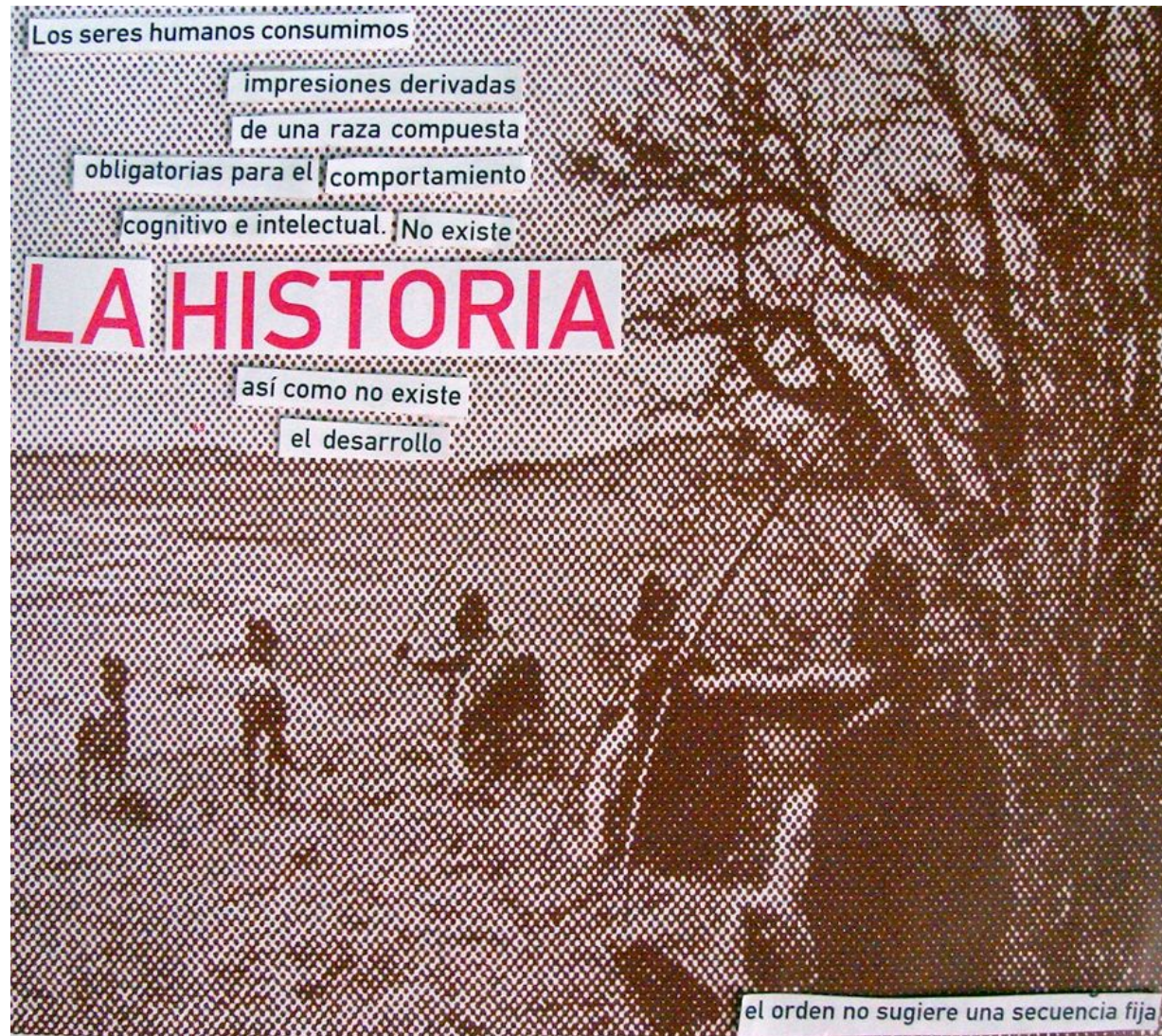


Image: Gabriel Nicolás

# Strategies for Creativity “in a Crunch”



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# Variations on a theme

*(Hofstadter, 1985)*



Image: Ri\_Ya

**I see...**

**I think...**

**I wonder...**

**But maybe...**



Image: Lindsey Frost

A woman wearing a black witch hat with a yellow emblem and a black jacket with a purple lining and a crest on the chest is smiling. She is standing in a gallery with a stone wall covered in various framed paintings. A staircase with a wooden railing is visible in the background. The text "I thought..." is overlaid in white, bold font in the upper right quadrant.

**I thought...**

**I saw...**

**I wondered...**

**But then  
I realized...**

Image: Julio Rodriguez

**I was watching...**

**I was thinking...**

**I was wondering...**

**But then I noticed...**

Image: Wikilimages



# Variations: Sentence Building

*Idea: Janna Chiang*

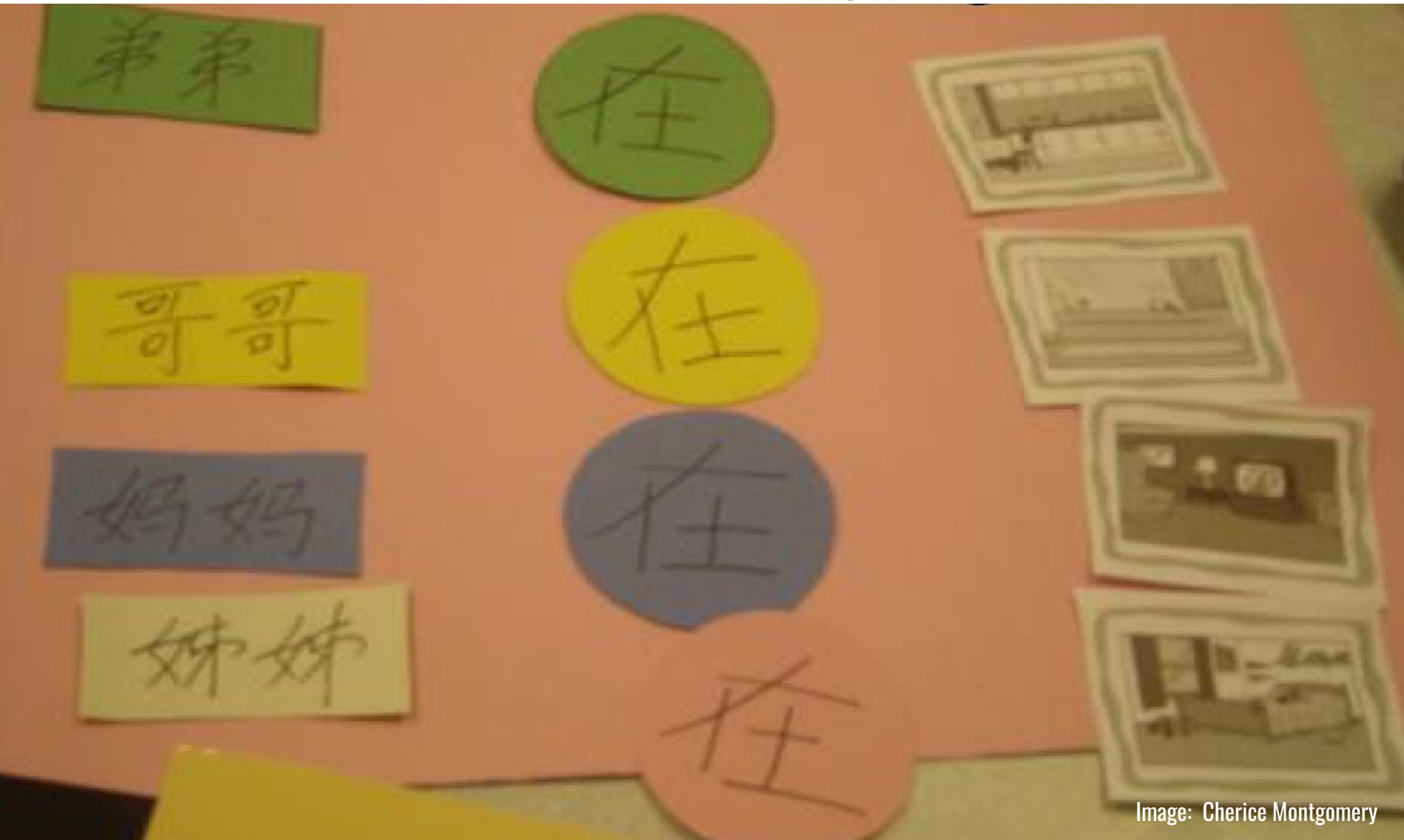


Image: Cherice Montgomery

# 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/>

Image: Martina Bex

**1: What image or text learners interpret**

**2: Who asks/responds**

**Same Activity,  
Different Variations**

**Spin the  
Bottle**

**3: Which audience to address**

**4: Which cultural artifact to discuss**

Image: ds\_30

# Scattergories



**Brainstorm in  
30 seconds →**

Image: Tijania de Fotalia (Shared by Ars Electronica)

# Strategies for Creativity “in a Crunch”



Image: Yayoi Kusama via Foursummers

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# Visualize: *Puede* / *No puede*



Image: Cherice Montgomery

# Visualize: Describe & Draw



Image: Cherice Montgomery

# Visualize: Read & Draw

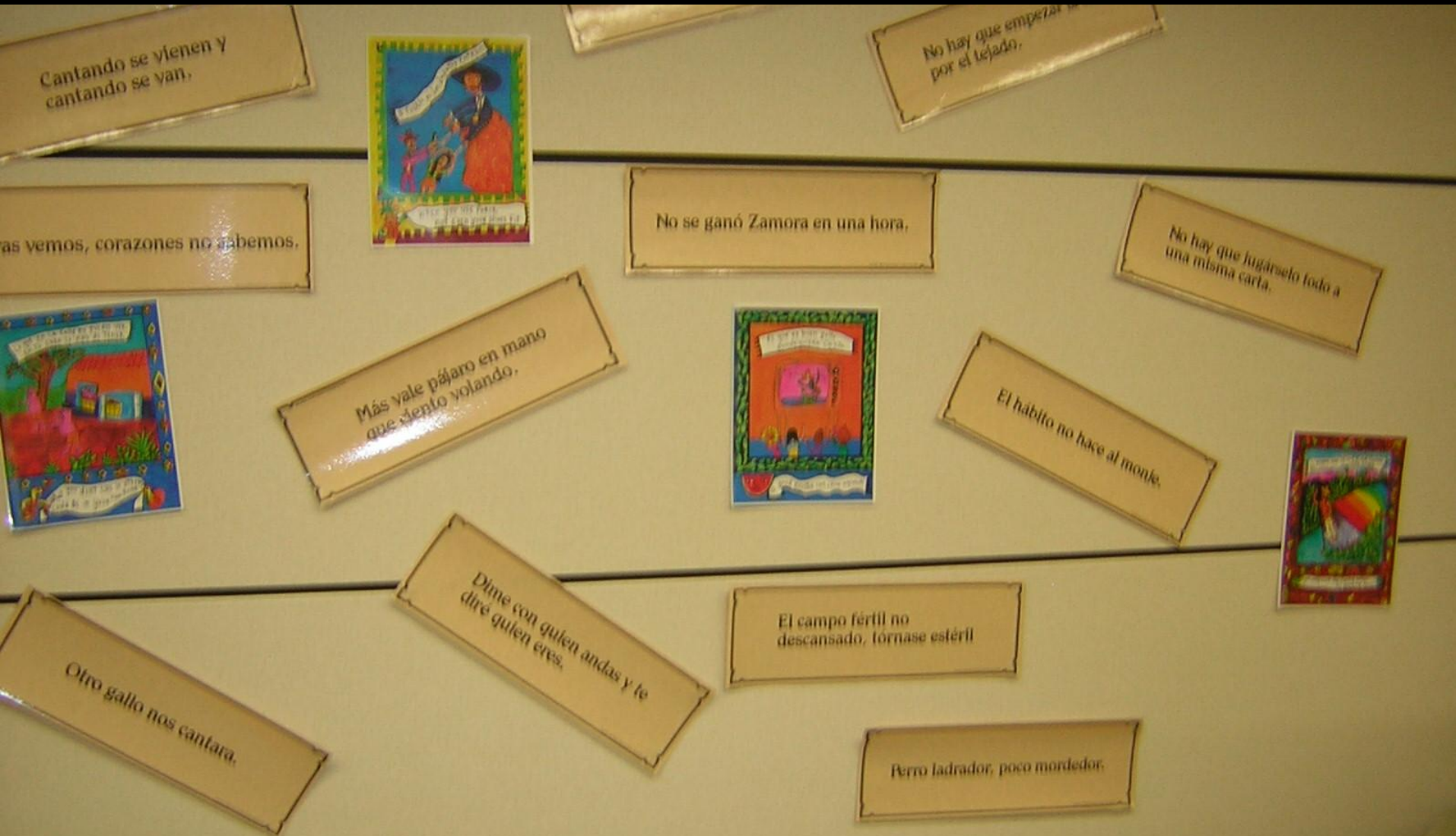
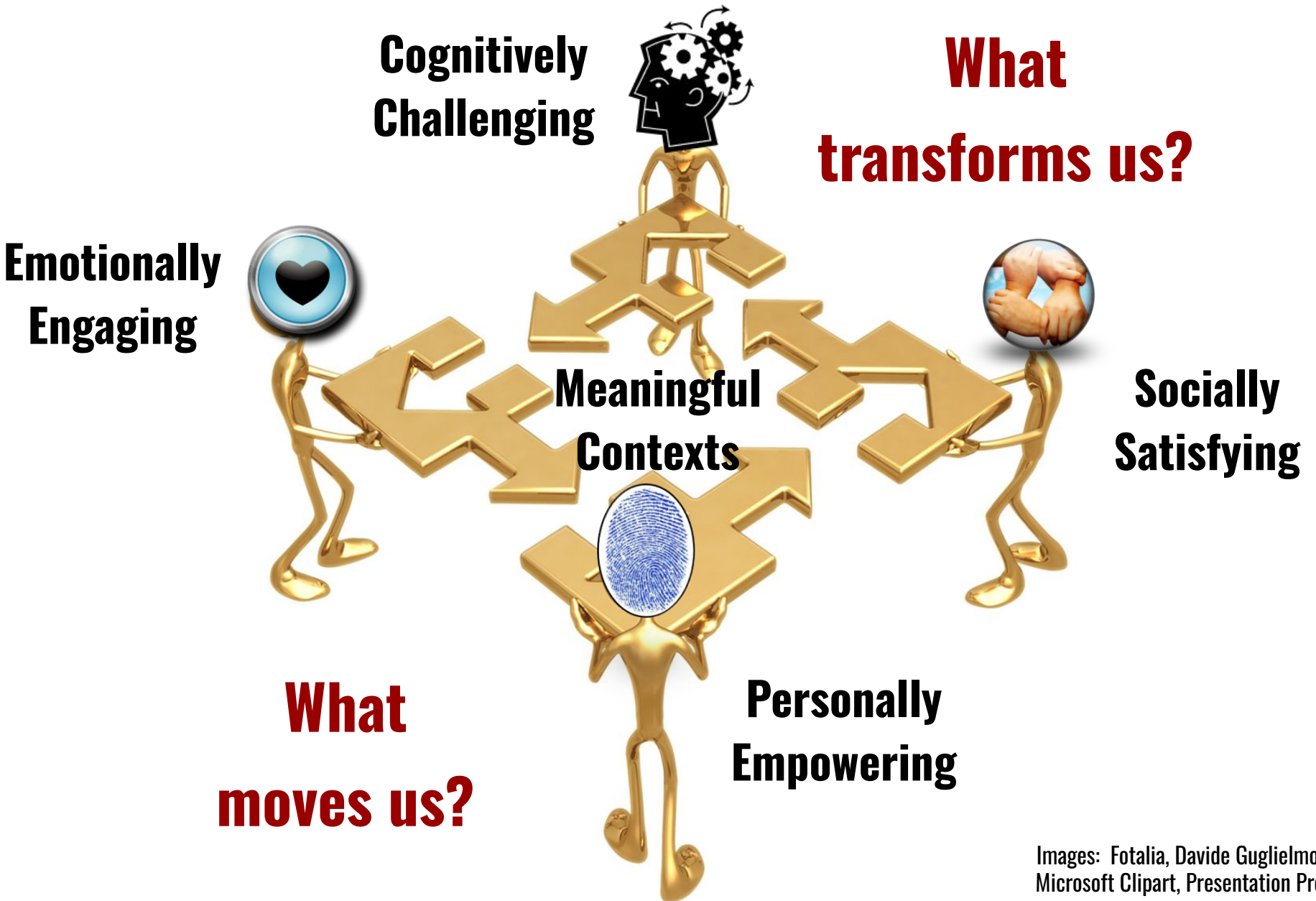


Image: Cheric Montgomery



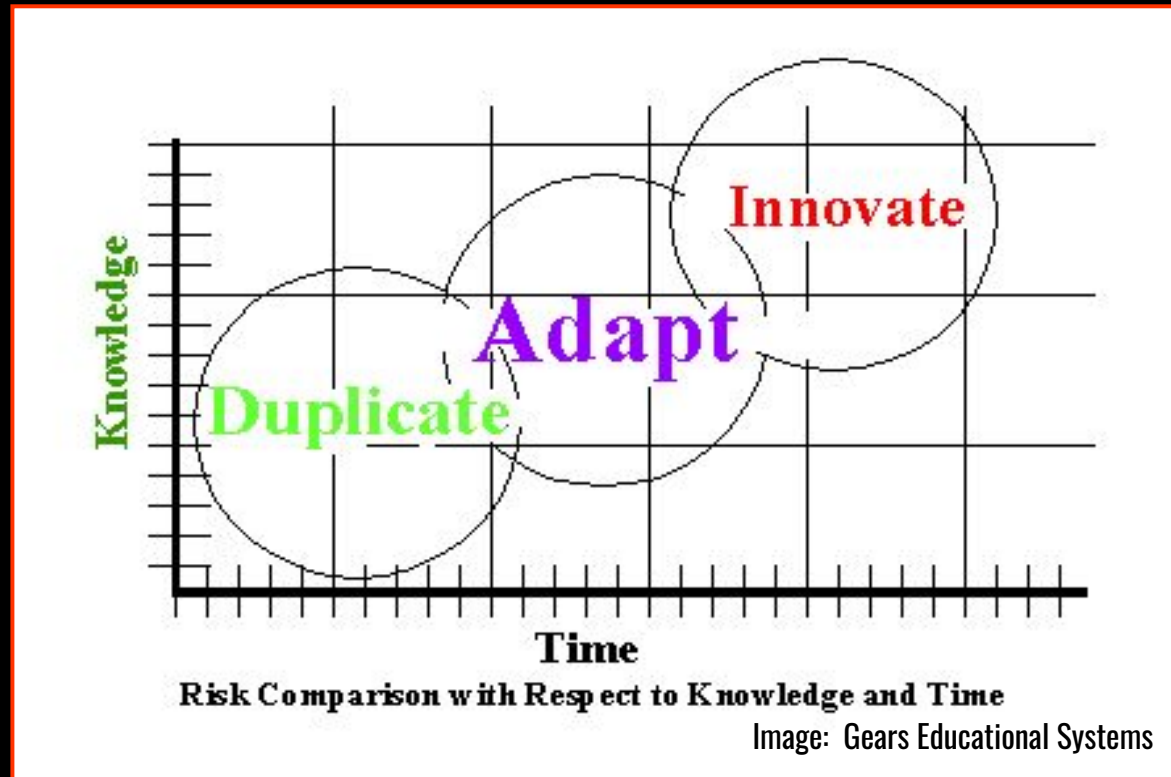
# Conclusions

# *How creative is your classroom?*



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

# The Continuum of Creativity



Daily, professional, eminent

# Creativity in the classroom...

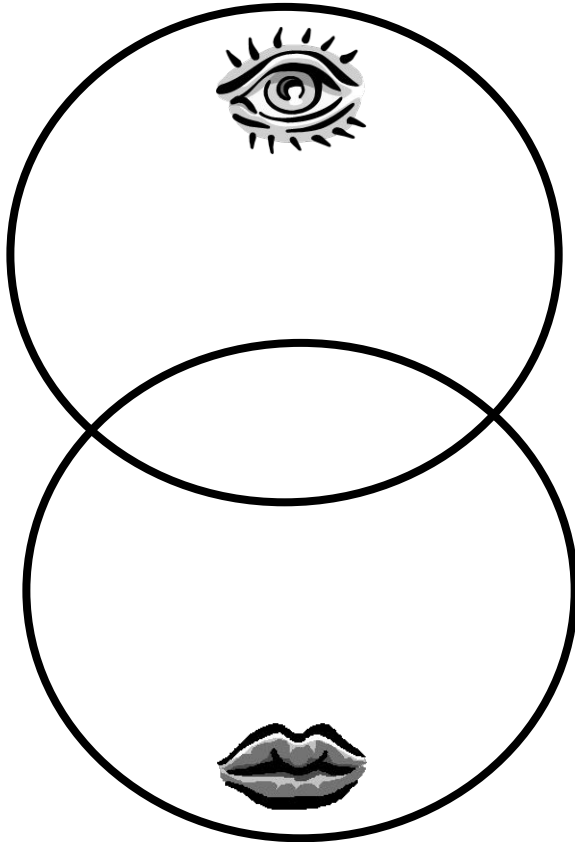
**Looks like**



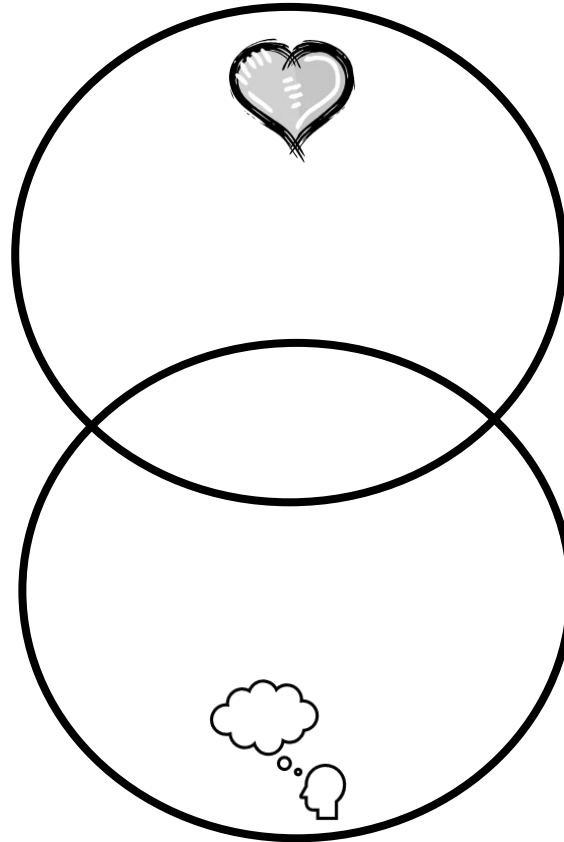
**Feels like**



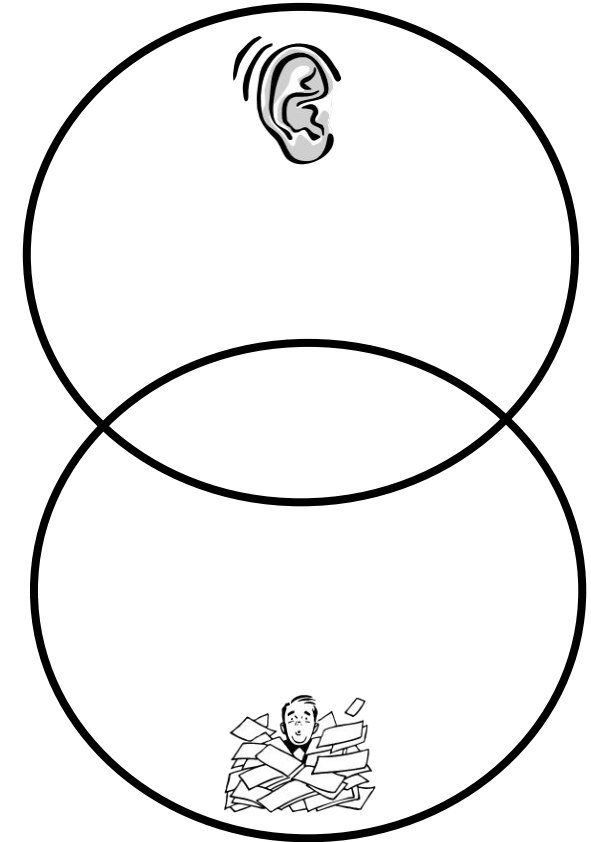
**Sounds like**



**Talking about**



**Thinking about**



**Working on**

# 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



## ***Creativity in a Crunch***



Image: LiborioTV



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



**Cherice Montgomery, Ph.D.**  
**Brigham Young University**  
**cherice\_montgomery@byu.edu**

Image: Gerd Altmann

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



**Scan the QR code to access  
Creativity in a Crunch resources**

Image: 1681551