

Teacher Overview

This activity is all about developing our brains in a way that allows us to be creative problem-solvers. An IBM study showed that creativity and, more importantly, creativity applied to solving problems is the #1 attribute companies are looking for in the 21st century. Regularly implementing activities like a "Creativity Minute" encourages visual thinking and activates the brain, contributing to the development of an entrepreneurial mindset.

The Creativity Minute is great bell-ringer that gives students an opportunity to regularly work to develop their creativity. In the activity students will look at a basic shape or set of lines and brainstorm ideas, creating a vision for what the shape could be or represent. As a result, students will build creative fluency, creative flexibility and creative originality.

- > Protip: As you use The Creativity Minute activity, it will provide opportunities for discussion around comparative advantage, as many students whose strengths aren't always evident in some class activities will shine in this activity.

When to Use This Lesson

This lesson is a great bell ringer that can be used as a class opening, as it is a great activity to activate student's brains. It can be used at any time throughout the class. Students do not need prior knowledge.

Time



*It may take 2-3 more minutes the first time you implement it to explain the activity to students.

BEFORE CLASS PREPARATION:

- > Before class, decide if you want to give students a paper copy of the handout or have them use scratch paper. If making copies of the handout, you will want students to keep their handout readily available for each time you do the activity.
- > Protip: It can be beneficial for students to see their previous Creativity Minute responses. Frequently, they will see growth in themselves as they open their minds to new possibilities and ways of looking at things.
- > If using The Creativity Minute handout, make enough copies for each student the first time you implement the activity. Students then keep their handout for future use.
- > If not using the handout, students will need a blank sheet of paper to document their responses.

MATERIALS

- > Creativity Minute PowerPoint
- > Creativity Minute handout (optional)

LEARNING OBJECTIVES

- > Principled Entrepreneurship LO 3
- > Innovation LO 1, 4

FOUNDATIONAL VALUES

- > Opportunity
- > Responsibility
- > Freedom

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ACTIVITY INTRODUCTION

Creativity and innovation within a well-run business has always been a part of the path to success. It is quite simple really - creativity leads to greater innovation, increasing the individual or organizations ability to problem-solve. This simple exercise encourages us to consider multiple uses for a single ordinary object.

- > Building our abilities in the following areas:
 - creative fluency (more than one idea along the same topic or theme).
 - creative flexibility (multiple ideas across a topic; and the ability to link possible ideas together).
 - creative originality (development of unique ideas) and as a result building our creative confidence.
 - creative pace (ability to develop ideas quickly) shifting from a "no" to a "yes" mindset.

ACTIVITY DIRECTIONS

- > Distribute handout to students.
- > Use the circle example on the handout to explain this activity.
- > Tell students you will project a shape or lines, students will then visualize things that the shape could represent, writing down as many ideas as they can on their paper in 1 minute. (See circle example on handout.)
- > WILD IDEAS are encouraged!
 - If you can't project the object using an overhead or Smart Board, you could show the object on a whiteboard or paper.
- > Tell students there are no right or wrong answers, the goal is to build creative confidence and a problem-solving mindset by visualizing and responding quickly. The game will help them develop new perspectives on things they see every day. Sometimes there's more there than what's right in front of you.
- > After students have written their responses for 1 minute, you may choose to do any of the following:
 - Allow students to share out their responses to the class.
 - Allow students time to share responses with a partner (pair share).
 - Reward student responses according to your subjective value; one day it might be rewarding the most or quantity of responses, another day it might be rewarding unique responses, things other students didn't think of and so on.
 - After you have played the game a few times, you can reward students based on growth, such as who had the biggest increase in responses from a previous session. This leads to discussions about growth mindset and the value of students challenging oneself to grow throughout the activity. This also helps dispel the myth that some are born creative and others never will be, instead demonstrating that creativity can be developed as part of developing an entrepreneurial mindset.

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ACTIVITY DEBRIEF

- > What value is there for people to develop their visual thinking skills?
- > Does our culture limit or constrain creativity? Is there a connection between the Foundational Value, Responsibility and how we address our creativity development?
- > Creativity and innovation within a well-run business has always been a part of the path to success. How important to a business is freedom from rules and written or unwritten norms, that stifle creativity and creative destruction?
- > What responsibility do we as producers-creators have to our community and society as a whole?
- > Is there a connection between developing our creativity and our ability to see recognize and prepare to take advantage of opportunity?
- > Why would the companies surveyed say creativity is the #1 attribute they are looking for in new employees?
- > If you have done design-thing or the empathy process with your student's the following questions applies.
- > What is the connection between this activity and developing a design-thinking mindset, specifically the empathy process? For example, if entrepreneurs "solve problems for profit" and the problems are our potential customers problems, like childcare for people who work 3rd shift. What is the relationship between empathy and solving this problem for 3rd shift workers?

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