



High School

National FFA Organization

Lesson HS.27

USING CREATIVITY

Unit.

Stage One of Development—ME

Problem Area.

How Do I Begin to Grow?

Precepts.

J2: Think creatively.

National Standards.

NL-ENG.K-12.12 — Applying Language Skills — Students use spoken, written, and visual language to accomplish their own purposes.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Explain use of creativity in decision-making.
- 2 Demonstrate creativity.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Gelb, Michael J. *How to Think Like Leonardo Da Vinci: Seven Steps to Genius Every Day*. New York, New York. Delacorte Press, 2000. McCoy, Charles W. *Why didn't I think of that?: Think the Unthinkable and Achieve Creative Greatness*. Upper Saddle River, New Jersey. Prentice Hall Press, 2002. Morgan, Ronald R. et al. *Rethinking Creativity*. Bloomington, Indiana. Phi Delta Kappa Educational Foundation, 2000. National FFA Organization's Essential Learnings materials, 2003. *Webster's Universal College Dictionary*. New York, New York. Random House Inc., 1997.



Tools, Equipment, and Supplies

- ✓ Writing Surface
- ✓ Transparencies and projector
- ✓ Assortment of markers
- ✓ Copies of HS.27.Assess.A–B—one per student depending on which assessment is chosen
- ✓ Copies of HS.27.AS.A—one per student
- ✓ Invisible thinking hats—one per student



Key Terms. The following term is presented in this lesson and appears in bold italics:

- ▶ Brainstorming



Interest Approach

Hand out everyone's thinking hats. Make sure everyone has the right size.

Let's begin! We need you to be creative thinkers today as we become more imaginative and less afraid of failure to demonstrate creativity. First, we need to put on our thinking hats.



Now that we have our creative thinking hats on, we can begin learning about creativity. To warm up, I want you to brainstorm all of the possible ways you can use a toothpick.

Capture student's thoughts on the writing surface. Possible answers may include building bridges, make little umbrellas, hold eyelids open, sis kabobs, a small fire, etc. Congratulate the students for all of their ideas.



Your creativity continues to amaze me. Great job! Now, let's concentrate on making your awesome creativity useful.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Explain the use of creativity in decision-making.



We have heard the old saying that two heads are better than one. Using creativity in groups to make a decision can be very productive if handled correctly. Let's say that for some reason we have to find a new market for our toothpicks. We are now going to learn, as a group, how to make this decision.

Show HS.27.TM.A and HS.27.TM.B, or capture the following information on the writing surface. Demonstrate the five point system and mind mapping with the toothpick example when finished with content.

I. Explain the use of creativity in decision making

A. The five point scoring system.

1. The five point scoring system in decision making helps us make the selection of the “best” idea as a group.
2. After brainstorming, give each group member five points.
3. **Brainstorming:** a group technique for solving problems, generating ideas, and stimulating creative thinking.
 - a. The group leader will direct the discussion and tally the vote for each idea.
 - b. The group leader will start with the first idea on the writing surface asking for votes.
 - c. Voting can be done by voice or by secret ballot.
4. Members of the group vote for any suggested solution but their own.
 - a. This prevents everyone thinking that their idea is the best.
 - b. A member can vote for the “best” idea by giving points to the ideas on the writing surface.
 - c. A member can give all five of his or her points to one idea.
 - d. A member can give one point to five different ideas.
 - e. A member can give any combination of his or her five points to ideas on the writing surface.
5. Calculate the points for each idea.
 - a. Solution that gets the most points is selected.
 - b. In the case of a tie, a simple vote by the team will make the decision.

B. Mind mapping

1. Use of mind mapping allows us to surface and build on ideas rapidly and creatively by yourself or with a group. The principle behind mind mapping is that creative ideas grow like branches on a tree, not in lines like on a computer screen.
2. Start in the middle of the writing surface with a problem, key word, or phrase.



3. Write related ideas as keywords on “trunks” that will radiate out from the middle.
4. Connect “trunks” to the center by drawing lines.
5. Write sub-ideas as keywords on “branches” of the trunks.
6. Connect branches to trunks with lines.
7. Whenever possible use colors, logos, and pictures instead of words.
8. Link related ideas with a dotted line, such as “branches” to “branches”.
9. This will allow you to evaluate relationships and see the larger picture.

Use a Picasso Moment to engage student learning. Allow students five minutes to draw and then present to the class.

Objective 2. Demonstrate creativity



Now that we know a couple of ways to make decisions using creativity, we need to practice being creative. For the next activity we need to be masterful creative thinkers full of imagination and enthusiasm as we demonstrate our ability to think creatively. Don't worry about wearing out your creative thinking hats. They are under warranty.

If running short on time, choose only one or two of the activities.

II. Creative activities

- A. Three-headed monster.
- B. What is it?
- C. Alphabet test.
- D. Creative Personality?

Three-headed monster: Put students into two groups of three. Each group of three students must speak in complete sentences with each person of the group only saying one word. The two three headed monsters will then face each other and have a conversation. Change groups after two minutes. Pick three students from class to be first.



Stand in front of the class side by side. Together you are a three-headed monster that can talk in complete sentences. The left head will start by saying a word. The middle head then will add a word, followed by a word from the right head of the monster. This continues as a sentence is put together word by word. A sentence can be as long or short as you decide. You have two minutes. Begin!

What is it? Give one student any object. An object can be anything from a chair, three-ring binder, or eraser. The student must think of ten different functions for which the item can be used.



You must take this object and imagine ten different functions that it can be used for, no matter how silly they seem. The more creative you are the better. You have one minute. Begin!



Alphabet test: Give the students a topic such as technology. Students must write a story where every word begins with the next letter of the alphabet. Start the sentence with the letter “A”. To change the activity, change the starting letter from “A” to another letter.



On a piece of paper, write a story starting with the letter “A”. Every word after that must have the first letter of that word go in order of the alphabet. So the next word starts with a “B” and the third word begins with the letter “C”. You have three minutes. Begin!

We now can use creativity in decision making by the use of the five point system and mind mapping. We have also demonstrated creativity. To review, we need to continue to demonstrate creativity skills as we present what we discussed in this lesson to each other.



Review/Summary

HS.27.AS.A: Provide each student with a copy of the creative personality assessment to complete individually. After all students have completed the assessment, ask students to pair off and discuss their creativity scores with their partner.



What did you learn about your creativity? What are your strongest areas? Where could you improve? Creativity is very important to decision-making, problem-solving, and many other leadership activities. Feel free to try new things in this course. Creativity will be rewarded!

Use a Tell What You Know Moment to engage student learning and check for understanding. Tell students that they have graduated from the school of creative thinking and are free to take their creative thinking hats home. However, don't be afraid to wear them in public.



Application

►Extended Classroom Activity:

Have students listen to the National Anthem. After listening to the song, have students create a picture that is representative of the song.

►FFA Activity:

Have students use creative thinking to make new changes to the FFA chapter banquet.

►SAE Activity:

Have students creatively think of ways to increase profit or decrease expenses in their SAE project.



Evaluation.

HS.27.Assess.A and HS.27.Assess.B are provided to measure Objectives 1 and 2.

Answers to Assessment A:

HS.27.Assess.A

1. Answers will vary with students.
2. True



3. True
4. True
5. False
6. Answers will vary with students.



USING CREATIVITY

►Short Answer:

1. List three situations where you will be able to use creative thinking in decision making.

►True or False:

Write true in the blank if the answer is true, or false if the answer is false.

- _____ 2. In the five-point system, you can not give points to your own ideas.
- _____ 3. While brainstorming, no ideas are ever evaluated until the end.
- _____ 4. There needs to be a group leader when brainstorming.
- _____ 5. Brainstorming doesn't solve problems because too many people are involved.

►Application:

6. Use the Alphabet test to write a story about today's lunch.



USING CREATIVITY

► **Directions:**

Solve the following problem using a five point scoring system after a brainstorming session.

An umbrella manufacturer has an unsold stock of 500,000 old fashioned, black umbrellas in a warehouse. How does the manufacturer get rid of the umbrellas to gain space while minimizing costs.



RUBRIC FOR SCORING HS.27.ASSESS.B

►Participated in group activity.

Did not participate 0

Participated some 7

Fully participated 10

►Followed rules of Five Point Scoring System.

Did not follow rules 0

Partially followed rules 7

Followed all rules 10

►Brainstorming ideas were creative.

Ideas were not creative 0

Ideas were a little creative 7

Ideas were very creative 10

►Group made a final creative decision.

Group made no final decision 0

Group came close to a decision 7

Group made a final decision 10

►Score students with a possibility of 40 points.



USING THE FIVE POINT SCORING SYSTEM IN DECISION MAKING.

- ◆ After brain storming, give each group member five points.
- ◆ Members of the group vote for any suggested solution but their own.
- ◆ Calculate the points for each idea.



USE OF MIND MAPPING FOR PROBLEM SOLVING

◆ Start in the middle of the writing surface with a problem, key word, or phrase.

◆ Write related ideas as keywords on “trunks” that will radiate out from the middle.

◆ Connect “trunks” to the center by drawing lines.

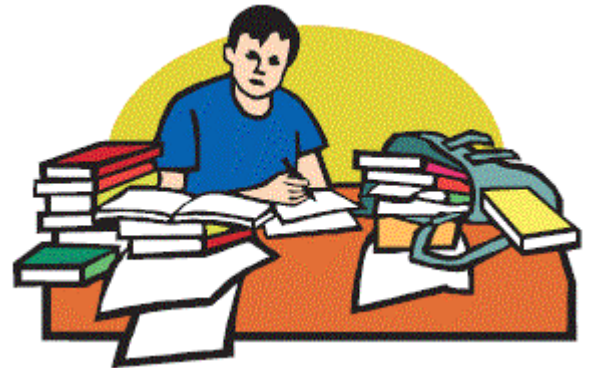
◆ Write sub-ideas as keywords on “branches” of the trunks.

◆ Connect branches to trunks with lines.

◆ Whenever possible use colors, logos, and pictures instead of words.

◆ Link related ideas with a dotted line, such as “branches” to “branches”.

◆ This will allow you to evaluate relationships and see the larger picture.



►Directions:

Write the letter that corresponds with how you feel about the statement.

Part A. My Personality

A Always O Often S Sometimes R Rarely N Never

- _____ 1. I lack confidence in myself.
- _____ 2. I value criticism.
- _____ 3. I am afraid of being different from others.
- _____ 4. My parents encourage me to be creative.
- _____ 5. I am uncomfortable with ambiguity.
- _____ 6. I like new faces or places.
- _____ 7. I need a strong sense of order in my life.
- _____ 8. I believe that daydreaming is worthwhile.
- _____ 9. I feel uneasy with people who show their feelings.
- _____ 10. I enjoy playing a role.
- _____ 11. I achieve most when I follow procedures.
- _____ 12. I rely on my feelings to guide me.
- _____ 13. I like to be known as dependable.
- _____ 14. I like to be with free-thinking people.
- _____ 15. I am reactive rather than proactive.
- _____ 16. I like looking far ahead.

Part B. My Problem-Solving Approach.

- _____ 1. When faced with a problem, I jump to conclusions.
- _____ 2. When a problem arises, I am objective and analytical.
- _____ 3. You need all the facts to make a decision.
- _____ 4. "Gut-feel" works for me.
- _____ 5. I rely on my past knowledge of similar problems.
- _____ 6. I hate working on or with details.
- _____ 7. Completed work is the secret of success.
- _____ 8. Figures and statistics give a biased picture.
- _____ 9. Problems should be approached in the same way.
- _____ 10. I am seen as an original problem-solver.
- _____ 11. I have difficulty in defining problems.



- _____ 12. I use disciplined problem solving techniques.
- _____ 13. I get depressed if a problem seems too difficult.
- _____ 14. When others don't take decisions, I will—if I can.
- _____ 15. I like to read instructions before starting new things.
- _____ 16. I believe the decision making process is creative.

► Scoring

Please score your answers in section A and section B separately. Give yourself points as follows:

All odd numbers should be scored:

- Never 5 points
- Rarely 4 points
- Sometimes 3 points
- Often 2 points
- Always 1 point

All even numbers should be scored:

- Never 1 point
- Rarely 2 points
- Sometimes 3 points
- Often 4 points
- Always 5 points

Once you have the scores for each answer, simply add up the total score for section A and section B separately.

► What do my scores mean.

Part A. Personality

- 16–37 Your creative potential is being shifted by some of your feelings and you will be surprised how much of it will be released once you give yourself “permission” to be creative.
- 38–59 You have quite a bit of creative potential within you but parts of your personality are preventing you from expressing it. You need to work at relaxing and at asking yourself, “What have I got to lose.” This will help remove creative blockage.
- 60–80 Your personality causes you to be a highly creative person and you will be a valuable resource to others in the creative process.



Part B. Problem-solving Approach

- 16–37 Your problem-solving style tends to be “by the book” and lacks creativity. Practice relaxing, forgetting some of the “rules” and open your mind to new ideas and methods.
- 38–59 Your approach to problem-solving is some times too rigid and may result in uncertain decisions which rely too much on past solutions to similar problems. Try letting go and discover your potential for being creative.
- 60–80 You have an open, creative approach to problem solving and with a lot to offer to others. You should take advantage of every opportunity to create an adventurous and questioning spirit around you.

