

That's Me: Student Creativity Questions

- I like to do things by myself.
- I don't like to guess if I don't know the answer.
- I really like to know why something happens.
- I can change my mind easily when friends have different ideas.
- Sometimes my friends and my parents don't get my humor.
- I'm not good at thinking up lots of different ideas.
- Sometimes when I am working on something I like I forget what time it is.
- I don't daydream or get lost in my thoughts very much.
- I am interested in a lot of different things.
- I like days when everything is scheduled.
- I like it when there are a lot of choices.
- I get upset when I make a mistake.
- I don't like to follow others unless they give me reasons.
- My ideas are usually like my friends ideas.
- I use my imagination a lot.
- I don't think it is interesting to study one thing for a long time.
- Sometimes other kids tease me about my ideas.
- I like to go along with what the group wants to do.
- I always think there is a way to solve the problem - I don't give up.
- I don't ask many questions.

That's Me: Teacher Questions

- Who arrived before 8:00 am?
- Who teaches math?
- Who likes to draw?
- Who has been a middle school teacher? Elementary? High school?
- Who has taken a course from an on-line only university?
- Who has been teaching for more than 10 years? 20? 30?
- Who knows how many days until school is out? The next break?
- Who owns a red car?
- Who has already started taking notes?
- Who listens to music to go to sleep? To think?
- Who is a first year teacher?
- Who gets good ideas while exercising?
- Who reads a cartoon every day?
- Who really enjoys on-line social networks?
- Who uses web 2.0 tools in their classroom?
- Who is a thinking about something else and listening?
- Who likes to likes to travel?
- Who goes to the gym?
- Whose keeps and follows a personal budget?
- Who is fantastic at spelling?

Think Tank: No Problem Board

	PHYSICAL	VERBAL	VISUAL	SOCIAL	MENTAL
1					
2					
3					
4					
5					

NAME _____

DATE _____

Think Tank: No Problem Board – Student Sample

	PHYSICAL	VERBAL	VISUAL	SOCIAL	MENTAL
1	LOCKER JAMMER	POTTY MOUTH	FINGER PUPPETS	THE "DISSERS"	I FORGOT...
2	PUNCH-A- BUNCH	SIR TALKS-A- LOT	PUNKY POLLUTER	GANGSTA PRANKSTA	TELEPATHIC TEASING
3	HIT & RUN	SHOUTIN' & POUTIN'	MC DREARY	RUMOR RABBID	"SPACE" EXPLORER
4	SLAP BOXING	OLD YELLER	EVIL EYER	FOOTSIE TOOTSIE	WATER WORKS
5	FACE SUCKER	LASHING LIPS	SMIRK JERK	"SPACE" EXPLORER	I'M TALK

NAME _____

DATE _____

Creative Problem Solving Card (CPSC)

"Be part of the solution not part of the problem"

Dear Mom or Dad,

I caused a problem in class today.

Here's my **detailed** description of the problem and why it causes a problem. I . . .

My **specific** plan for solving the problem is to . . .

My teacher has requested I communicate this to you by:

_____ **Phone** _____ **E-mail** _____ **Signed CPSC** _____ **Conversation**

Student Signature Date

Parent Signature Date

Dear Parents:

This copy of the "Creative Problem Solving Card" is being sent to you to let you know that your son or daughter is working on solving a problem. Please encourage them to discuss their solution choices with you and to keep you posted on how it is working for them. A signed copy of this card is your son or daughter's **pass back into full class participation**.

Sincerely,

Dear Students:

Complete the list below before leaving class today and record your name on the Creative Problem Solving Log sheet.

_____ I've completed a Creative Problem Solving Card for my teacher's file only at this time.

_____ I've completed a Creative Problem Solving Card for my parent(s). I'm taking it home to be signed.

This is my first _____, second _____, or third _____ Other # _____ CPSC

Alpha Think Tank

	A	B	C	D	E
	F	G	H	I	J
	K	L	M	N	O
	P	Q	R	S	T
	U	V	W	X	Z

NAME _____

DATE _____

Alpha Think Tank: Name Sample

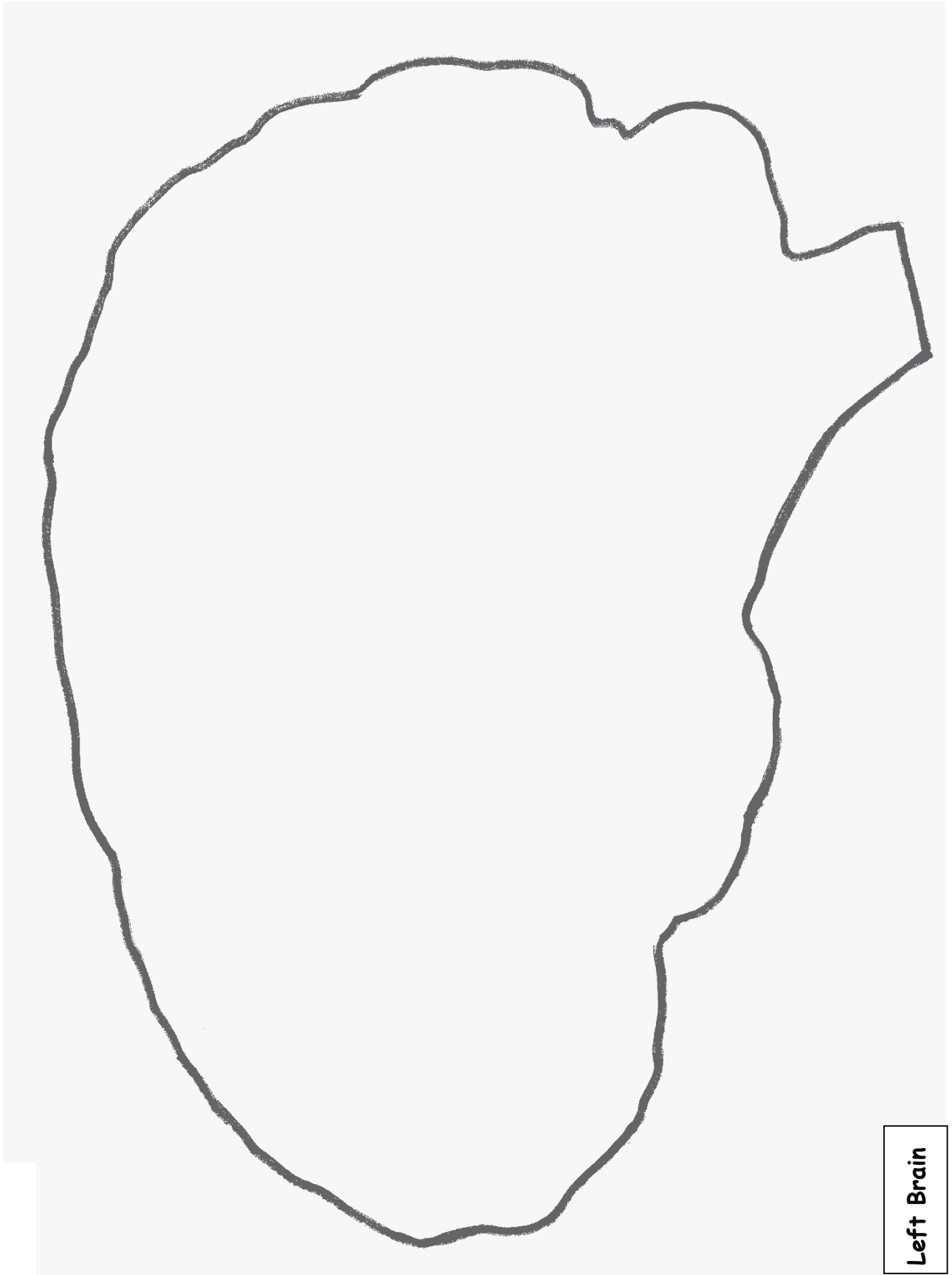
	S	H	A	D	E
P	ANDERSON INDIANA A	BABIES THREE	CREATIVE THINKING CLASS C	DODDS TEACHER D	EVANSVILLE EUROPEAN E
A	FRANCE HOUSE F	G & T IDOE G	HAWAII XMAS H	INDIANA UNIVERSITY I	JEWELRY ANTIQUES J
T	"KNOCK MY SOCKS OFF" K	LAUGHING MATTERS L	MUSIC MADNESS M	"NO WHINING" N	ONLY BLUES & ROCK O
T	PO NICKNAME P	QUIPS & QUOTES Q	RICK, RICK, RICK! R	STEPPER & WEIGHTS S	TENNIS TIME T
I	UK LIVING U	VORACIOUS READER V	WRITING BOOKS W	YOUNG- "NOT" Y	ZESTY LIFE Z

Climate 4c



Right Brain

Climate 4d



Left Brain











That's Me Multibilities

- Who likes to draw? (S)
- Who listens to music to go to sleep? (M)
- Who thinks better while exercising? (BK)
- Who is really good at brainstorming? (CR)
- Who really enjoys reading? (VL)
- Who likes to do math problems for fun? (LM)
- Who enjoys word games? (VL)
- Who can easily motivate themselves? (EM)
- Who sings in a choir/plays musical instrument? (M)
- Who enjoys playing cards or board games? (INTER)
- Who enjoys bird watching? (N)
- Who likes to go outside when stressed? (N)
- Who is uncomfortable sitting still? (BK)
- Who like a wacky/weird jokes or humor? (CR)
- Who needs quiet time to think? (INTRA)
- Who is able to fix things? (LM)
- Who likes to sing along with the music? (M)
- Who enjoys unusual ideas and thinking? (DI)
- Who prefers to work on projects alone? (INTRA)
- Who enjoys camping and hiking? (N)
- Who likes to spend time with friends? (INTER)
- Who enjoys taking photographs? (S)
- Who uses a lot of common sense? (PR)

That's Me MULTIBILITIES Inventory

Rate yourself on a scale from 1 (least like me) to 10 (most like me) for each statement in each category. Each category may total up to 100 pts.

1

- I read a lot of books!!!
- I love learning & using new words
- I can quickly spell words correctly
- I enjoy Scrabble & word games
- I talk about ideas with others
- I like to talk a lot!!!
- I know one or more tongue twisters
- I enjoy working crossword puzzles
- I use big words that sometimes my friends don't know
- I write stories & poems often



_____ TOTAL VL

2

- I can do math in my head
- I do math problems for fun!
- I say science is the best class
- I like trying to solve a Rubrik's cube
- I can figure out codes easily
- I play checkers or chess
- I really enjoy debating my ideas
- I collect things like stamps, coins, etc.
- I am really good at using computers
- I want to know how things work



_____ TOTAL LM

That's Me MULTIBILITIES Inventory

Rate yourself on a scale from 1 (least like me) to 10 (most like me) in each category

3

- I like to rearrange my bedroom
- I can draw a map to another place
- I daydream to help me think in class
- I draw & sketch pictures for fun
- I love movies better than books
- I ask people to draw a picture when I don't understand an idea
- I sometimes doodle on homework
- I can spell words backwards easily
- I can work puzzles very quickly
- I can "see" directions to another place in my mind



_____ TOTAL VS

4

- I exercise almost every day
- I like learning if we can move around
- I am good in one or more sports
- I often tap or wiggle in class
- I can mimic (copy) other people's walks
- I have excellent coordination
- I like to act out stories or plays
- I talk "with my hands"
- I am really good at skateboarding or doing tricks on my bike
- I enjoy building & putting things together



_____ TOTAL BK

5

- I like to hum or whistle while working
- I have a good singing voice
- I play several musical instruments
- I enjoy listening to music with headphones when doing other things
- I enjoy playing music for people
- I can sleep listening to music
- I can tell when people sing off key
- I notice different rhythms & beats
- I can remember song melodies
- I enjoy many kinds of music

_____ TOTAL MR



6

- I enjoy being around people
- I can talk easily to people I meet
- I like working on group projects
- I am easy for others to understand
- I am good at solving friends' problems
- I enjoy group activities and games
- I understand how my friends feel
- I am comfortable being in big crowds
- I like being on a team
- I have three or more close friends



_____ TOTAL IE

That's Me MULTIBILITIES Inventory

Rate yourself on a scale from 1 (least like me) to 10 (most like me) in each category

7

- I am described as strong willed
- I know what things I can do well
- I write in a journal or diary
- I prefer to make my own decisions
- I know how to take care of myself
- I enjoy working alone on things
- I learn when I make mistakes
- I like to do things my way
- I seem to sometimes "live in my own world" and don't notice others
- I like to think about or study things for a long time



_____ TOTAL IA

8



- I help my family recycle
- I like to walk on trails or hike
- I worry about the environment
- I enjoy outside or nature activities
- I like learning about plants & animals
- I have one or more pets
- I like being outside better than inside
- I enjoy camping out in the woods
- I like working in a garden
- I can tell when the weather "looks like" it is going to change



_____ TOTAL NA

That's Me MULTIBILITIES Inventory

Rate yourself on a scale from 1 (least like me) to 10 (most like me) in each category

9	10
___1. I am happy when others succeed	___1. I can see through the "fluff" or not important things to solve the problem
___2. I know how my feelings affect my energy level	___2. I can quickly find solutions to problems
___3. I can share ideas easily with others	___3. I get asked by friends often for ideas or solutions
___4. I do not get mad often when working with others	___4. I will try many ways to solve a problem
___5. I feel excited when I get to work with others on projects	___5. I can explain how to solve a problem
___6. I can motivate myself to work hard on a project	___6. I can blend friends' ideas to get solutions
___7. I stay calm even when it doesn't work the first time	___7. I can figure out exactly what the problem is that needs to be solved
___8. I don't let my feelings stop my thinking	___8. I am told I have a lot of practical or common sense when I make choices
___9. I get energized when working with others	___9. I can look at all the options & choices before making decisions
___10. I don't need praise or compliments to keep working hard	___10. I can solve problems others sometimes can't
	
___ TOTAL EM	___ TOTAL PR

That's Me MULTIBILITIES Inventory

Rate yourself on a scale from 1 (least like me) to 10 (most like me) in each category

11

- ___ 1. I can easily accept different ideas from other people
- ___ 2. I value or appreciate opinions of others
- ___ 3. I enjoy unusual and different kinds of thinking
- ___ 4. I like to work with others who question each other
- ___ 5. I like wild, unusual and weird ideas
- ___ 6. I enjoy working with people who have different kinds of talents or skills
- ___ 7. I am not bothered when others think differently than I do
- ___ 8. I believe slow thinking can be as good as fast thinking
- ___ 9. I am open to others' viewpoints & opinions
- ___ 10. I can easily change my mind if another person's idea is better than mine


___ TOTAL DI

12

- ___ 1. I have unique and original ideas.
- ___ 2. I think of ways to connect unusual things
- ___ 3. I like to play with ideas to get better ideas
- ___ 4. I ask questions that spark others' interests and thinking
- ___ 5. I am very good at brainstorming
- ___ 6. I think "can do" when working on problems and I don't get easily discouraged
- ___ 7. I really enjoy coming up with new ideas for creating things
- ___ 8. I get new ideas when I get lost in my daydreams or thoughts
- ___ 9. I have a wacky sense of humor and sometimes have to explain my laughter
- ___ 10. I have interests in many different things



___ TOTAL CR

The Multibilites Philosophy was conceptualized as part of the Curiosita Teaching Program™. Its development was influenced by the work of the following individuals:

Dr. Robert Sternberg, Practical Intelligence

Dr. Dan Goleman, Emotional Intelligence













Dr. Howard Gardner, Multiple Intelligences

Dr. Carol Tomlinson, Differentiation

Dr. George Betts, Autonomous Learner

Multibilities Profile Grid

THAT'S ME: _____

100												
90												
80												
70												
60												
50												
40												
30												
20												
10												
M.I.	<u>1</u>  VL	<u>2</u>  LM	<u>3</u>  VS	<u>4</u>  BK	<u>5</u>  MR	<u>6</u>  IE	<u>7</u>  IA	<u>8</u>  NA	<u>9</u>  EM	<u>10</u>  PR	<u>11</u>  DI	<u>12</u>  CR

Multibilities Think Tank Side A

TOPICS:	Physical	Verbal	Mental	Visual	Social
FACT #1					
FACT #2					
FACT #3					
FACT #4					
FACT #5					

NAME _____

GRADE LEVEL _____

TEACHER _____

DATE _____

Directions: Find 10 facts/data about your person that you find very interesting (don't record boring facts). See me for evaluating & scoring the facts you chose for each topic with a peer. Use the front and back of this sheet to record fascinating facts.

Multibilities Think Tank Side B

TOPICS:	Physical	Verbal	Mental	Visual	Social
FACT #6					
FACT #7					
FACT #8					
FACT #9					
FACT #10					
TOTAL PTS.					
FACT # PICTURE CHOICES					

The person I have selected for my Multibilities investigation is _____.
The assignment is a presentation of 10 pictures with 3- 5 fascinating facts for each picture for my presentation showing how the person became famous.

Student Signature

Teacher Approval/Signature

Multibilities Presentation Product and Resource Rubric

Name _____

Date _____

TASK	1 – 2 pts	3 – 4 pts	5 – 6 pts	7 - 8 pts	9 - 10 pts	PRODUCT
Presentation of Product	Mumbled Quiet	Rambled Unclear	Needed Prompting	Mostly Clear	Precise & Clear	Points /10
Task Commitment	Minimal Work	Basic Work	Acceptable Work	Extra Effort	Above Beyond	Points /10
Information Facts #	0 - 5	6 - 8	9 - 11	12 - 13	14 - 15	Points /10
Fascinating Facts	Boring	Informative	Interesting	Very Interesting	Fascinating	Points /10
Photos Selection	Not Interesting	Somewhat Interesting	Very Interesting	Visually Appealing	Eye Catching	Points /10
TOTAL PTS.						/50

Person _____ Total Pts. _____ Date Due _____ Date In _____

10% of points will be deducted for late presentations.

Final Facts for Multibilities Presentation Product

Name _____ Person _____

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

Students, this list should be short versions of your facts for each product. I will use this list to evaluate your product as you complete your presentation. Have this form completed before you present. Good luck! I look forward to viewing your final products!

Multibilities Test

MATCHING: Match each characteristic to the correct Multibility. There are two answers for each (24 points). Look for the answer that "best fits" each category.

- | | | |
|-----------------------|----------------------|---------------|
| A. VISUAL/SPATIAL | E. VERBAL/LINGUISTIC | I. PRACTICAL |
| B. MUSICAL/RHYTHMIC | F. INTERPERSONAL | J. EMOTIONAL |
| C. INTRAPERSONAL | G. LOGICAL/MATH | K. DIVERSITY |
| D. BODILY/KINESTHETIC | H. NATURAL | L. CREATIVITY |

- _____ 1. Seems to be "street smart"
- _____ 2. Has lots of pets
- _____ 3. Hums and whistles to self
- _____ 4. Easily reads maps, charts and diagrams
- _____ 5. Moves, twitches or taps while sitting in a chair
- _____ 6. Gets involved in several after-school activities
- _____ 7. Likes to have music on when they study
- _____ 8. "March to the beat of a different drummer"
- _____ 9. Likes to read, write and talk
- _____ 10. Enjoys using computers
- _____ 11. Does well in competitive sports
- _____ 12. Daydreams often
- _____ 13. Enjoys doing projects by themselves
- _____ 14. Is concerned about the environment
- _____ 15. Plays chess, checkers and solves Rubik's cubes
- _____ 16. Enjoys spinning tales and telling jokes
- _____ 17. Doesn't let feelings stop thinking
- _____ 18. Can explain how to solve a problem
- _____ 19. Is not bothered when friends think differently
- _____ 20. Is very good at brainstorming
- _____ 21. Works hard without getting compliments
- _____ 22. Is good at explaining how to solve problems
- _____ 23. Believes that slow thinking can be as good as fast thinking
- _____ 24. Has a wacky sense of humor

Learning and Thinking Style
Assessment 2d

MATCHING: Match each job or career to the correct Multibility. There are two answers for each intelligence (24 points).

- | | |
|----------------------------|---------------------------------|
| _____ 1. JOURNALIST | _____ 13. FARMER |
| _____ 2. TAX ACCOUNT | _____ 14. COUNSELOR |
| _____ 3. SALESMAN | _____ 15. ARCHITECT |
| _____ 4. VETERINARIAN | _____ 16. DISC JOCKEY |
| _____ 5. JUDGE | _____ 17. COMEDIAN |
| _____ 6. CONDUCTOR | _____ 18. TOY INVENTER |
| _____ 7. MECHANIC | _____ 19. MULTICULTURAL TEACHER |
| _____ 8. NAVIGATOR | _____ 20. HEAD OF JURY |
| _____ 9. ACTOR | _____ 21. INVESTIGATOR |
| _____ 10. SCIENTIST | _____ 22. ENGINEER |
| _____ 11. PLAYWRIGHT | _____ 23. PROJECT MANANGER |
| _____ 12. MILITARY OFFICER | _____ 24. TEAM LEADER |

K.M.S.☺. (optional)

CHOOSE ONE OF THE FOLLOWING STATEMENTS: WRITE 5 THOUGHTS. (5 points)

The question is no longer "How smart are you?", it's "How are you smart?"

What is your definition of the last four Multibilities: emotional, practical, diversity and creative?

USE THE BACK OF THE PAGE FOR YOUR ANSWER TO THE QUESTION.

Name _____

Date _____

Right and Left Brain Self-Assessment

DIRECTIONS:

Read the following left and right brain characteristics. Circle **ONLY** the number beside the statements that describe you! Total your answers on the last page.

1. I basically have a day-to-day routine I follow most days.
2. I like to keep a journal or diary of my thoughts and ideas.
3. I can remember jokes and punch lines easily.
4. I enjoy thinking of many things at once and do not like to focus on one thing at a time.
5. I pay close attention to the time and look at the classroom clock often.
6. I can remember a person's face but often have trouble remembering their name.
7. I don't mind practicing something over and over until I learn it.
8. I can remember things according to where I saw them on the page.
9. I'd rather take a true/false, multiple-choice or matching test than an essay test.
10. I use my imagination a lot and like to daydream when I am in class.
11. I notice and remember the details of almost everything.
12. I change my mind often and don't like sticking to a schedule.
13. People say I'd probably make a good detective or lawyer.

14. I like choices that give me a lot of choices and options.
15. I learn best by seeing and hearing.
16. I learn best by touching or doing.
17. I like to make a list of the "pluses" and "minuses" before making a decision.
18. If I try to remember something, I generally picture it in my mind.
19. I enjoy working learning facts, dates and specifics.
20. I don't mind taking a chance and will make choices that "feel right" for me.
21. Sometimes I talk to myself when I am learning something for the first time.
22. When I work in a group I notice the moods of others.
23. I like to plan my day and enjoy making a list of things I have to do.
24. People have told me often that I'm creative.
25. I like to learn things that have to be memorized.
26. I really enjoy music and listen to it whenever I can.
27. I'm usually in control of my feelings.
28. I can easily remember melodies and tunes.
29. I usually can recall information I need quickly and easily.
30. I enjoy reading and read books anytime I can.
31. I like to do one thing at a time and not multi-task.
32. I don't mind relying on my feelings (hunches) when making decisions.

33. I like to ask many questions before making decisions.
34. I like to make guesses and it doesn't bother me if I'm not always right.
35. It bothers me if my desk or room are really messy.
36. I'm good at thinking of funny things to do or say.
37. I like to be neat and organized.
38. I'm very happy to be doing many things at once.
39. I like to keep my feelings to myself.
40. I'm a daydreamer and my mind wanders often when I am in class.

Remember: We are all RIGHT AND LEFT brained. Most of us just prefer one style over the other. We are all whole-brained!

Learning and Thinking Style
Assessment 3a

SCORING:

LEFT BRAIN	RIGHT BRAIN
ODD NUMBERS CIRCLED TOTAL =	EVEN NUMBERS CIRCLED TOTAL =

Remember: We are all Right AND Left brained. Most of us just prefer one style of thinking (Right or Left) over the other.

Think of jobs or professions people choose to do. Make a list below of 5 or more for right brain thinkers and 5 or more for left brain thinkers.

LEFT

1. _____

2. _____

3. _____

4. _____

5. _____

RIGHT

1. _____

2. _____

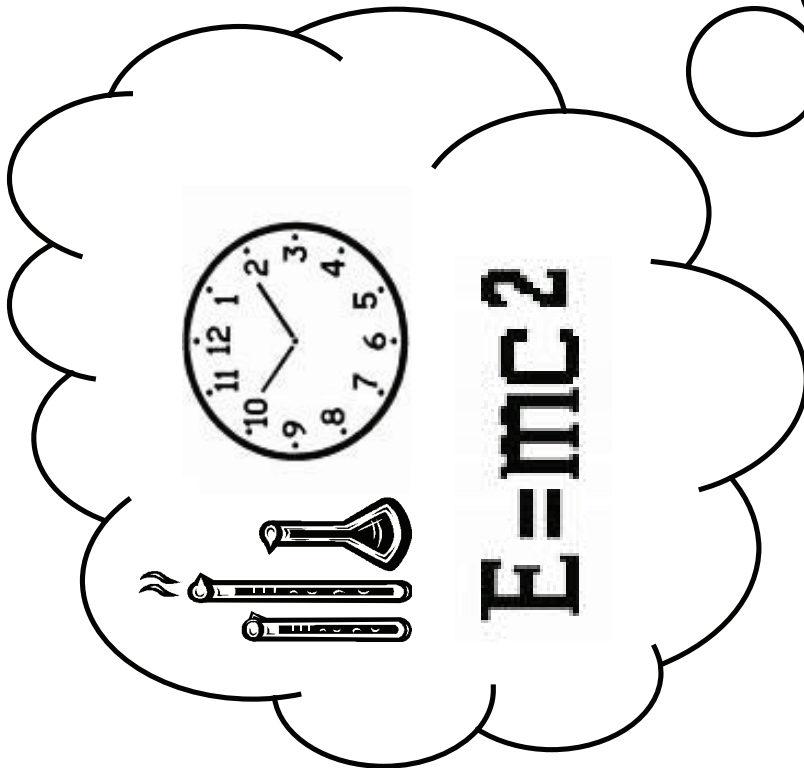
3. _____

4. _____

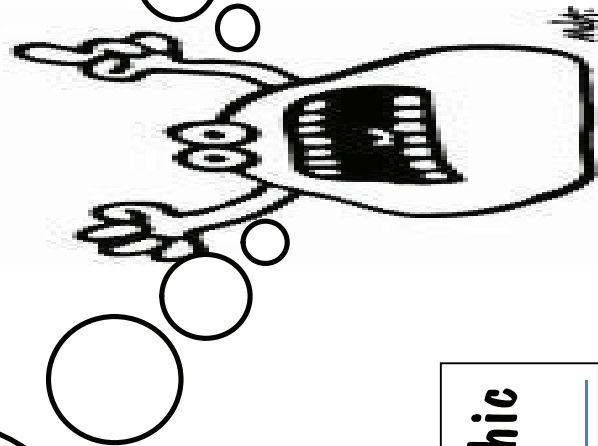
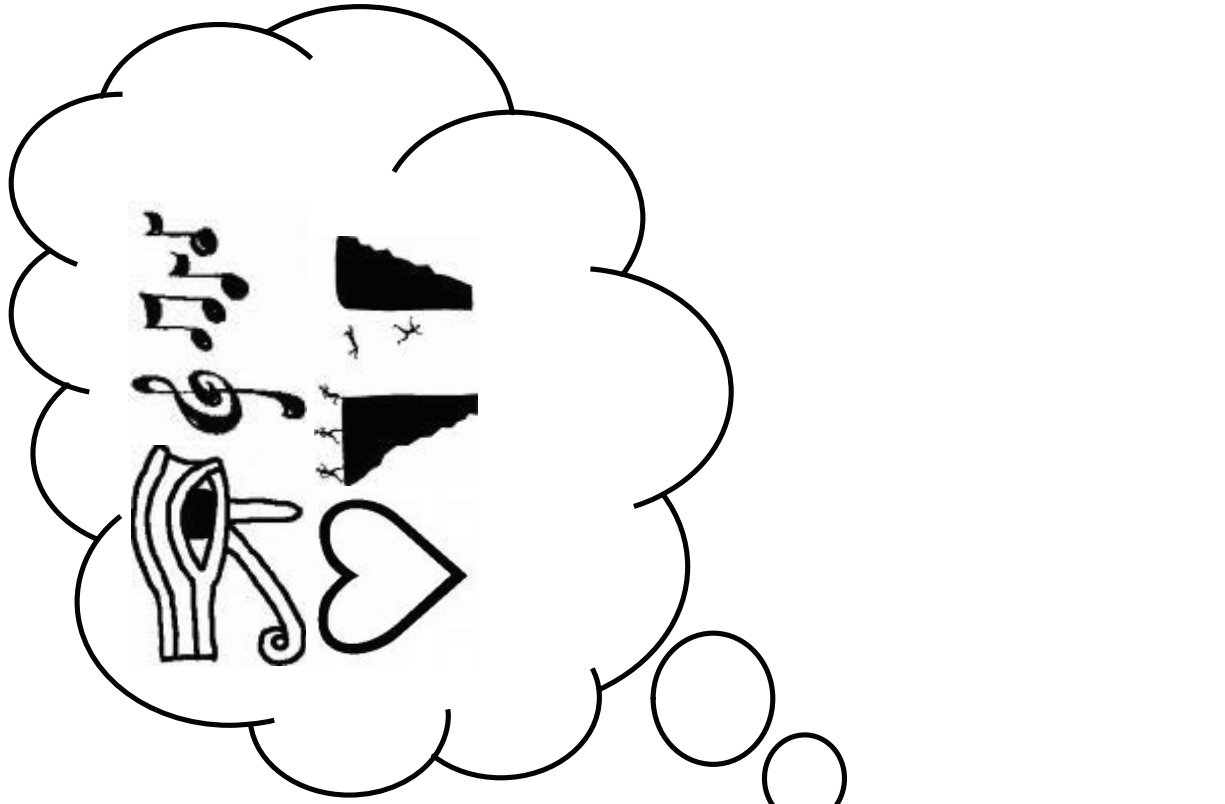
5. _____

Right and Left Brain Matching List

LEFT BRAINS	RIGHT BRAINS
1. Systematic & Serious	1. Prefers Essay Tests
2. Sequential	2. Multitasks
3. Intellectual	3. Emotional
4. Structured & Planned	4. Looks at Whole Problem
5. Controls Feelings	5. Haphazard
6. Analytical & Logical	6. Music & Art
7. Facts & Data	7. Controls Left Side of Body
8. Remembers Names	8. Pictures Things to Think & Learn
9. Time Oriented	9. Look for Similar Things
10. Auditory Visual	10. Intuitive
11. Task Oriented	11. Spontaneous
12. Follows Spoken Directions	12. Spatially Oriented
13. Talks to Think & Learn	13. Creative
14. Likes T/T & Multiple Choice Tests	14. Abstract Random
15. Takes Few Risks	15. Kinesthetic
16. Looks for Differences	16. Follows Demonstrated Directions
17. Math & Science	17. Takes More Risks
18. Thinks of One Thing at a Time	18. Remembers Faces
19. Controls Right Side of Body	19. Daydreamer
20. Breaks Apart Problems	20. Enjoys Humor



Right and Left Brain Graphic



Right and Left Brain Plates



Right Takes More Risks

Right and Left Brain Plates



Right Remembers Faces

Right and Left Brain Plates



Right Enjoys Humor

Right and Left Brain Plates



Right - Emotional

Right and Left Brain Plates



Right - Abstract Thinking

Right and Left Brain Plates



Right Abstract Random

Right and Left Brain Plates



Left Takes Few Risks

Right and Left Brain Plates



Left Breaks Problems Apart

Right and Left Brain Plates



Left Controls Right Side

Right and Left Brain Plates



Left Auditory Visual Learner

Name: _____

Date _____



Right and Left Brain Test



Label each term as describing Right Brain (RB) or Left Brain (LB) functions. There are 5 for each side of the brain. (10 points)

- | | |
|------------------------------|--------------------------------------|
| ___ 1. Takes more risks | ___ 6. Is creative |
| ___ 2. Looks for differences | ___ 7. Remembers faces |
| ___ 3. Dislikes memorizing | ___ 8. Prefers multiple choice tests |
| ___ 4. Thinks in order | ___ 9. Is spontaneous |
| ___ 5. Controls right side | ___ 10. Thinks concretely |

Facts: Label the right and left brain definition below

- ___ 11. The _____ brain acts as the creative stimulator and controls intuition and pictures.
- ___ 12. The _____ brain acts like a calculator and controls logic and words.

Circle the five terms that describe Right Brain (RB) characteristics.

Analytical Objective Arts & Music Timeless

Cause and Effect Sequential Emotional Visual

 Intuitive Logical

Learning and Thinking Style
Assessment 3e

OPTIONAL K.M.S.☺:

Choose one of the quotations below and respond to the following questions:

1. How does it relate to something we have learned in class?
2. How does it relate to being a more "Right" brained thinker or a more "Left" brained thinker?

Circle the quotation of your choice and give me five or more thoughts.

"Not everything that can be counted counts, not everything that counts can be counted."
- Albert Einstein

"All people can learn. Not on the same day. Not in the same way." - Kallik

"Cogito ergo spud. I think, therefore I yam." - Graffito

OPTION II: K.M.S.☺.

Pick your favorite Right & Left characteristic.
Write it on the table below and draw a symbol for each-KMS☺!

LEFT	RIGHT

Gender Sort Cards

#1
THEIR BRAINS ARE
ABOUT
10% SMALLER

#2
THEIR BRAINS
HAVE MORE
GRAY MATTER

#3
DEVOTE $6 \frac{1}{2}$ TIMES
MORE GRAY MATTER
TO INTELLIGENCE TASKS

#4
MATH SCORES ARE
30% - 35%
HIGHER ON S.A.T. TESTS

#5
EXPRESS FAR MORE
NEGATIVE ATTITUDES
TOWARDS MATH

#6
HAVE MORE
LEARNING
DISORDERS

#7
HAVE MORE
ATTENTION DEFICIT
DISORDERS

#8
TOP SCORERS
MORE LIKELY
TO PURSUE
SCIENCE AND
ENGINEERING CAREERS

#9
MORE
UNDERGRADUATES
IN SCIENCES
LIKE BIOLOGY

#10
HAVE A 25%
LARGER
CORPUS CALLOSUM

#11
HAVE STRONGER
NEURAL CONNECTORS
IN THEIR TEMPORAL
LOBES

#12
HAVE BETTER
LISTENING
SKILLS

#13
HAVE A LARGER
MEMORY STORAGE
AREA

#14
HAVE A MORE
ACTIVE
PREFRONTAL
CORTEX

#15
MAKE FEWER
IMPULSIVE
DECISIONS

#16
HAVE MORE
SEROTONIN
IN BLOOD STREAM
AND THE BRAIN

#17
USE MORE AREAS
OF THE BRAIN
FOR MECHANICAL
FUNCTIONS

#18
USE MORE AREAS OF
THE BRAIN FOR
SPATIAL
FUNCTIONS

#19
EXPRESS
THEMSELVES
IN GESTURES & GIFTS

#20
THEIR BRAINS
HAVE ABOUT
15% MORE
BLOOD FLOW

#21
USE 50% LESS
BRAIN SPACE
FOR VERBAL FUNCTIONS

#22
THEIR BRAINS
ARE STRUCTURED TO
COMPARTMENTALIZE
LEARNING

#23
THEY TEND TO
MULTI-TASK
VERY WELL

#24
THEY RENEW
AND RECHARGE
BY ENTERING
A REST STATE

#25
THEIR BRAIN
IS BETTER
SUITED FOR
SYMBOLS &
PICTURES

#26
LIKE TO PLAY
VIDEO GAMES
INVOLVING
PHYSICAL MOVEMENT

#27
NOT CALLED ON AS
MUCH BY
TEACHERS IN
MIDDLE SCHOOL

#28
THEY
DOMINATE
ATHLETICS

#29
THEY EARN
70% OF D'S
AND F'S

#30
THEY EARN
FEWER THAN
HALF THE A'S

#31
THEY REPRESENT
90% OF
DISCIPLINE
REFERRALS

#32
THEY REPRESENT
80% OF
HIGH SCHOOL
DROP OUTS

#33
THEY HAVE
MORE
ADD & ADHD

#34
THEY HAVE MORE
LEARNING DISORDERS
DIAGNOSED

#35
THEY
OUT-PERFORM
IN
EVERY COUNTRY

#36
THEY
MATURE
FASTER

#37
LIKE
MANIPULATIVES
& MAPS

#38
MORE DIFFICULTY
TALKING
ABOUT
EMOTIONS

#39
RELY ON MEMORY
(LANDMARKS)
FOR FINDING
PLACES

#40
HAVE MORE
TROUBLE
LEARNING
TO READ

#41
LOSE BRAIN
CELLS FASTER

#42
EARLY
SPECIALIZATION
OF RIGHT BRAIN

1. FEMALE
2. FEMALE
3. MALE
4. MALE
5. FEMALE
6. MALE
7. MALE
8. MALE
9. FEMALE
10. FEMALE
11. FEMALE
12. FEMALE
13. FEMALE
14. FEMALE
15. FEMALE
16. FEMALE
17. MALE
18. MALE
19. MALE
20. FEMALE
21. MALE

22. MALE
23. FEMALE
24. MALE
25. MALE
26. MALE
27. FEMALE
28. MALE
29. MALE
30. MALE
31. MALE
32. MALE
33. MALE
34. MALE
35. FEMALE
36. FEMALE
37. MALE
38. MALE
39. FEMALE
40. MALE
41. MALE
42. MALE

Facts are from the works of Angier & Chang (2005); Hupp (2005); Gurian & Stevens, (2005).

Brainstorming Student Definition Handout

Directions:

1. Students: your challenge is to re-write the following complex definition of brainstorming so that a very young student can understand all the parts of the definition.
2. You are to focus on using words young students can understand and not be concerned with grammar and correct spelling.
3. Your main purpose is to make sure you address each word in your new informal definition.

Brainstorming is a tool for generating options. It involves a deliberate search for a large number

of possibilities to address or deal with tasks or ideas. These are challenges that require new

possibilities and/or different perspectives of one or more individuals. This tool focuses on

producing a variety of options that are unique and novel. Brainstorming is founded on

the principal of deferred judgment in order for all ideas to be elicited freely. It is much

different from everyday conversations, debates, lectures in its purpose and outcome.

Brainstorming is most often used in a group setting but can be successfully used by an

individual. Brainstorming sessions are often guided by a facilitator or experienced group leader

but are also found to be useful for novice individual thinkers. Brainstorming is a powerful tool

that creates synergy and leverage of the combined perspectives of all members of a group. It is

a problem solving and/or idea generation method that uses creative group thinking to generate bold and innovative ideas.

Brainstorming Student Definition – Sample

Student Re-write

Brainstorming is a tool for generating options. It involves a deliberate search for a large number

Brainstorming is a tool for getting tons of ideas. It is a slow and careful on purpose look for a

of possibilities to address or deal with tasks or ideas. These are challenges that require new

large number of choices to use for problems or ideas. These are problems that need new

possibilities and/or different perspectives of one or more individuals. This tool focuses on

choices and new points of view to get different ways of thinking. This tool gives special

producing a variety of options that are unique and novel. Brainstorming is founded on attention to making up a bigger amounts of ideas that are weird or unusual.

Brainstorming trusts

the principal of deferred judgment in order for all ideas to be elicited freely. It is much on the idea of putting off judging until a later time so everyone can give all ideas easily.

It is not

different from everyday conversations, debates, lectures in its purpose and outcome. the same as talking or arguing with people and it is used for other things.

Brainstorming is most often used in a group setting but can be successfully used by an Brainstorming is used the most in groups but one person can use it and make it work.

individual. Brainstorming sessions are often guided by a facilitator or experienced group leader

It can be used by anyone on their own, but lots of times you have a leader that knows a lot

Brainstorming 1b

but are also found to be useful for novice individual thinkers. Brainstorming is a powerful tool

but it can be helpful for beginning thinkers. It is a tool that has a lot of power to combine

that creates synergy and leverage of the combined perspectives of all members of a group. It is

group energy to give more power by joining ideas from many people. It can

a problem solving and/or idea generation method that uses creative group thinking to generate

help you solve problems or get new ideas from your group using original group thinking to make

bold and innovative ideas.

ideas that are strong and different from most ideas.

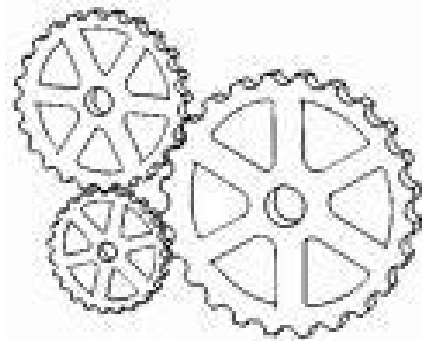
Brainstorming Rules & Symbols

1



MANY IDEAS

2



FREEWHEEL

3



PIGGYBACK

4



DEFER JUDGMENT

Brainstorming

Student Phrases – Sample

- making ideas faster
- see many possibilities
- come up with a lot of choices
- it helps to deal with tasks
- helps to not have judgment
- no wrong answers = lots of possibilities
- any option is possible
- search engine for lots of possibilities
- fast way to get ideas and choices
- it works fine alone - mostly used in groups
- you are free to think whatever you want
- you need an open mind to use it
- it creates many possible outcomes
- produces unusual options
- used deliberately or for a purpose
- brings in different views
- a simple idea becomes a bunch of ideas
- helps you come up with new ideas
- can be used with a group or by yourself
- ideas when you have a decision to make
- useful when you need an idea or many ideas
- ideas for different things
- it can help when debating about something
- it helps come up with different options
- writing options and opinions down
- a thinking tool that can be used for work or school
- it can be used in different categories
- it helps when dealing with problems
- using different view or viewpoints
- put aside or hold back your thoughts
- making better ideas

Brainstorming 2b

- to think up options in a certain situation
- a tool that lets you talk about all your choices
- something you can use by yourself
- used to deal with different tasks
- having a discussion from different perspectives
- used to make ideas that go with problems
- so that you can have a lot of different ideas
- isn't a time to talk about random things
- is a tool that can combine different group ideas
- the idea maker
- can be used for tasks or issues
- when you listen to your groups ideas
- used with people who want to create something
- it is a type of search that lets everyone add to it
- used for out there, weird, crazy, odd ideas
- used for pre-writing stories and essays
- helps you gather information
- gives you a variety of ideas
- helps other people understand you
- helps you to think of something new
- gives you different ideas
- helps you to make a better decision
- generating and using a lot of options
- you can combine with other ideas
- it helps see different views
- it helps you find out more about the question
- it gives you weird and unusual ideas
- can help you solve situations
- there is a purpose for it
- your brain is a tool to create ideas
- having an open mind
- you are never wrong when you use it
- never ending, on and on and on and on . . .

Brainstorming 2b

- combine peoples' ideas to be politically persuasive
- waiting or holding on to your judgment
- your brain is like a menu of ideas
- thinking outside the box
- a way to list ideas
- challenges that makes your brain think a lot
- the mixing of ideas to form a huge idea
- powerful idea of all thinkers

NAME _____

Date _____

Brainstorming Test

List each of the four Brainstorming rules and give a brief definition (in your own words) (8 points).

1. _____ definition:

2. _____ definition:

3. _____ definition:

4. _____ definition:

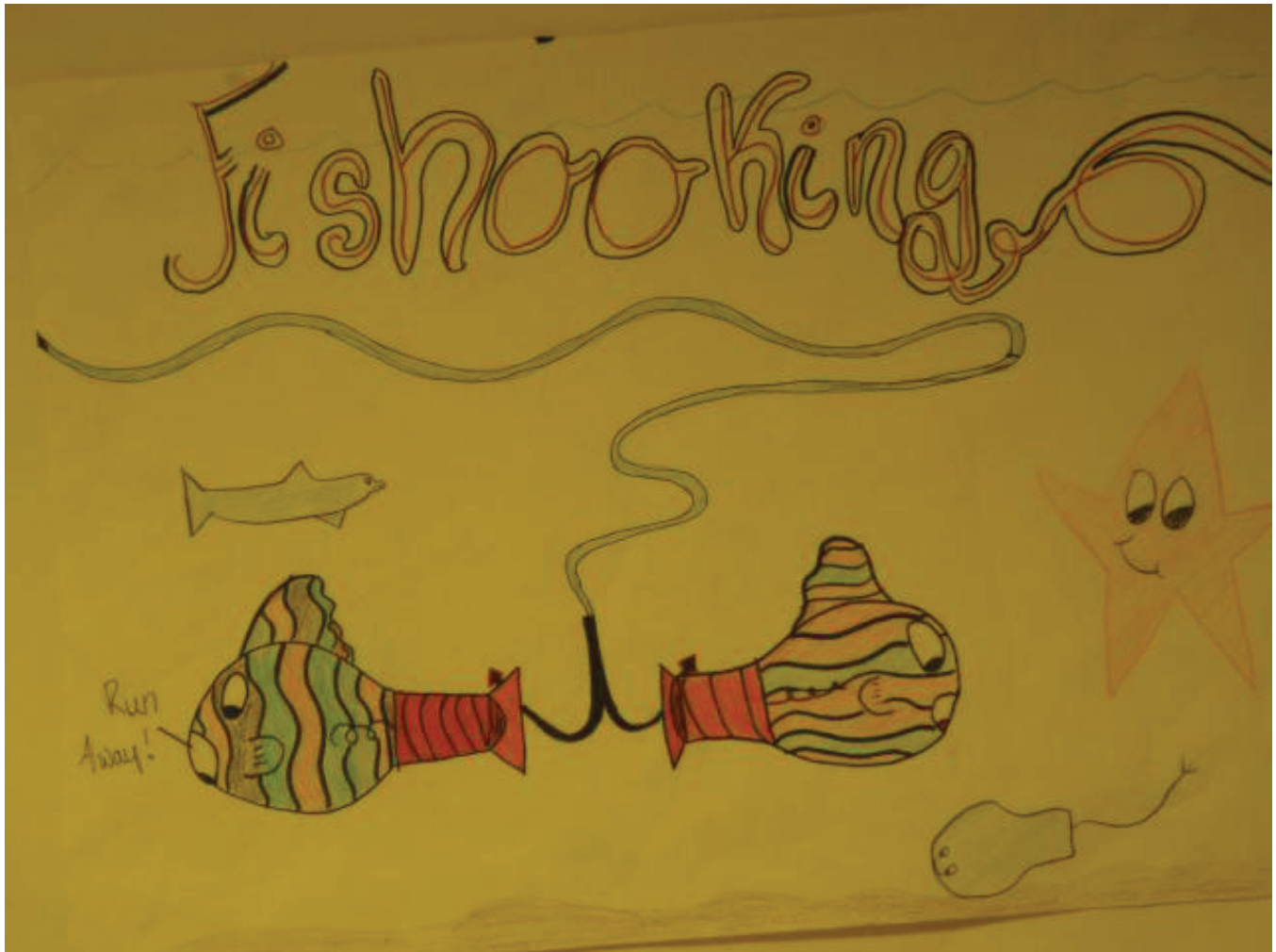
Why are the rules of Brainstorming an important part of our thinking classroom? (3 points).

Give a visual and verbal example of someone breaking the 4th rule of Brainstorming (4 points).

OPTIONAL K.M.S. 😊.:

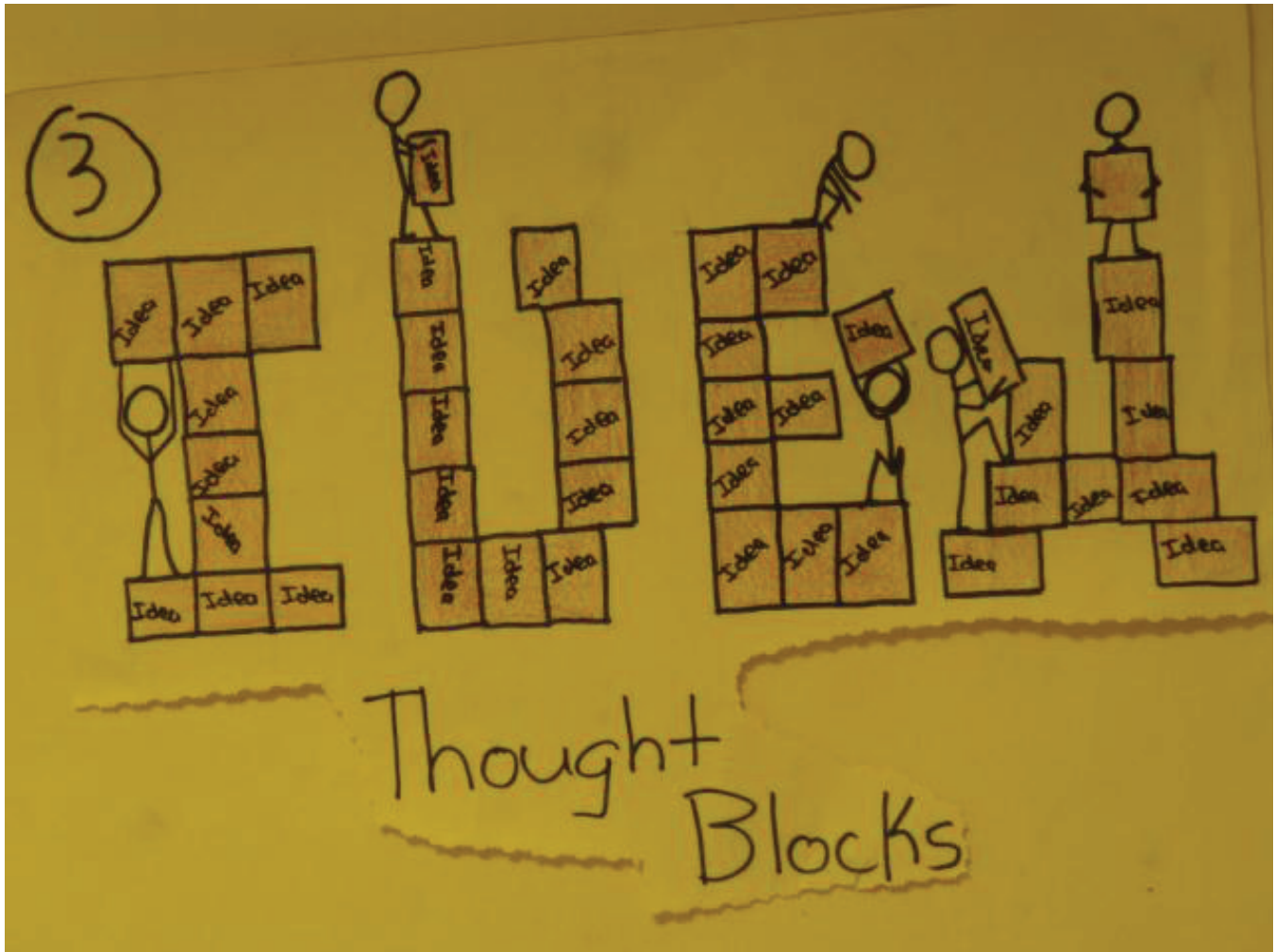
What makes a person creative? Give 5 or more thoughts on the back of this page. How do creative people contribute to our world?

Student Brainstorming Rules & Symbols



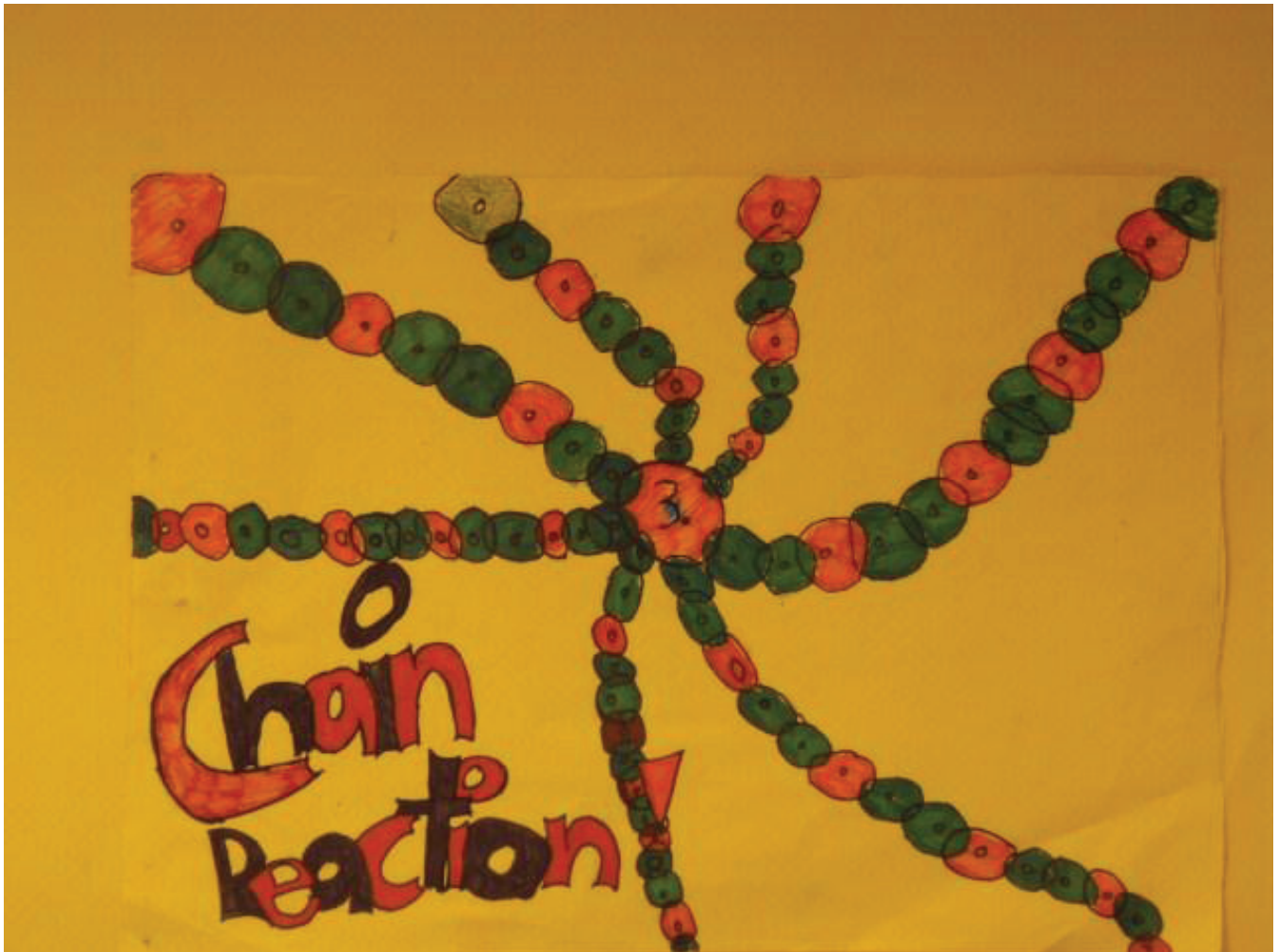
Piggybacking

Student Brainstorming Rules & Symbols



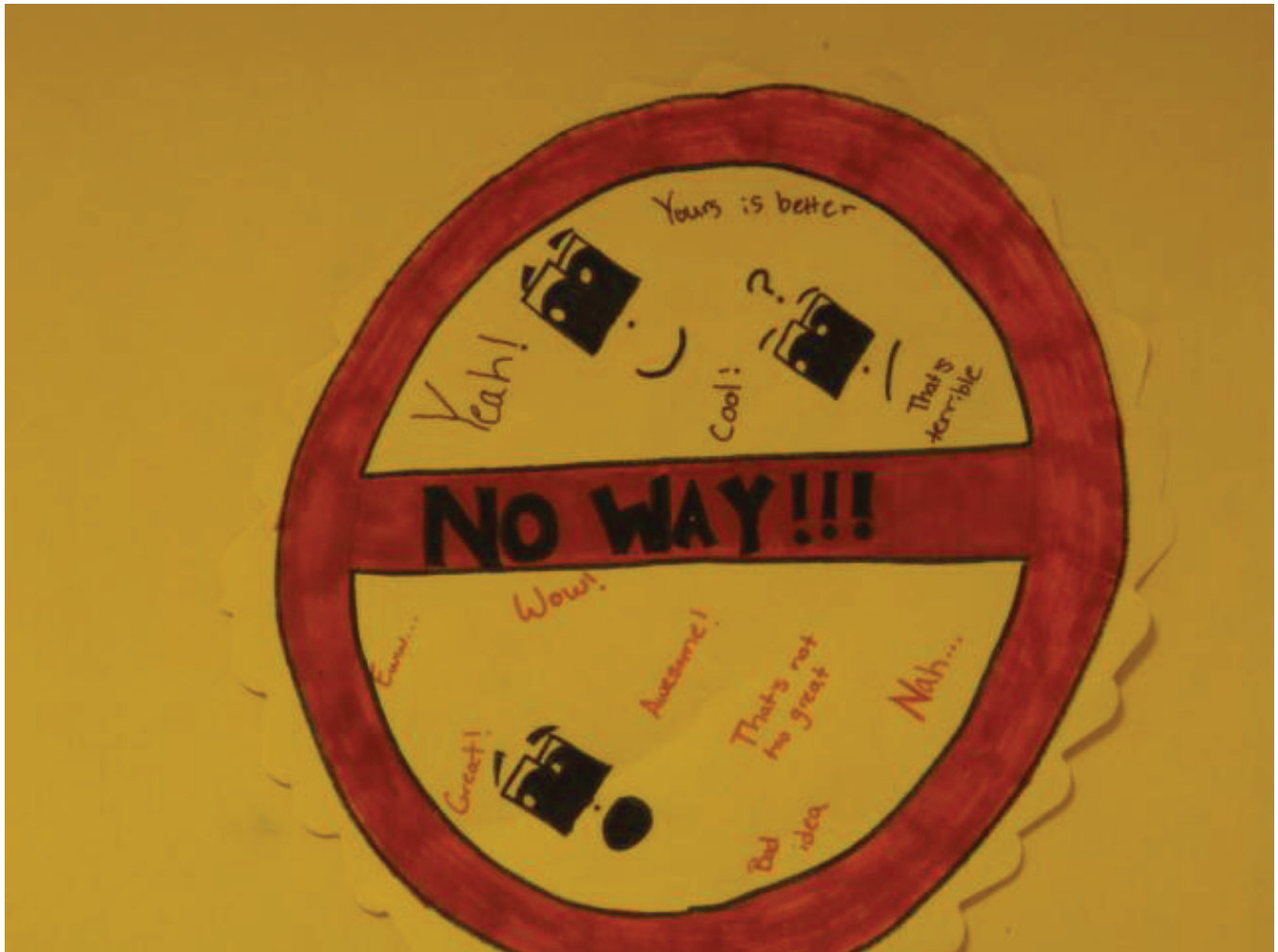
Piggybacking

Student Brainstorming Rules & Symbols



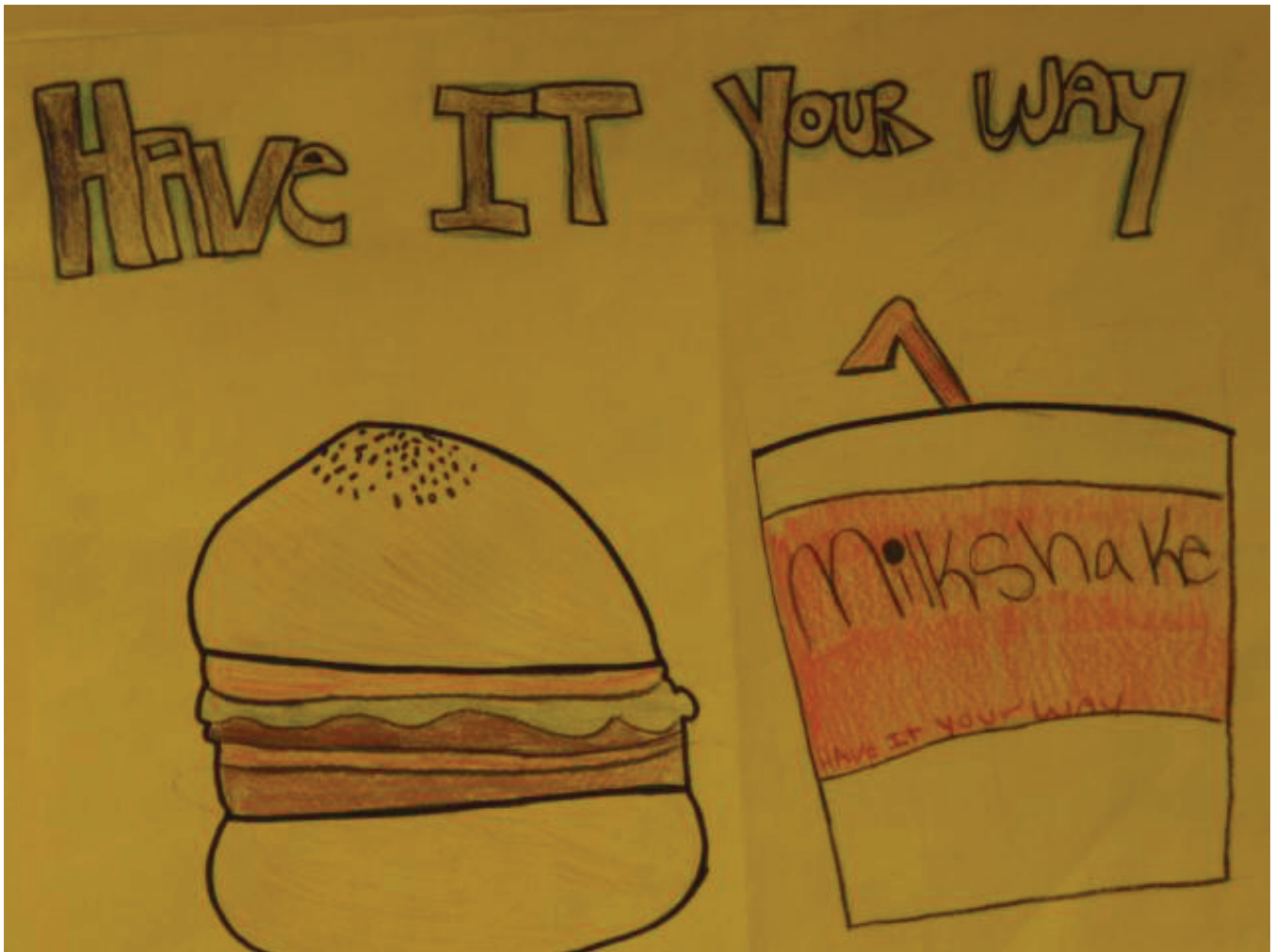
Piggybacking

Student Brainstorming Rules & Symbols



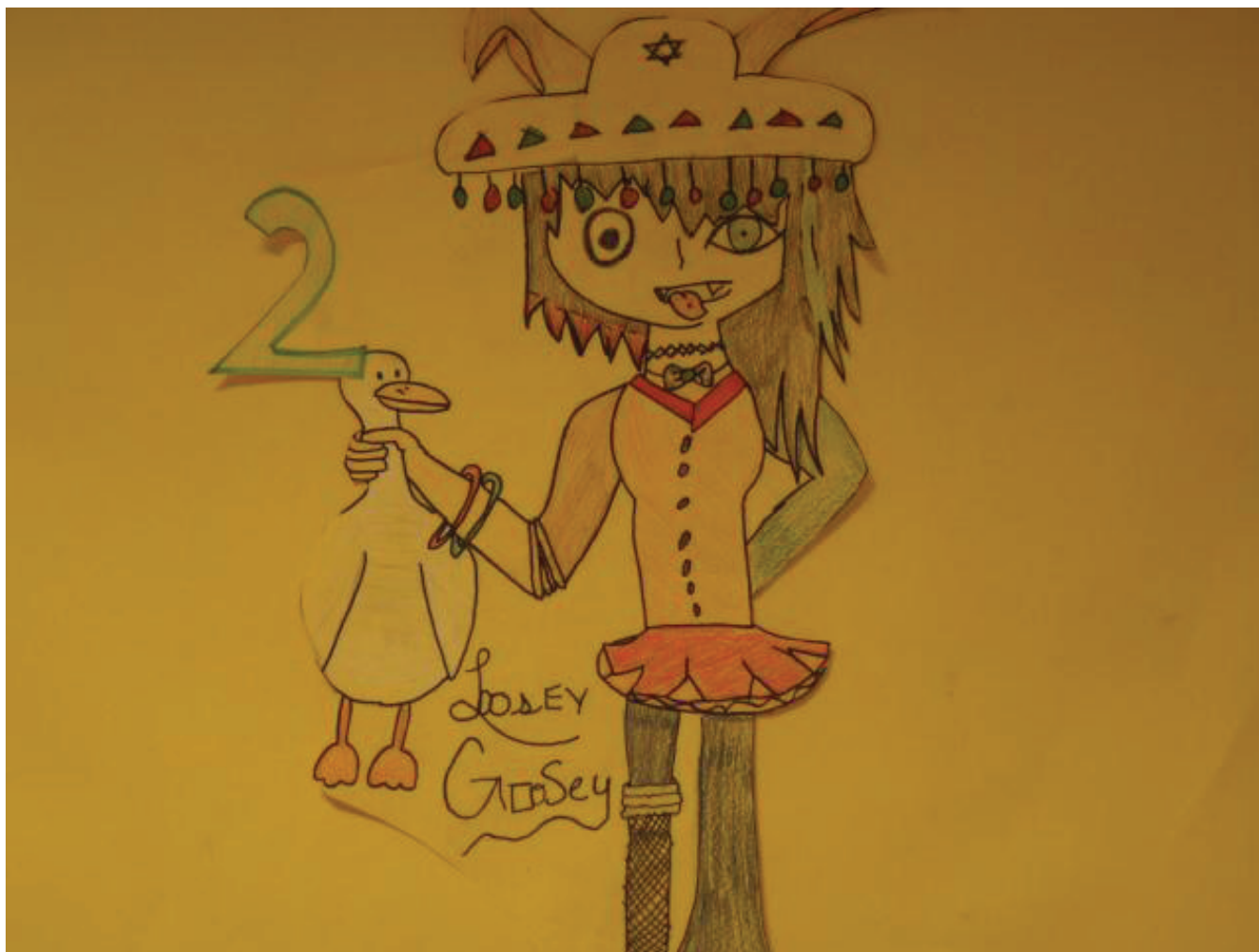
No Judgment

Student Brainstorming Rules & Symbols



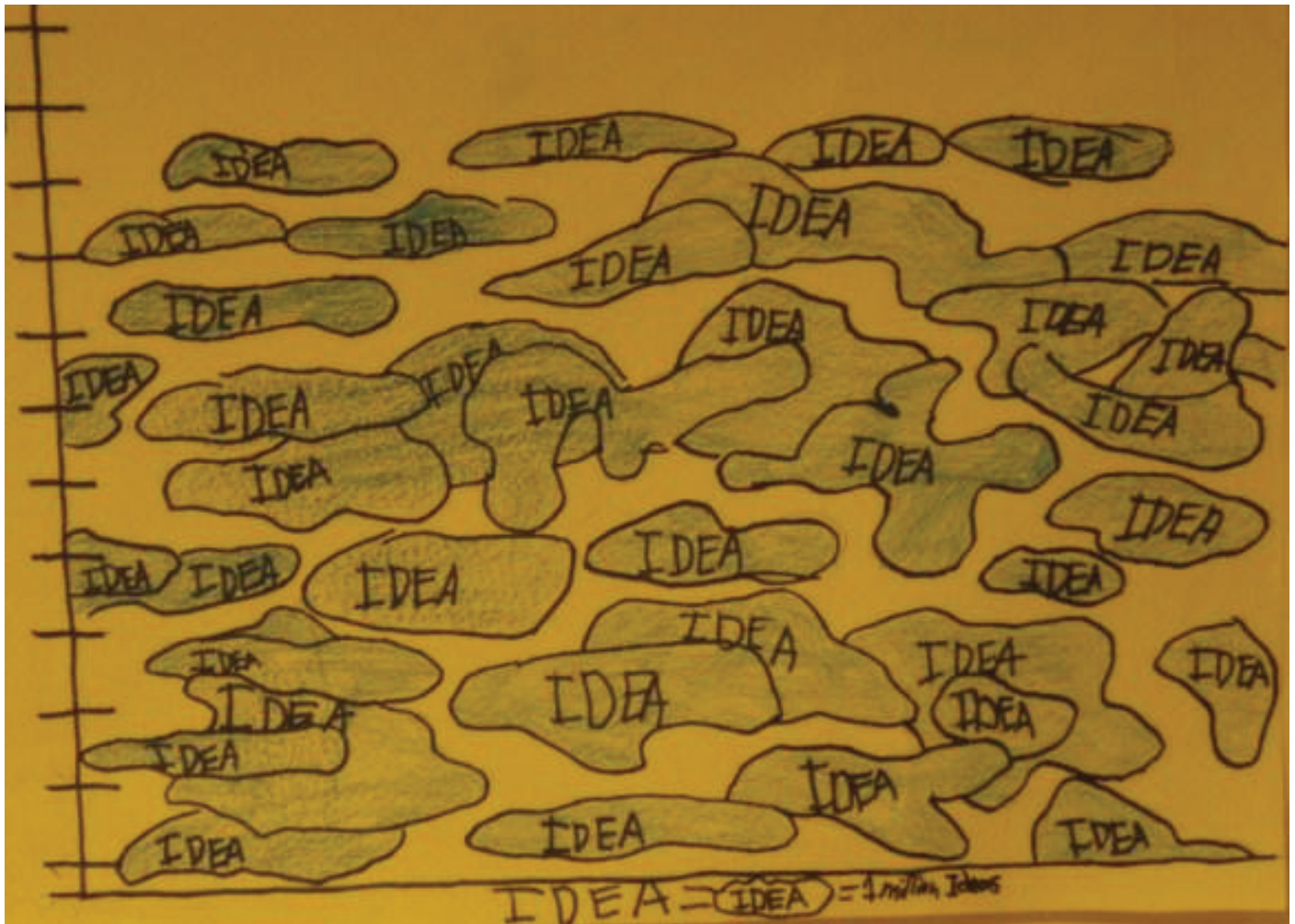
No Judgment

Student Brainstorming Rules & Symbols



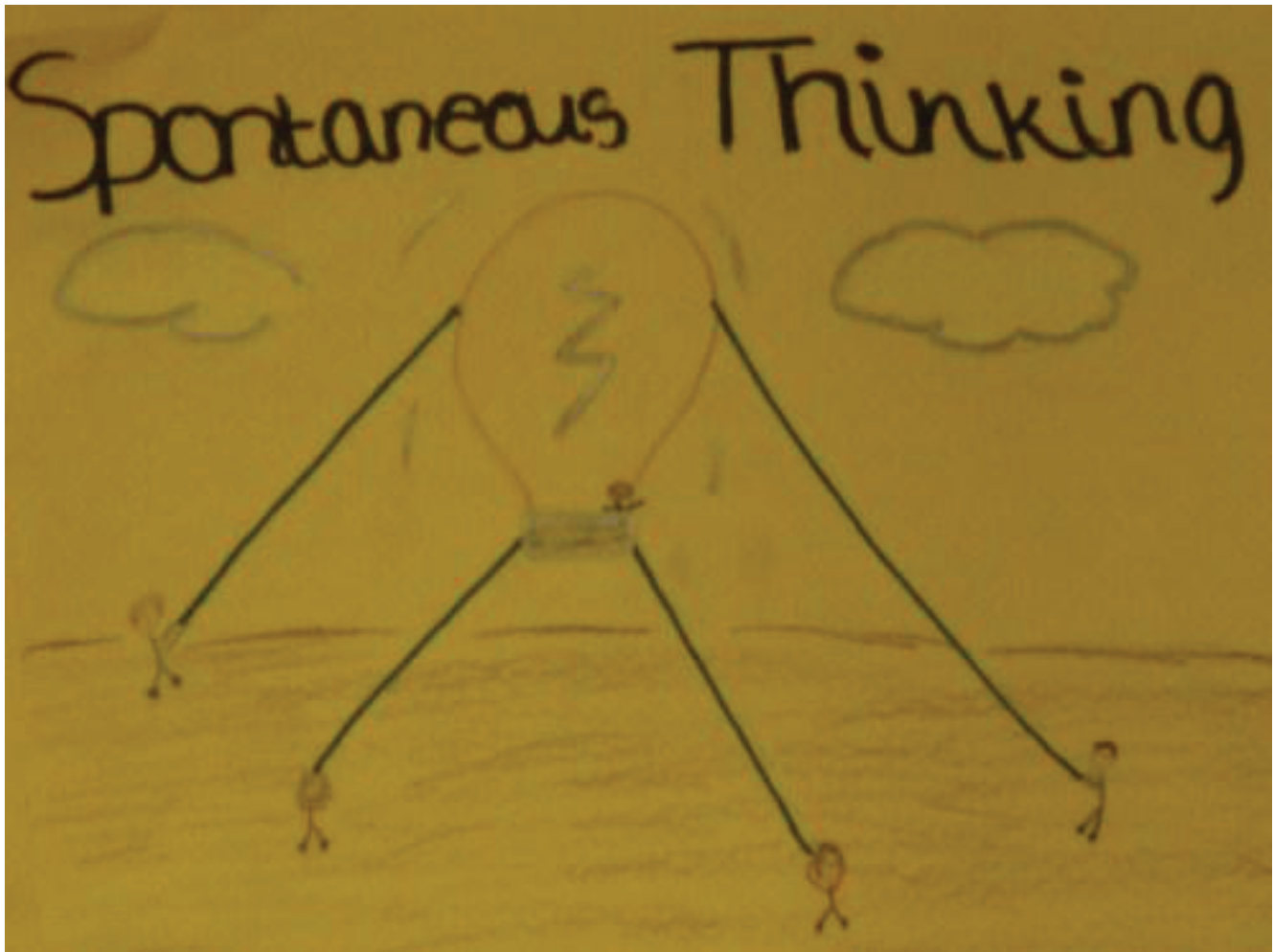
Freewheel

Student Brainstorming Rules & Symbols



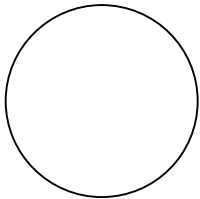
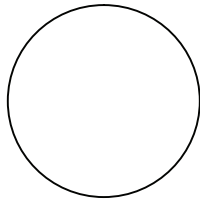
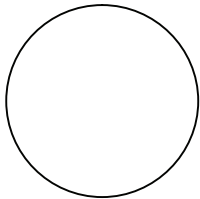
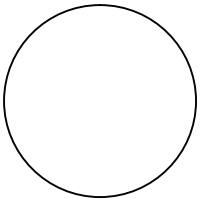
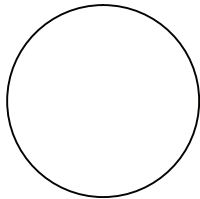
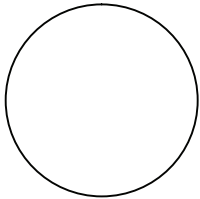
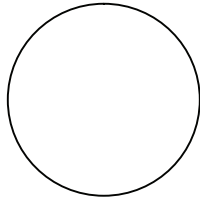
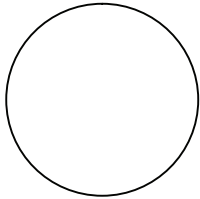
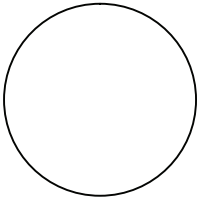
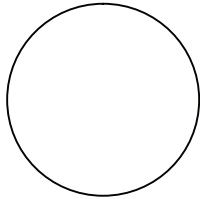
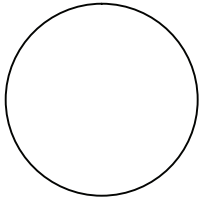
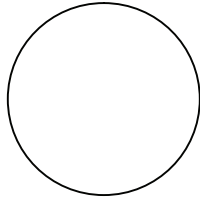
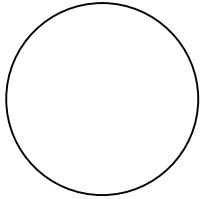
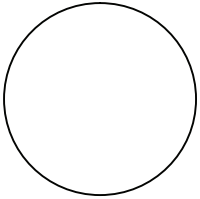
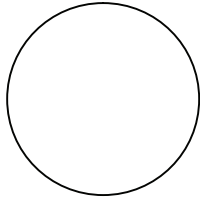
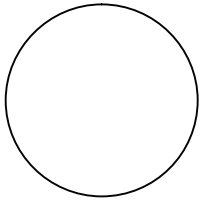
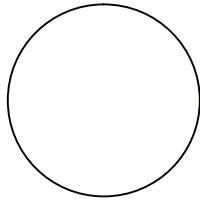
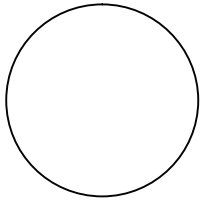
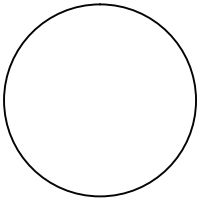
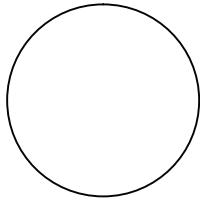
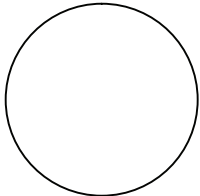
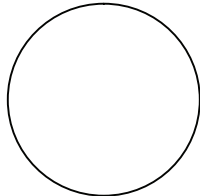
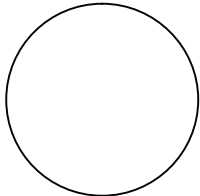
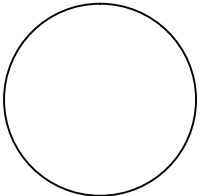
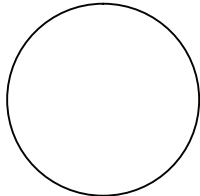
All Four Brainstorming Rules

Student Brainstorming Rules & Symbols



Many Ideas

Instructional Elements of Creativity

FLEXIBILITY



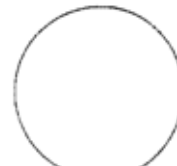
pancake



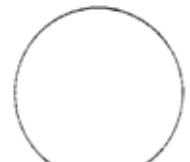
Cheerio



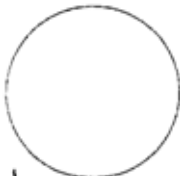
LIFESAVER



KIX



Brussle sprout



hamburger



hamburger bun



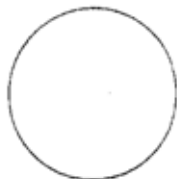
Opened oreo



cheese pizza



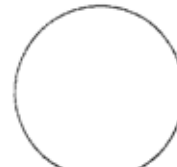
pepperoni pizza



pea



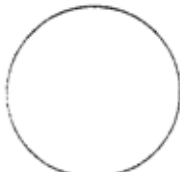
apple



onion



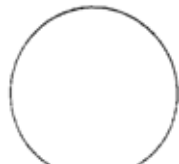
m&m



Skittle



coconut cream pie



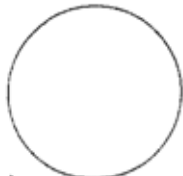
orange



english muffin



fried egg



blueberry



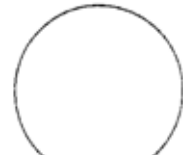
tomato



bagel



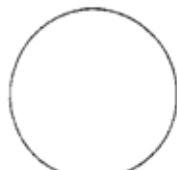
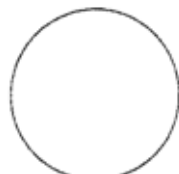
"o" in alphabet soup



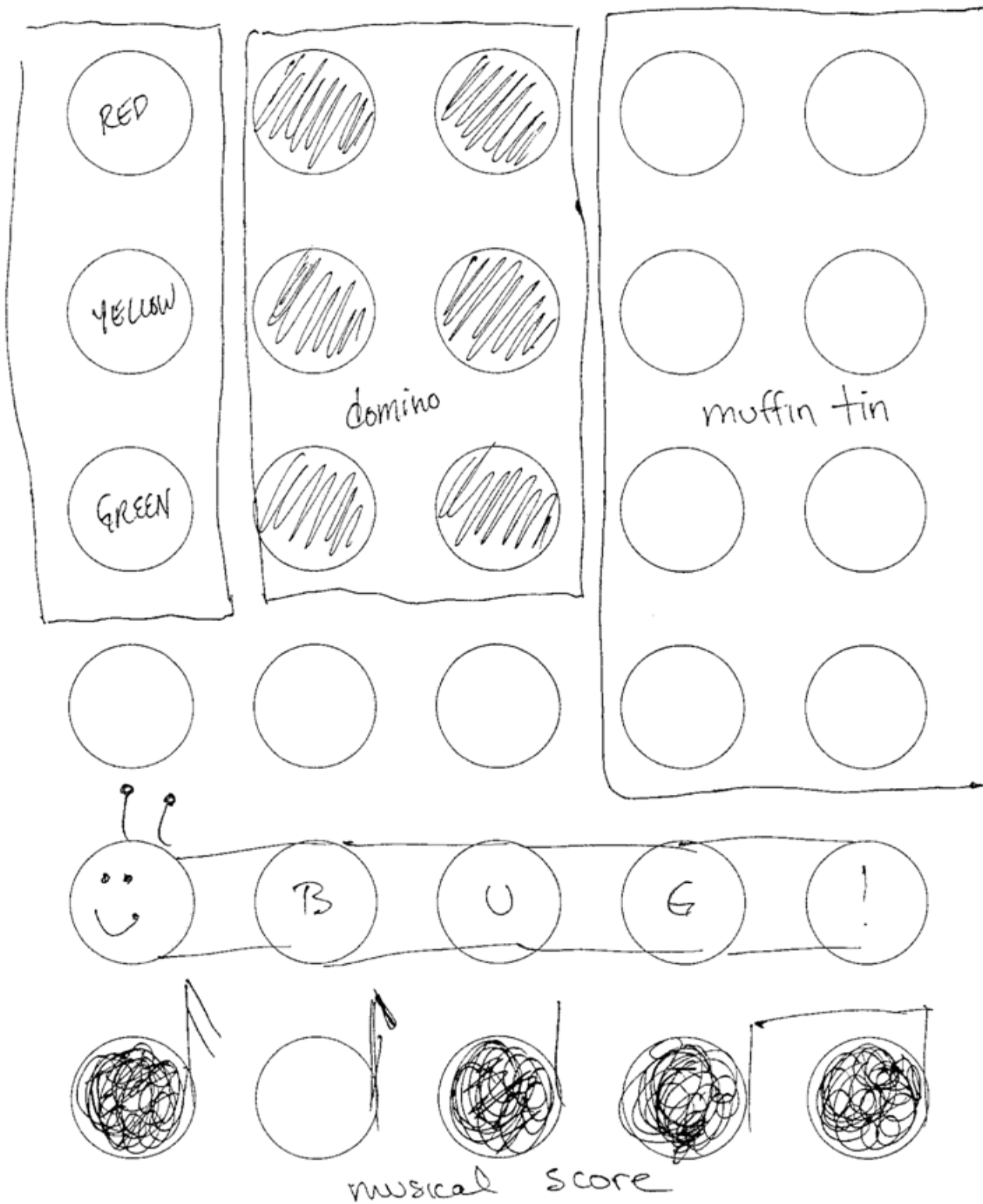
slice of bologna



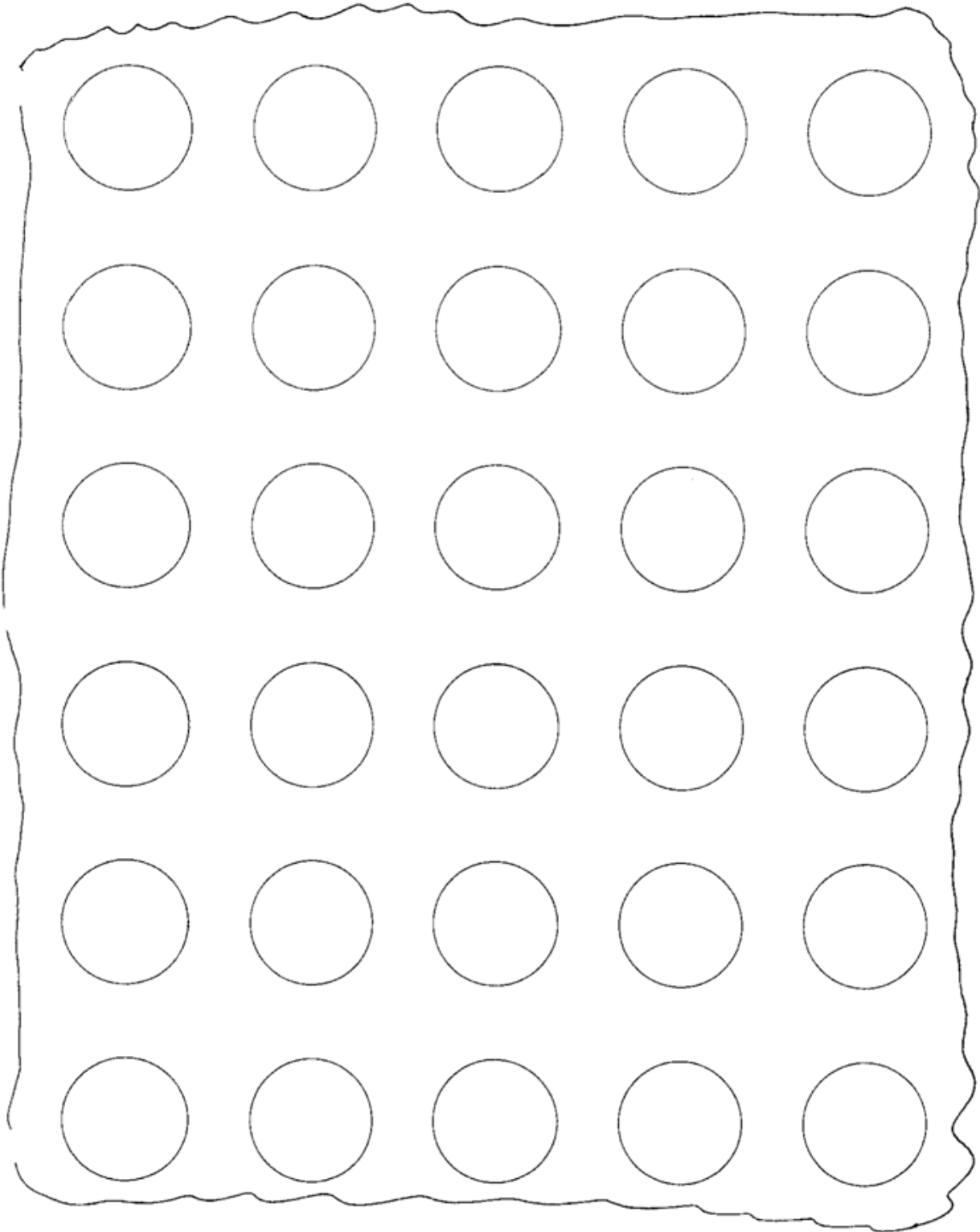
WAFFLE

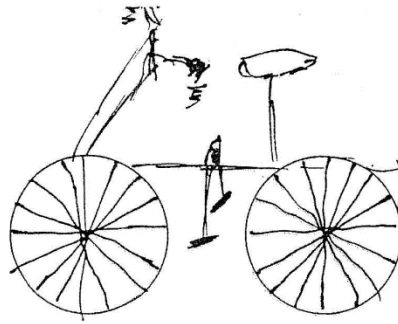


ORIGINACITY

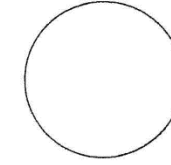
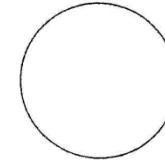
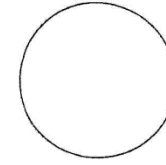
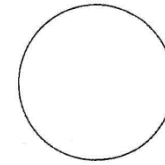
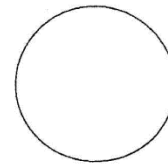
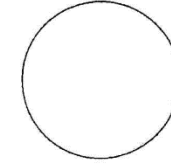
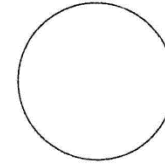
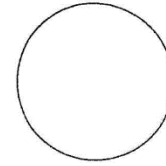
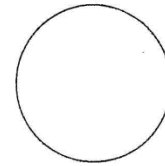
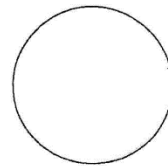
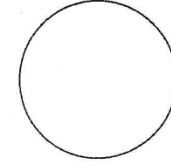
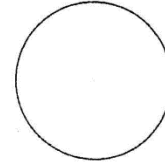
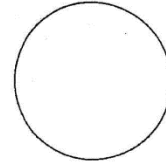
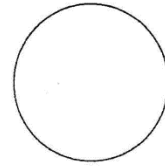
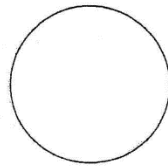
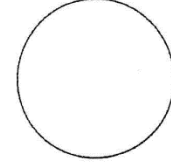
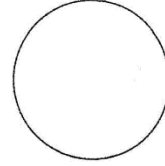
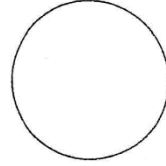
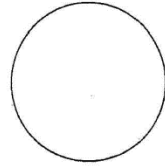
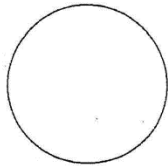
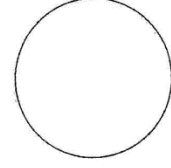
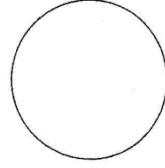
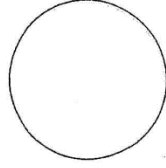
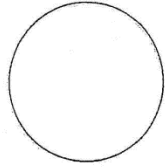
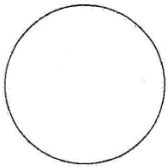
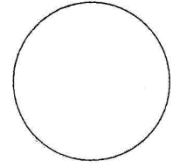


Combined





ELABORATION

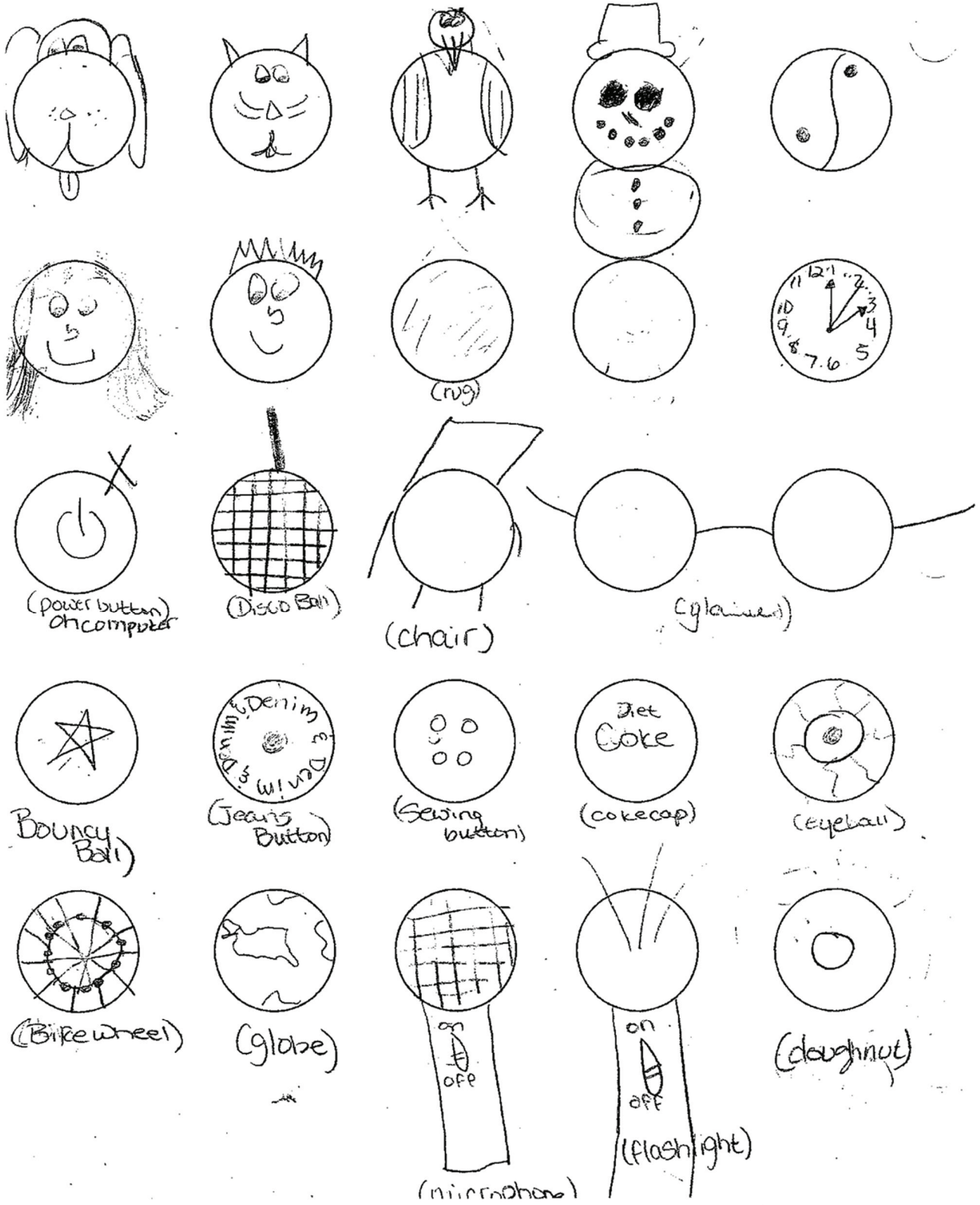




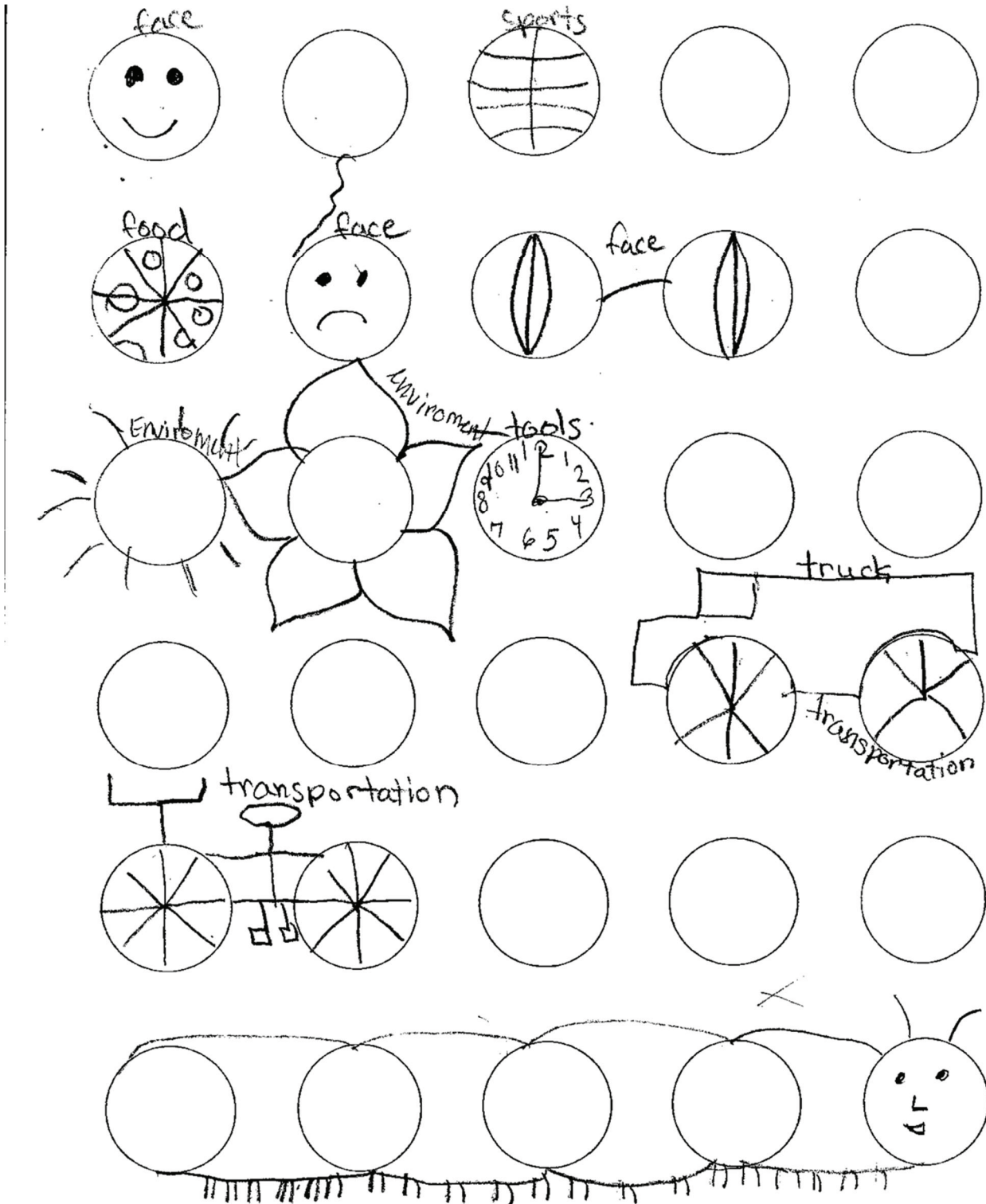
ELEMENTS OF CREATIVITY

- Fluency - how many?
- Flexibility - categories?
- Originality - unique?
- Elaboration - details?

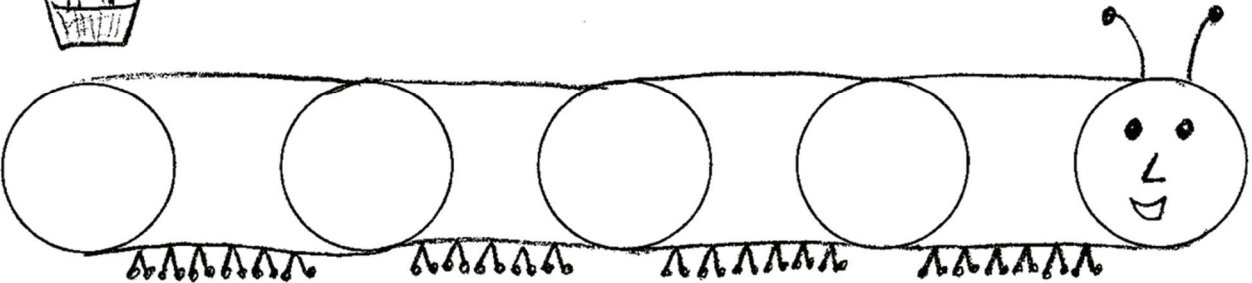
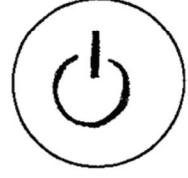
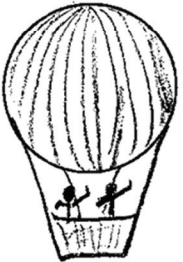
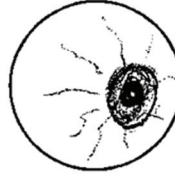
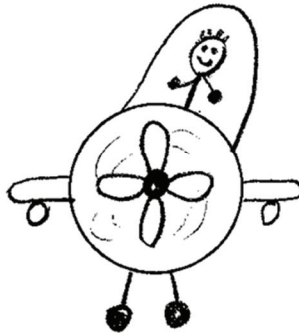
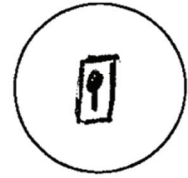
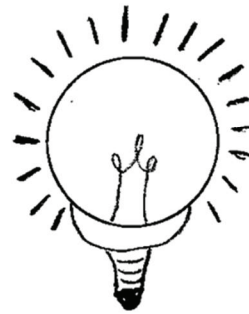
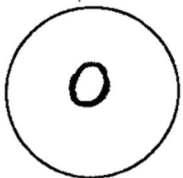
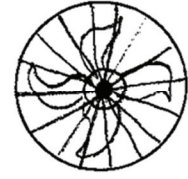
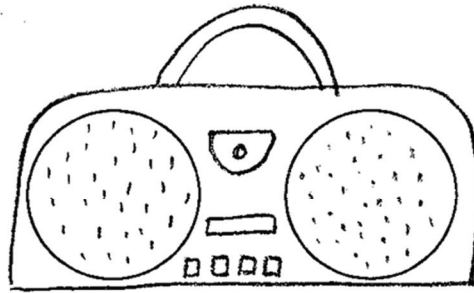
Creative Circle Student Teaching Samples



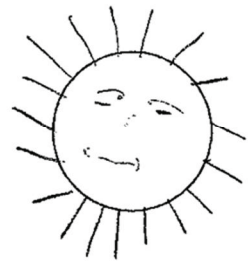
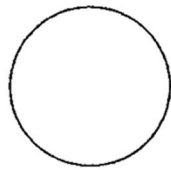
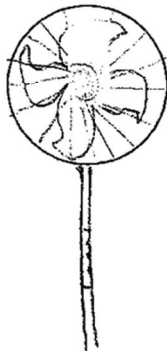
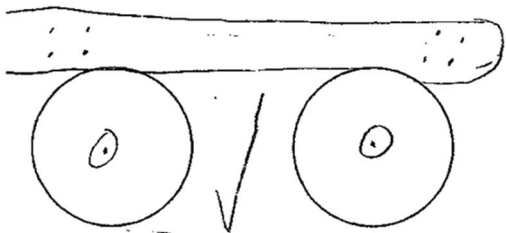
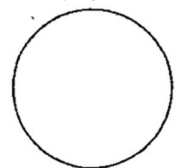
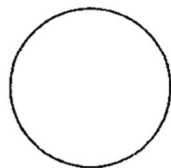
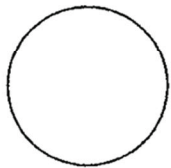
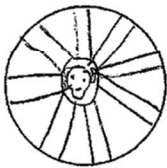
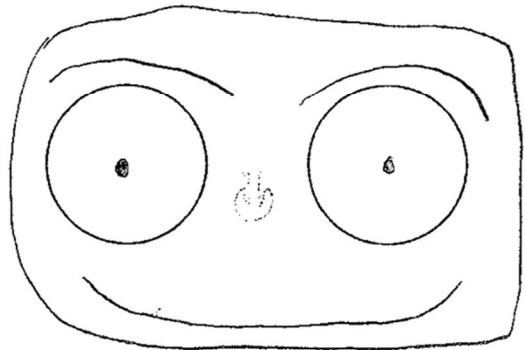
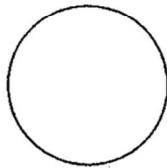
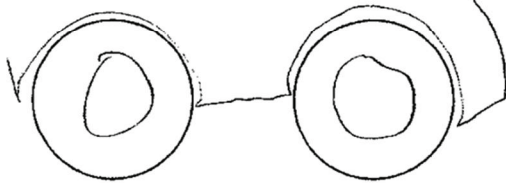
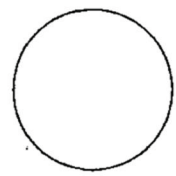
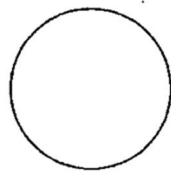
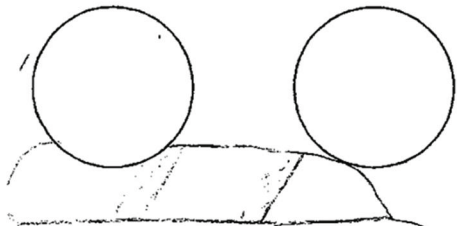
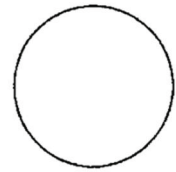
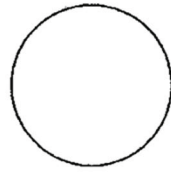
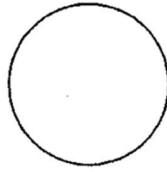
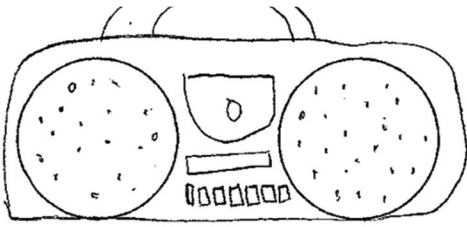
Creative Circle Student Teaching Samples



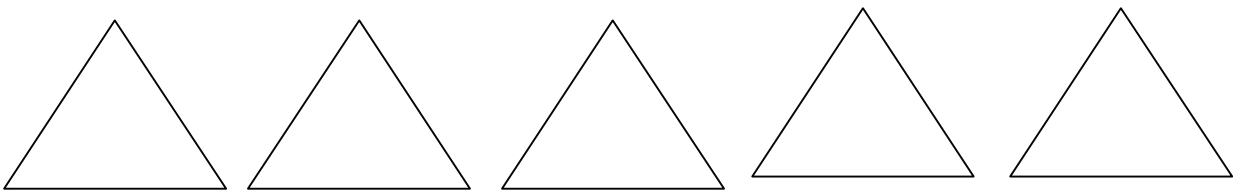
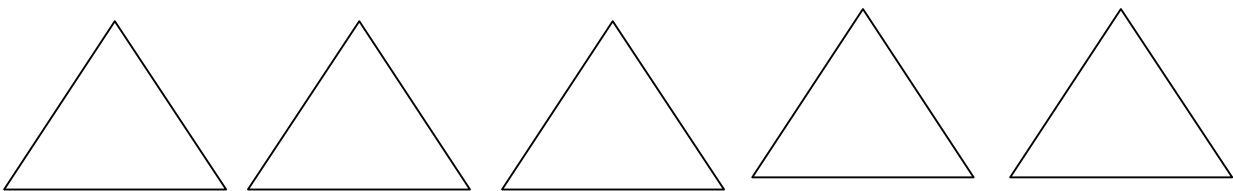
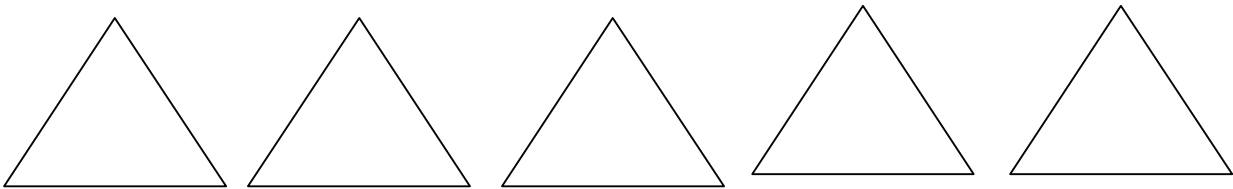
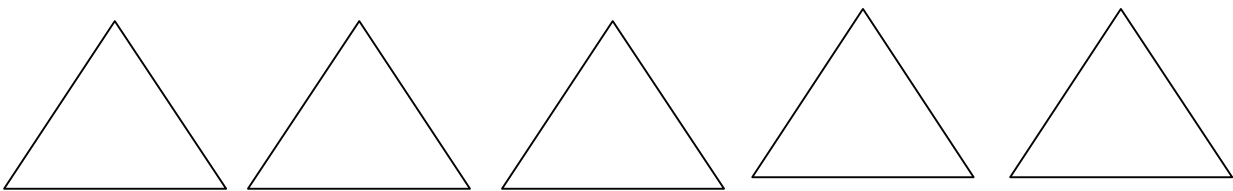
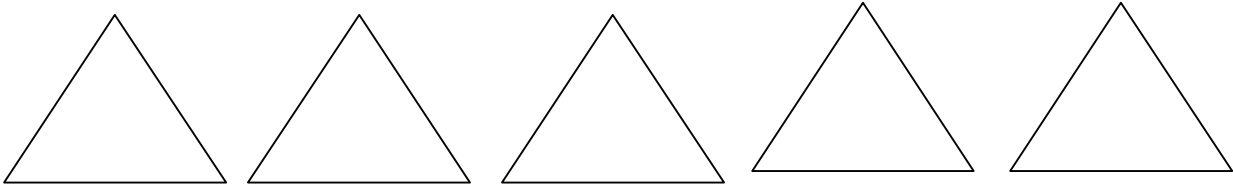
Elements of Creativity 1g



Elements of Creativity 1g

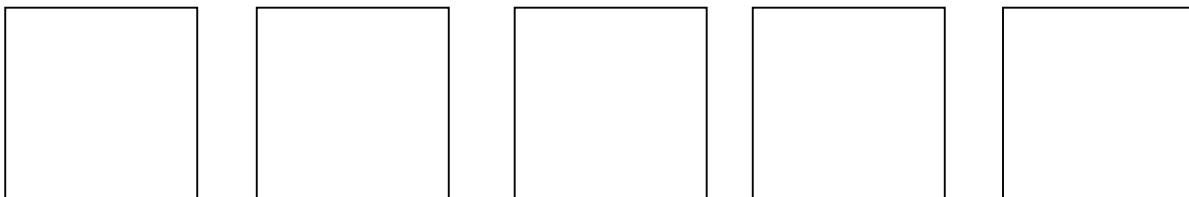
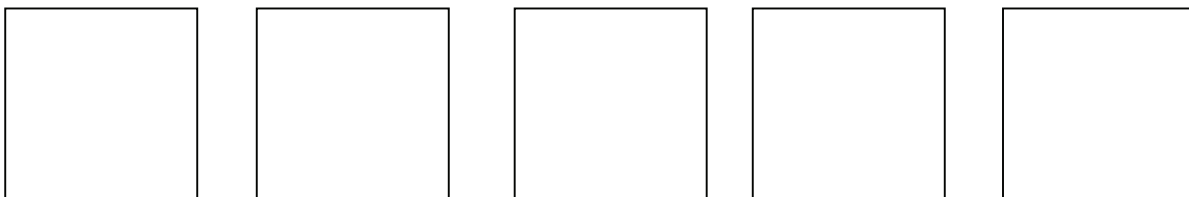
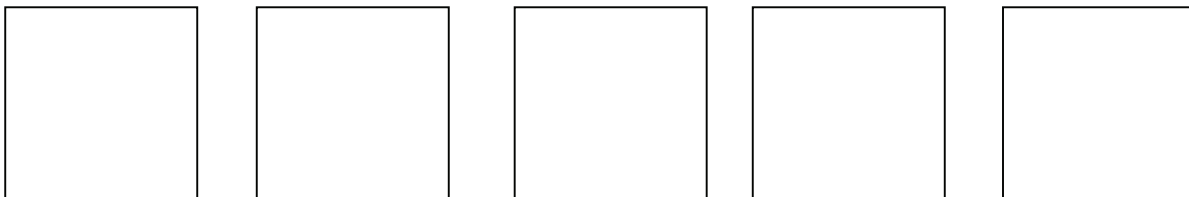
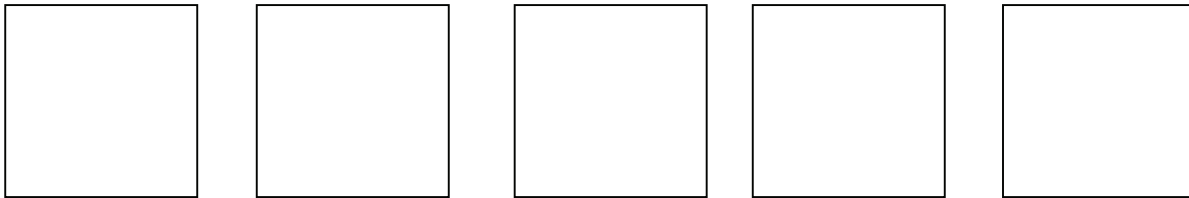
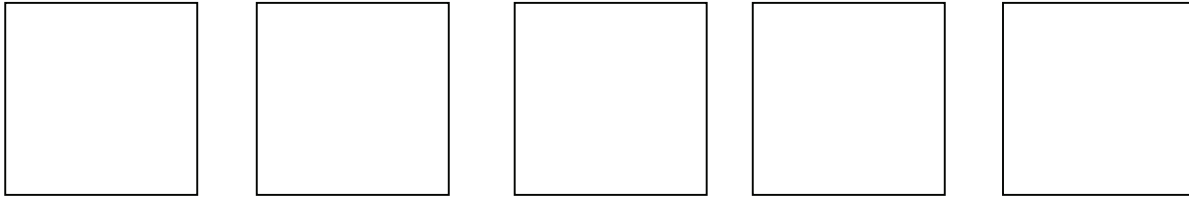


Creative Triangles



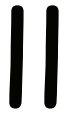
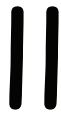
Name _____ Date _____

Creative Squares



Name _____ Date _____

Creative Parallel Lines



Name _____ Date _____

Creativity Myths

Mystery - Creativity is a rare form of genius possessed by only a few people. It comes from some outside source and you cannot control it. We know so little about it. It's puzzling.

Magical/Mystical - Creativity is an elusive phenomenon that evaporates or vanishes if you try to look at it too closely or study it in depth. We believe it to be ethereal. Creativity involves trickery, not substance.

Madness - Creative behavior is bizarre, bordering on mental illness. Creative individuals are strange, odd and weird. We view it as an anti-social or unhealthy behavior.

Merriment - Creativity involves behavior that is totally spontaneous and undisciplined. It doesn't happen with any forethought or planning. We use it only to entertain and surprise us.

Myths Handout

Myths: Words or Phrases	Myth Symbols
Mystery	Mystery
Magical/Mystical	Magical/Mystical
Madness	Madness
Merriment	Merriment

THAT'S ME!

Circle the number beside the statements you believe to be **TRUE**.

1. Critical thinking involves common sense.
2. Creative thinking is used to get ideas for fun.
3. Critical thinking is criticizing the ideas of others.
4. We only use critical thinking in our school work.
5. Critical thinking is used to find the right answer.
6. You can learn to think creatively.
7. You can learn to think critically.
8. Creative thinking is not used by scientists.
9. Creative thinking involves using logic.
10. Most of your school work involves creative thinking.
11. Great critical thinkers become artists and actors.
12. Creative thinking is used to look at ideas or concepts in different ways.
13. Critical thinking means judging the ideas of others.
14. Critical thinking is sometimes called thinking "outside the box."
15. Young children think more creatively than older children.
16. Creative and critical thinking are both used in brainstorming.
17. Creative thinking is use when you can't find the right answer.
18. Critical thinking is used to make choices or decisions.
19. Solving a math problem is an example of critical thinking.
20. Creative and critical thinking are skills we will use after we leave school.

Students: These statements are intended to make you **THINK!** Be prepared to discuss and support your choices!

Thinking Definitions

Creative Thinking

It is a mental and social process involving the generation of new ideas, connections or meanings between existing concepts. It is an assumption-breaking process that occurs through encountering gaps, paradoxes, opportunities, challenges or concerns and then searching for meaningful new connections by **generating**:

Divergent thinking for:

- Many possibilities
- Varied possibilities
- Possibilities from different perspectives
- Unusual or original possibilities
- Details to expand or enrich possibilities

Critical Thinking:

It is a mental process of discernment, analysis and evaluation. It involves reflecting upon an idea, decision or task with solid, common sense judgment, examining possibilities carefully, fairly and constructively, and then **focusing** you thoughts and actions by:

Using Convergent thinking for:

- Organizing and analyzing
- Synthesizing and reconstructing
- Refining and developing promising possibilities
- Reviewing with relevance and logic
- Ranking or prioritizing options
- Choosing or deciding on certain options

Student Samples

CREATIVE THINKING

"Creative thinking is like bumping into blanks and using your mind loosely to come up with purposeful new relations to create crazy, wild, not typical ideas."

~ Gabriella, 7th grade student

SCHOOL

1. Making a poster for your science project.
2. Designing a costume for a school play.
3. Thinking of things to write in an essay.
4. "SCAMPER ing" ideas to make the best school in the world.
5. Making a new game to play in gym class.

HOME

1. Coming up with a list of ideas for what to do on a rainy weekend.
2. Thinking of ways to keep your sister out of your room.
3. Making up your own pizza recipe.
4. Making a cool gift for a friend.
5. Decorating your room and thinking of how to put pictures on your wall.

CRITICAL THINKING

"Critical thinking is looking at options and inspecting choices equally, evenly, and gently, with full attention, and then paying attention to your thoughts to perfect and improve promising choices."
~ Cavan, 8th grade student

SCHOOL

1. Organizing your binder of school stuff.
2. Deciding how to make good choices when you pick friends.
3. Decide if you should report something to the principal.
4. Choosing ala carte items in the cafeteria.
5. Deciding on what kind of project you want to do in Creative Thinking class.

HOME

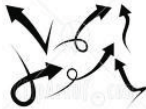
1. Choosing snacks to pack for a trip.
2. Selecting a video for the family to watch.
3. Deciding what chores to do first on the weekend.
4. Planning how the furniture will be put in your new house.
5. Making a budget to save money.

Acrostic Poems

Cool . . . Crazy



Radical thinking



Exploring emotions



Allow for dreaming



Time don't matter



Infinity of thoughts



Visionary ventures



Elaboration exponential!



Conclusion driven



Reality focused



Inside the box



Terminating thoughts



Iron it out



Catch the problem



Analyze it



Let's be logical!

$$\left(\sum_{k=2}^{n-1} \frac{n!}{k!(n-k)!} \right) + 1$$

$n, k \geq 2$

Acrostic Poem – Student Samples



Name _____ Date _____

Creative and Critical Thinking Test

Directions: Give an example of when you have used or could use creative thinking and critical thinking at home and at school. Give DETAILS!

THINKING	SCHOOL	HOME
CREATIVE		
CRITICAL		

Directions: Label the following words as: A. Creative Thinking or B. Critical Thinking (5 answers each).

- | | |
|--|---|
| <p>_____ ORGANIZING</p> <p>_____ ANALYZING</p> <p>_____ PRIORITIZING</p> <p>_____ UNUSUAL</p> <p>_____ DETAILS</p> | <p>_____ MANY</p> <p>_____ REFINING</p> <p>_____ ORIGINAL</p> <p>_____ VARIED</p> <p>_____ DECIDING</p> |
|--|---|

OPTIONAL K.M.S.☺.

ON THE BACK: List and define the four Elements of Creativity. Give five thoughts about how using the Elements of Creativity improves our world.

Name _____

SCAMPER Tool

Date _____

Initial Task or Question

M	MAGNIFY - MINIFY Make larger or smaller?
EXPLAIN	

S	SUBSTITUTE Use for or do instead of?
EXPLAIN	

P	PUT TO OTHER USES Use another way/purpose?
EXPLAIN	

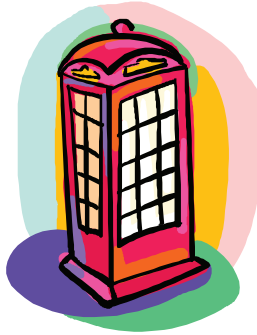
C	COMBINE Join or put together?
EXPLAIN	

E	ELIMINATE Take away or do without?
EXPLAIN	

A	ADAPT Change or do differently
EXPLAIN	

R	REVERSE/REARRANGE Do differently or backwards. Change order or function?
EXPLAIN	

Predictions of the Future Past



“This ‘telephone’ has too many shortcomings to be seriously considered as a means of communication. The device is inherently of no value to us.”

~ Western Union internal memo, 1876 ~

Name _____

Date _____

REPMACS

Initial Task or Question

R	REVERSE/REARRANGE Do differently or backwards. Change order or function?
EXPLAIN	

E	ELIMINATE Take away or do without?
EXPLAIN	

DIRECTIONS: Choose the **best example** for each letter. You **cannot use an answer twice**. Write the word for each letter and then explain your change and how it relates to that letter of REPMACS!

P	PUT TO OTHER USES Use another way/purpose?
EXPLAIN	

M	MAGNIFY - MINIFY Make larger or smaller?
EXPLAIN	

A	ADAPT Change or do differently?
EXPLAIN	

C	COMBINE Join or put together?
EXPLAIN	

S	SUBSTITUTE Use for or do instead of?
EXPLAIN	

Name _____ Date _____

SCAMPER Best School in the World – Student Sample

Initial Task or Question

How can I make our school the best school in the world?

S	SUBSTITUTE
	Use for or do instead of? No writing just texting.
EXPLAIN	Save paper and pencil and don't teach handwriting.

C	COMBINE
	Join or put together? Put the gym exercise bikes in the lunch room together.
EXPLAIN	Students could eat and exercise at the same time.

A	ADAPT
	Change or do differently Put a 5 minute break in the middle of all classes.
EXPLAIN	Gives students a time to know when they can relax/re-group.

M	MAGNIFY - MINIFY
	Make larger or smaller? Make all classes in our district interactive every day.
EXPLAIN	Link us up electronically to all students our age in blogs.

P	PUT TO OTHER USES
	Use another way/purpose? Have classes on skills like teamwork.
EXPLAIN	This would help us get along in and out of school.

E	ELIMINATE
	Take away or do without? TEXTBOOKS!!!!!!
EXPLAIN	Put them on CD's or something.

R	REVERSE/REARRANGE
	Do differently or backwards. Change order or function? Teachers come to the students instead of the students moving.
EXPLAIN	Students would never be late to class or lose anything.

Word & Name Checklist

SUBSTITUTE	COMBINE	ADAPT	MAGINIFY MINIFY	PUT TO OTHER USES	ELIMINATE	REVERSE

CREATES

CONNECT	REPLACE	EXCHANGE	ADJUST	TWIST	EXTEND	SEPARATE

"A VERSION OF" YOUR FIRST OR LAST NAME

EXAMPLE: **GARRETT**

GROW	ALTER	REDUCE	REFORMAT	ELABORATE	TWIST	TURN AROUND
------	-------	--------	----------	-----------	-------	----------------

NOTE: Make sure the words selected have discreetly different meanings so they can be effective in generating different types of ideas for change.

Name _____ Date _____

REPMACS Test

How has the telephone changed?

R	
EXPLAIN	

E	
EXPLAIN	

P	
EXPLAIN	

M	
EXPLAIN	

A	
EXPLAIN	

C	
EXPLAIN	

S	
EXPLAIN	

DIRECTIONS: Choose the **best example** for each letter. You **cannot use an answer twice**. Write the word for each letter and then explain your change and how it relates to that letter of REPMACS!

PMQ Log

PLUSES (+)	MINUSES (-)	QUESTIONS (?)

PMQ Sample Problems

1. Make it illegal to use cell phones while driving.
2. Parents must get training and a certificate for parenting.
3. Make all high fat foods illegal.
4. Next term, school uniforms are required.
5. Create four-day workweeks for all employees.
6. Every government organization must have at least 50% women.
7. After age 60 you pay no income tax.
8. U.S. Presidents should have one four-year term limit.
9. Someone is persistently late each morning.
10. The victim decides the criminal's punishment.
11. People are charged garbage collection by pound.
12. Only university graduates may apply for a driver's license.
13. Students may select their teachers.
14. Place a total ban of public smoking.
15. Marriages are renewable options every five years.
16. The government makes all prescription drugs free.
17. All schools are put on year-round calendars.
18. You can take a test and skip high school.
19. All children of divorce live equal time with each parent.
20. Your own ideas????

These questions can be rephrased or changed depending on the age and maturity of the students.

PMQ – Student Samples

Idea to Explore: Teachers move around to students in Middle School instead of students changing classes.

Note: This idea was generated by a group of Middle School students when they completed the SCAMPER on making their school the “best school in the world”. The PMQ can be used for all ideas generated by students.

PLUSES (+)	MINUSES (-)	QUESTIONS (?)
<ol style="list-style-type: none"> 1. Less fighting in the hall. 2. Longer breaks for students waiting for teachers. 3. Students wouldn't be tardy. 4. Doesn't matter where student lockers are placed. 5. Only two trips to lockers in morning and afternoon. 	<ol style="list-style-type: none"> 1. Don't get to see as many friends between classes. 2. Have to remember to bring everything at once to class. 3. Would not get as much walking exercise going to class. 4. Only would have the same brains to work with all the time. 	<ol style="list-style-type: none"> 1. Would all bulletin boards be electronic? 2. Would rooms have tables or desks? 3. Would it be more boring to work with the same students all day? 4. Where would we put all our stuff? 5. Could we have electronic texts and not have to carry so much?

Choice Board

OPTIONS							
		SCORING OF CHOICE BOARD					
	PLUSSES +						
	MINUSES -						
	+ KMSO						
	- KMSO						
TOTAL SCORE							

K.M.S.☺. = Knock my socks off!

Score each choice with a 1-5 for how you believe it meets each of your criteria in the Pluses and Minuses. Reminder: each minus attribute must start with the word **NO** and cannot be the opposite of any of the pluses. (Adapted from de Bono)

House Choice Board

CHOICES		410 Acoma	Pearl Street				
		SCORING OF CHOICE BOARDS					
	PLUSSES +	3	3				
Lots of light		3	5				
Downtown Denver		0	5				
Historic architecture		4	5				
Open floor plan		5	1				
Exercise room		5	2				
Outdoor area							
	MINUSES -	2	5				
No big high rise		1	1				
No high cost*		3	5				
No bad neighborhood		3	4				
No lots noise		5	3				
No lots of stairs		5	5				
No >1500 sq. ft.							
	+ KMSO	4	5				
Open floor plan		3	5				
Downtown Denver		3	3				
Lots of light							
	- KMSO	5	5				
No > 1500 sq. ft.		3	5				
No bad neighborhood		2	5				
No big high rise							
TOTAL SCORE		59	71				
K.M.S.O. = Knock my socks off!							

Score each choice with a 1-5 for how you believe it meets each of your criteria in the Pluses and Minuses. Reminder: each minus attribute must start with the word **NO** and cannot be the opposite of any of the pluses. (Adapted from de Bono)

Pets Choice Board

CHOICES		GERBIL	CAT	DOG	HAMSTER	FISH	HORSE
		SCORING OF CHOICE BOARD					
Ride it	PLUSES +	1	1	1	1	1	5
Low cost		5	4	3	5	5	1
Feed seldom		4	5	1	4	1	1
Low maintenance		5	4	2	5	5	1
Play with		2	3	5	2	1	3
Little space		5	4	4	5	5	1
No training	MINUSES -	5	5	3	5	5	1
No shedding		5	5	4	5	5	4
No biting		5	5	1	5	5	2
No short lifespan		1	5	4	5	4	2
Low cost	+ KMSO	5	4	3	5	5	1
Play with		2	3	5	2	1	3
No biting	- KMSO	5	5	1	5	5	2
No short lifespan		1	5	4	5	4	2
TOTAL SCORE		51	58	41	59	52	29
K.M.S.☺. = Knock my socks off!							

Score each choice with a 1-5 for how you believe it meets each of your criteria in the Pluses and Minuses. Reminder: each minus attribute must start with the word **NO** and cannot be the opposite of any of the pluses. (Adapted from de Bono)

Think Tank

1					
2					
3					
4					
5					

Name _____

Date _____

Foreign Language Think Tank

Word	Part of Speech	Synonym	Number of Syllables	Phonetic Spelling	Tense

Name _____

Date _____

Science Rocks Think Tank

	Color	Hardness	Birthstone (month)	Where Found	Other Interesting Facts
Topaz					
Pearl					
Garnet					
Diamond					
Turquoise					

Name _____ Date _____

Social Studies Think Tank

	Rivers	Cities	Exports	Countries	Leaders

Name _____ Date _____

Health Think Tank

	Calories	Carbohydrates	Sodium	Fiber	Fat

Name _____ Date _____

Math Think Tank

	$2x + 3$	$3x + 4$	$2x + 5$	$4x + 2$	$x + 3$
1					
2					
3					
4					
5					

Name _____ Date _____

Creative Story Think Tank

	LIVING THINGS	NON-LIVING THINGS	PLOT	SETTING	FEELING/ MOOD
1					
2					
3					
4					
5					

Name _____

Date _____

Creative Writing Story Starters

Students will roll the dice to come up with interesting combinations for a creative writing assignment. Have students do ten trial combinations and write a summary sentence for each creative story idea. Then students meet with the teacher for discussion and approval before beginning to draft their creative story.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Name _____ Date _____

Teacher mini-conference/approval on _____ (date)

Teacher signature

Creative Writing Think Tank (Student Sample)

	LIVING THINGS	NON-LIVING THINGS	PLOT	SETTING	FEELING/ MOOD
1	SILLY PERSON 1	SAND 1	TRAVEL TO SPACE 1	PARK 3	MAD 1
2	CACTUS 1	BALLS 1	HAVING A TEA PARTY 1	TREE HOUSE 1	ON CLOUD NINE 1
3	STARFISH 3	FIRE 1	GETS LOST 1	INSIDE THE BRAIN 1	AWESOME 3
4	SQUIRREL 1	BOX 1	GOING ON VACATION 3	GRAVE YARD 2	GIGGLY 2
5	LADY BUG 2	MARBLE 2 3	A BIG FIRE BURNING 1	CLASSROOM 1	FRUSTRATED 1

Think Tanks 1h

Name _____

Date _____

1st roll of dice: silly person - box - gets lost - tree house - on cloud nine (1-4-3-2-2)

2nd roll of dice: lady bug - marble - gets lost - grave yard - giggly (5-5-3-4-4-)

3rd roll of dice: starfish - marble - on vacation - park - awesome (3-5-4-1-3)

Sensory Think Tank

	TASTE	TOUCH	SMELL	HEAR	SEE
1					
2					
3					
4					
5					

Name _____

Date _____

ALPHA T

A	B	C	D	E
F	G	H	i	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	Y	Z

Name _____ Date _____

Living & Non-Living Think Tank

	T	H	I	N	K
1					
2					
3					
4					
5					

Name _____

Date _____

NOTE TO TEACHER: Print this as two double-sided instruments to use for both Day II and Day III of the Innovation Creation activity.

Innovation Creation Think Tank

	T	H	I	N	K
1					
2					
3					
4					
5					

Name _____

Date _____

NOTE TO TEACHER: Print this as two double-sided instruments to use for both Day II and Day III of the Innovation Creation activity.

Living & Non-Living Think Tank (Student Sample)

	T	H	I	N	K
1	Soccer ball	Pen	Lizard	Lights	Mirror
	Guinea Pigs	Fender	Golf Cart	Ladder	Tombstone
2	Wheels	Radio	Soccer ball	Helmet	Carpet
	Galaxy	Asteroids	Aliens	Chalk	Cell Phone
3	Bus	Steering Wheel	Antennae	Phone	Microwave
	Gloves	Brush	Planets	Chimney	Peacock
4	Axel	Bat	Motor	Garbage	Skateboard
	Hair Dryer	Gym Bag	Brain	Stars	Hamster
5	Planets	Sea Turtle	Saw	Exhaust	Wrench
	Windows	Sun	Gloves	Fish	IPOD

NAME _____

DATE _____

New Ideas (Innovations?)

Innovation Creation Think Tank (Student sample)

	T	H	I	N	K
1	A furry soccer ball	Fender squirts ink on car when hit	Scaly non-slip golf cart seats	Ladder that lights up for working at night	Hologram on Tombstone of per
2	Star designs on wheel rims	Talking garden rocks	Alien soccer video game	Chalk dust protector	Hot spot on carpet you stand on and call people
3	Heated Bus Steering wheel	Remote controlled bathroom brush	Orbiting antennae for better reception	Fire- proof Phone	Multi-colored microwave popcorn
4	Ceiling mounted rotating hair dryer	Sonic locating gym bag	Car driven by thoughts	Space trash incinerator	Sphere that you can skateboard inside
5	Plant Portals	Solar Plant Rocks	Spiked garden gloves to rake soil	Sleep Water Tanks	A "Swiss Army" IPOD

NAME _____

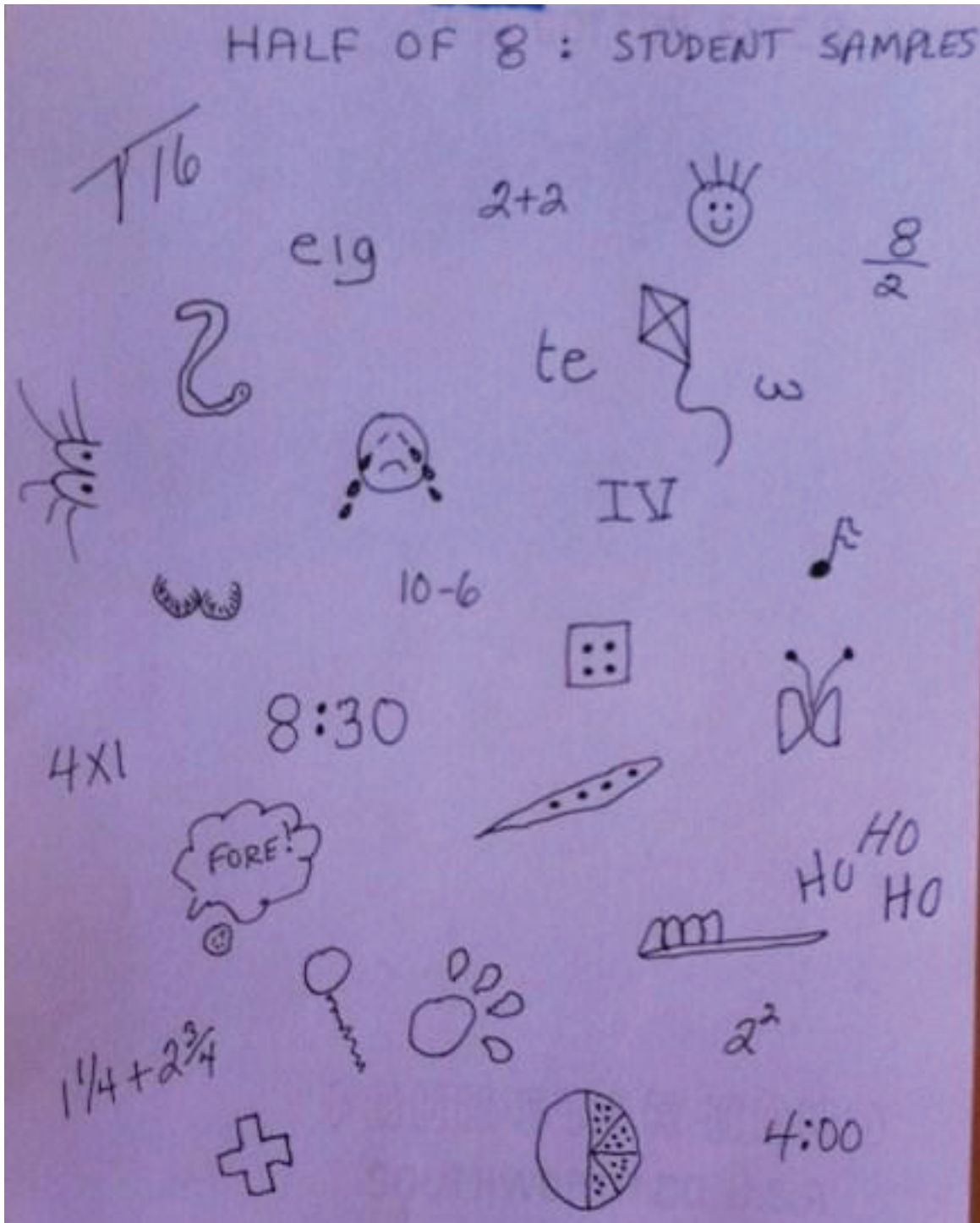
DATE _____

WORDLES

<p>1</p> <p>FGH^IJKLMNOP^QRST</p>	<p>2</p> <p>NOXQQIVIT</p>	<p>3</p> <p>arrest you're</p>	<p>4</p> <p>FIRE COURAGE</p>
<p>5</p> <p>Belt Hitting</p>	<p>6</p> <p>momanon</p>	<p>7</p> <p>T H I N K</p>	<p>8</p> <p>breth</p>
<p>9</p> <p>head ache</p>	<p>10</p> <p>GIVE GET GIVE GET GIVE GET GIVE GET</p>	<p>11</p> <p>eyebrows</p>	<p>12</p> <p>r o rail d</p>
<p>13</p> <p>T RN</p>	<p>14</p> <p>1 3 5 7 9 11 vs. u</p>	<p>15</p> <p>GRIMY FILTHY UNCLEAN SULLIED FOUL SMUDGED BESMIRCHED</p>	<p>16</p> <p>ESROH RIDING</p>

WORDLES : STUDENT SAMPLES

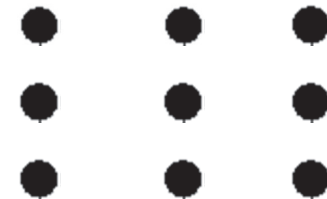
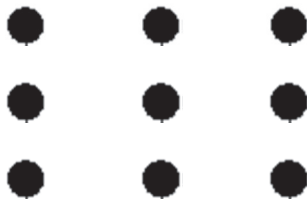
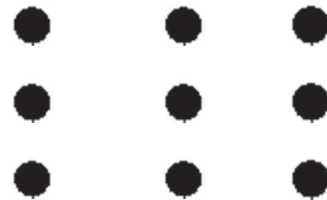
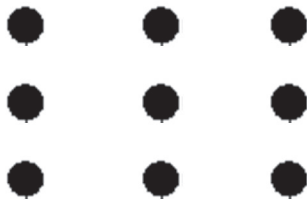
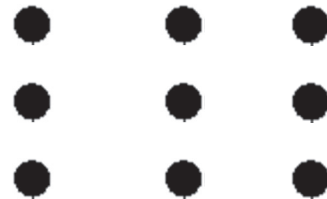
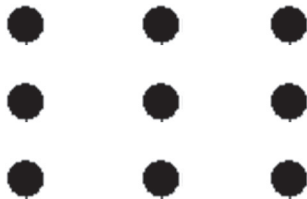


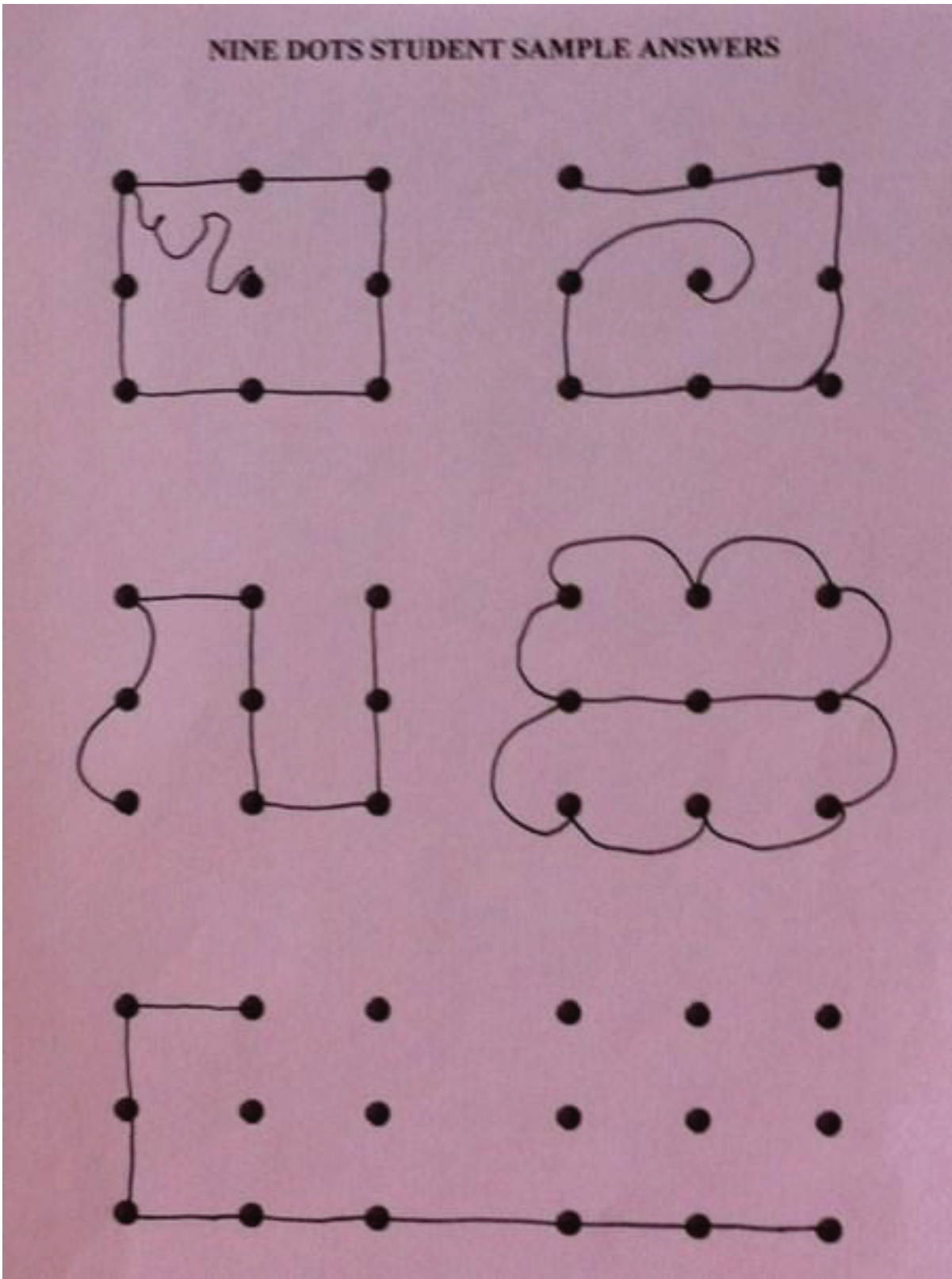
Name _____

Date _____

Nine Dots Problem

Directions: 1. Connect all 9 dots. 2. Use no more than 4 straight lines.
3. Do not lift your pencil. 4. Do not retrace.





Classic Brain Riddles

1. What gets wetter and wetter the more it dries?
2. What can you catch but not throw?
3. I am weightless, but you can see me.
Put me in a bucket, and I make it lighter. What am I?
4. From the beginning of eternity, to the end of time and space,
to the beginning of every end, and the end of every place. What am I?
5. Whoever makes it, tells it not. Whoever takes it, knows it not. Whoever knows it,
wants it not. What is it?
6. What is it that, after you take away the whole, some still remains?
7. You can have me but you cannot hold me; gain me and quickly lose me. If treated with
care I can be great, and if betrayed I will break.
What am I?
8. You throw away the outside, then cook the inside,
Then you eat the outside, and throw away the inside. What is it?
9. I have holes in my top and bottom, my left and right, and in the middle.
But I still hold water. What am I?
10. I can run but not walk. Wherever I go, thought follows close behind. What am I?
11. When I am filled I can point the way. When I am empty, nothing moves me. I have
two skins, one without and one within. What am I?

12. What does man love more than life? Fear more than death or mortal strife? What do the poor have, the rich require, and what contented men desire? What does the miser spend, the spendthrift save and all men carry to their grave?
13. A certain crime is punishable if attempted but not punishable if committed. What is it?
14. The man who invented it doesn't want it. The man who bought it doesn't need it. The man who needs it doesn't know it. What is it?
15. I never was, am always to be. No one ever saw me, nor ever will.
And yet I am the confidence of all, to live and breathe on this terrestrial ball. What am I?
16. Until I am measured, I am not known. Yet how you miss me, when I have flown! What am I?
17. If a man carried my burden, he would break his back. I am not rich, but I leave silver in my track. What am I?
18. At night they come out without being fetched, and by day they are lost without being stolen. What are they?
19. I'm where yesterday follows today, and tomorrow is in the middle. What am I?
20. Pronounced as one letter, and written with three,
Two letters there are, and two only in me.
I'm double, I'm single, and I'm black, blue, and gray,
I'm read from both ends, and the same either way. What am I?

Name _____

Date _____

Creative Math Test

The purpose of this timed test to determine your math ability. There are three false statements here. Identify them by underlining each one. Please work quickly. You will have a maximum of 3 minutes.

1. $13^2 = 169$

2. $243 / 3 = 61$

3. $4 \times 27 = 98$

4. $(7)^3 = 343$

5. $(213 - 23) / 2 = 95$

6. $242 - 12/3 = 238$

7. $(6)^2 + (8)^2 = 10^2$

Name _____ Date _____

Creative Numbers

Which of the following numbers is most different from the others?

1. Three
2. Thirteen
3. Thirty-one

My answer: _____

My reason: _____

My answer after working
with my partner: _____

Name _____

Date _____

Balancing Creative Math Problem

You are given 5 identical coins. One of the coins weighs more or less than the others. The other four are identical in weight. You are given a balance to use that does not have a numerical scale on it. It will only show you if one side is heavier or lighter than the other side. See sample below.



How can you determine which coin weighs more or less using only two measurements?

Name _____ Date _____

Minute Mystery Data Form

My first possible answer (guess): _____

Question 1: _____

_____ Yes _____ No

Question 2: _____

_____ Yes _____ No

Question 3: _____

_____ Yes _____ No

Question 4: _____

_____ Yes _____ No

Question 5: _____

_____ Yes _____ No

Solution: _____

Name _____ Date _____

Create a Code

The following simple code substitutes a number for the alphabet letters *in order*.

A=1 I=9 Q=17

B=2 J=10 R=18

C=3 K=11 S=19

D=4 L=12 T=20

E=5 M=13 U=21

F=6 N=14 V=22

G=7 O=15 W=23

H=8 P=16 X=24

Y=25 Z=26

Now, decipher the following coded message:

— — — — — — — — — — — — — — ?

23 8 1 20 9 19 25 15 21 18 14 1 13 5

Name _____ Date _____

Message Codes

Can you code the following messages (Product)?

What is the date today?

How old are you?

What is your favorite color?

Code Combos

Try some of these variations on codes (**Product**):

- Make a collection of various special codes people use every day. Examples include Braille, bar codes, computer codes, weather information, traffic signs and math symbols.
- Make a list of symbols we use every day. Examples include #, @, &, \$, +, etc. Discuss what each one means.
- Make a list of international symbols. Create some of your own.
- Make a more complex code using numbers and letters. Now write your name and address using the code.
- Invent a code as a class project. Send a message to another class and see if they can decipher it. Provide occasional hints (as in one clue per day) until they break it (**Persistence**)!
- Design new codes with the existing alphabet (**Originality**). For example, write a message and have every third word create a message.
- Line up the alphabet and have the code be counting 3 letters down. For example: For ABCDE - "B" is really "E".
- As a class, create a code for the numbers 0-9. Now create and solve math problems using the code.

Name _____

Date _____

Animation Tech Talk Terms

1. **SQUASH & STRETCH** - distorts (stretches) a shape to accent the movement.
2. **ANTICIPATION** - a reverse movement or pause to accent a forward move.
3. **FOLLOW THROUGH AND OVERLAPPING ACTION** - nothing stops abruptly - all movement is very, very smooth.
4. **STAGING** - placing the camera at different angles or viewpoints to get the best shot affect (weird angles, zooming in or out, poses, shooting through openings, etc.).
5. **SLOW IN & SLOW OUT** or **FAST IN & FAST OUT** - changing the speed of the camera action or character movement to emphasize a moment.
6. **SECONDARY ACTIONS** - having a main movement along with an additional movement of less importance.
7. **EXAGGERATION** - caricatures or distortions of actions OR designs that poke fun of someone or something.
8. **PATHS OF MOVEMENT** - a purposeful planned action or movement (circles - scallops -loops, zigzags, - etc.).
9. **CHARACTER ANALYSIS** - what the character or animated item is portraying. What emotion do they bring? What is their purpose in the story? Is this usually considered a traditional or classic stereotypical character role?
10. **FORESHADOWING** - an action or visual in a film that pre-stages (shows or hints at) what will happen much later in the film.

PERSISTENCE OF VISION: Shake your hand up and down rapidly with your fingers extended. How many fingers do you see? ____? Try shaking your hand faster or slower. What happens to the image? Record what you think is happening in your brain as you view your fingers.

Animation Tech Talk Log

Students: As you watch the classic cartoons, write down the examples of each of the tech terms below. Use this handout to study for the Tech Terms Test.

TECH TERMS	DEFINITIONS	CARTOON/MOVIE EXAMPLES
SQUASH & STRETCH		
ANTICIPATION		
FOLLOW THROUGH/ OVERLAPPING ACTION		
STAGING		
SLOW IN & SLOW OUT		
FAST IN & FAST OUT		
SECONDARY ACTIONS		
EXAGGERATION		
PATHS OF MOVEMENT		
CHARACTER ANALYSIS		
FORESHADOWING		
OTHER IDEAS		

Name _____ Date _____

Animation Tech Talk Quiz

Name _____ Date _____ /15 points

1. Distorting and/or stretching a shape to accent the movement.
 2. A reverse movement or pause to accent a forward move.
 3. All movement is very smooth and does not stop abruptly.
 4. Placing the camera at different angles or viewpoints.
 5. Changing the speed of the camera action or character movement.
 6. Having a movement in the background of the animation.
 7. Caricatures/exaggerations of actions OR events in the animation.
 8. Purposefully planning circles, scallops, loop, zigzags, etc. into the animation.
 9. Classical or stereotypical character being portrayed in the animation.
 10. "Hinting" with words or pictures at something that is going to happen later in the film.
-

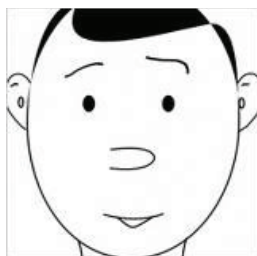
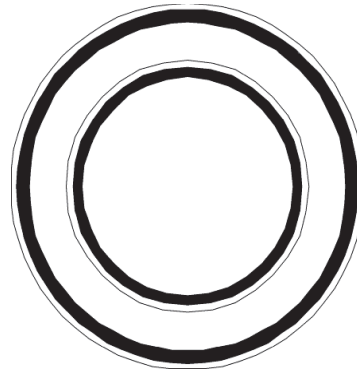
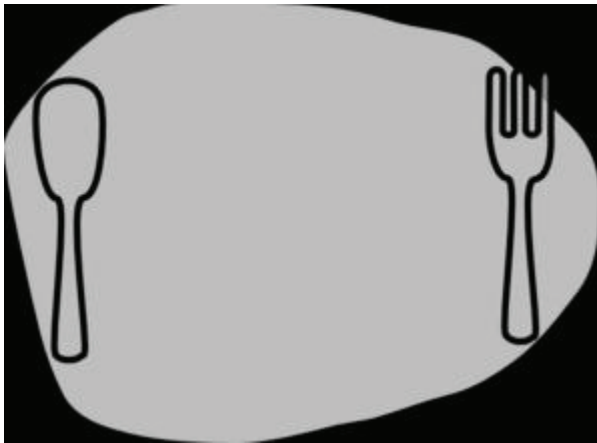
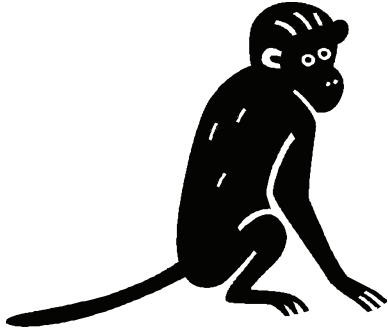
Put the correct number of the definition for each term below.

- | | |
|--|-----------------------|
| ___ SECONDARY ACTIONS | ___ EXAGGERATION |
| ___ SQUASH & STRETCH | ___ ANTICIPATION |
| ___ STAGING | ___ PATHS OF MOVEMENT |
| ___ CHARACTER ANALYSIS | ___ FORESHADOWING |
| ___ FOLLOW THROUGH AND OVERLAPPING ACTION | |
| ___ SLOW IN & SLOW OUT or FAST IN & FAST OUT | |

ON THE BACK:

1. Write your definition of **PERSISTENCE OF VISION**: (3 or more thoughts)
2. Select three of the animation techniques and give detailed examples for each from a cartoon or movie you have seen.

Thaumatrope Templates



Thaumatrope – Student Samples





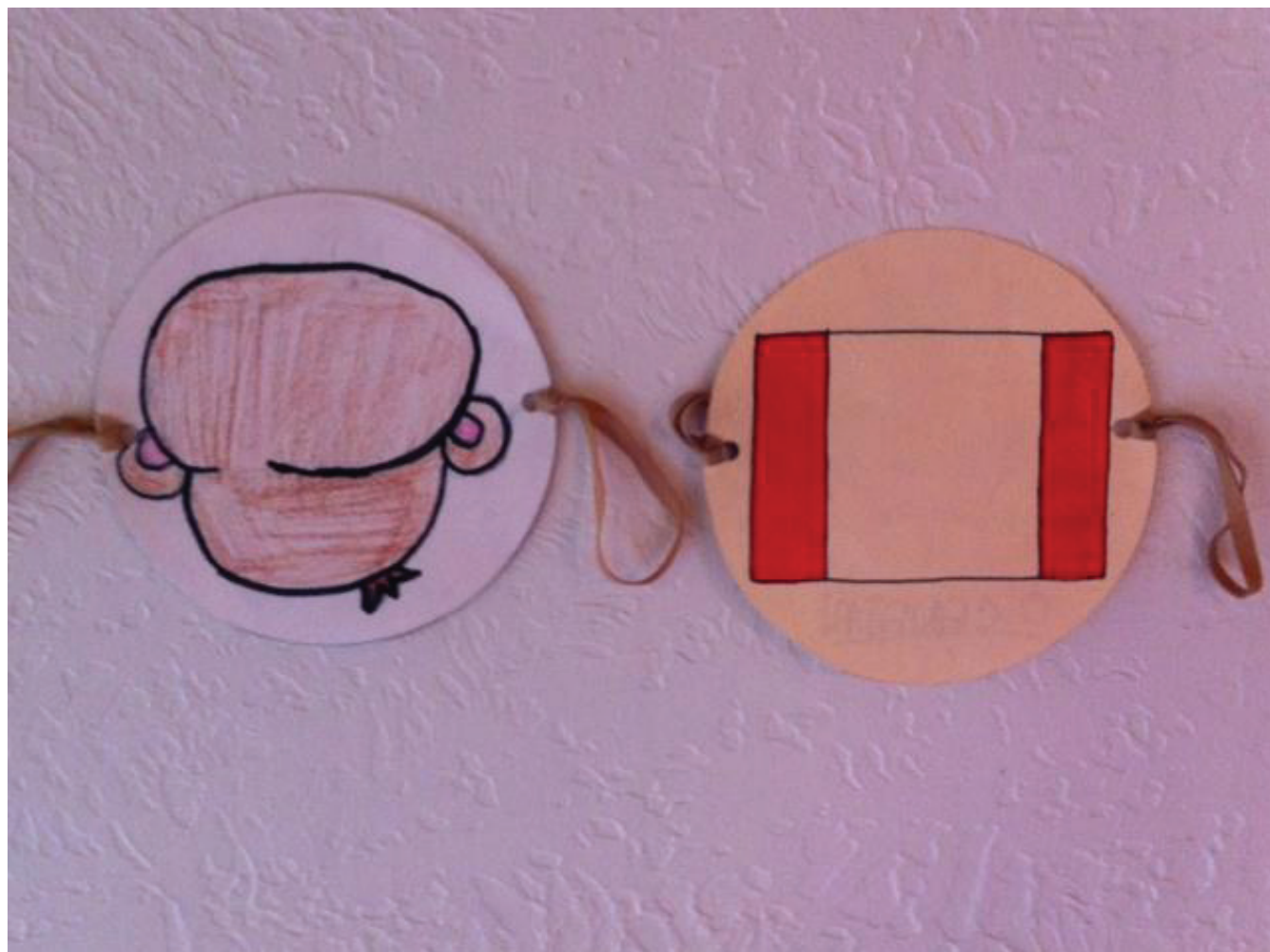
Animation 2b



Animation 2b



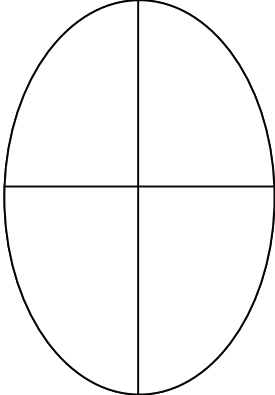
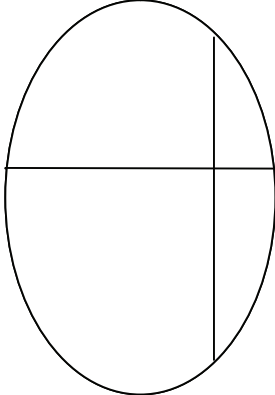
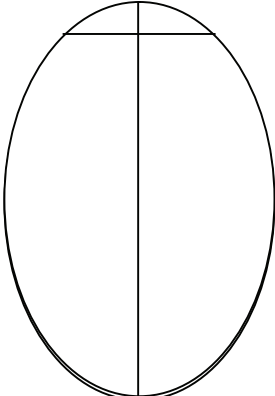
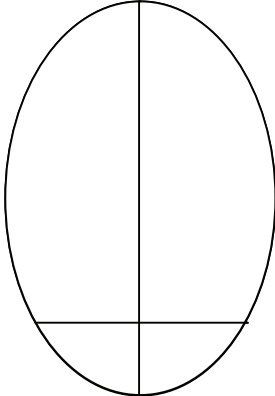
Animation 2b





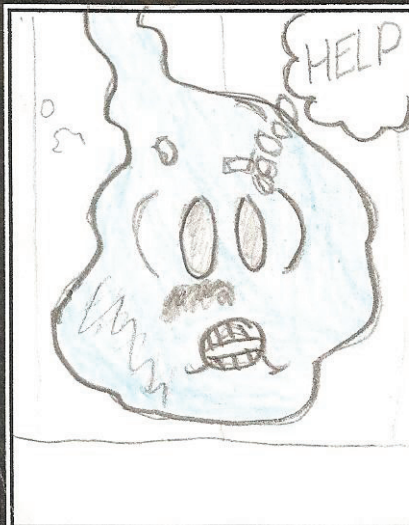
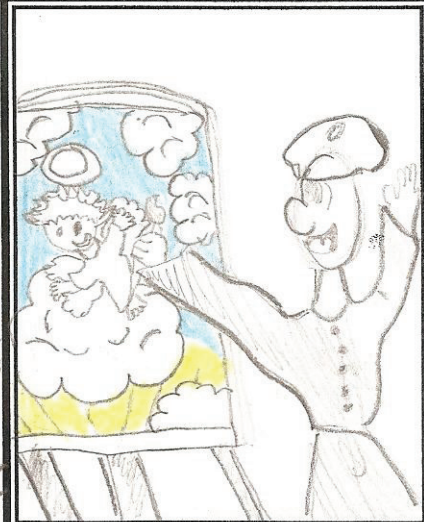
Draw Starts Guide

Draw the eyes and the nose near the cross of guidelines to get the desired effect of positioning the viewing direction of the character. Guidelines and the draft drawings are to be done lightly in pencil so changes can be erased.

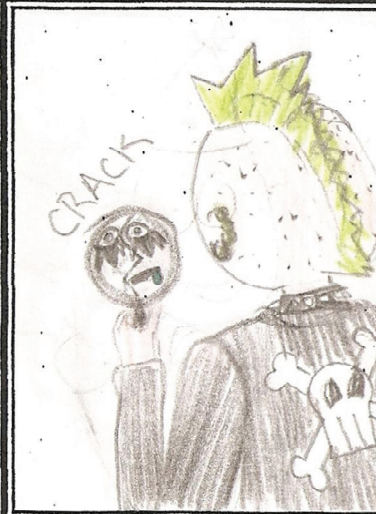
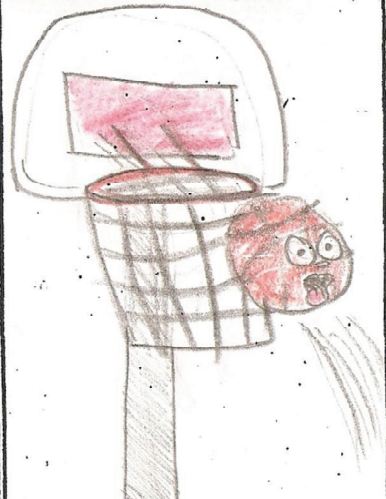
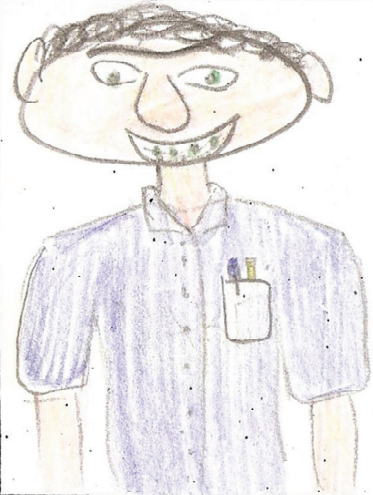
LOOKING FORWARD	LOOKING SIDWAYS
	
LOOKING UP	LOOKING DOWN
	

DRAW STARTS CHARACTERS

DRAWING CHARACTERS



DRAWING CHARACTERS



Animation Elaboration Log (Details)

LITTLE PRINCE MOVEMENT	MARTIN COBBLER MOVEMENT	RIP VAN W. MOVEMENT
VISUAL	VISUAL	VISUAL

Directions: As you watch the Claymation DVD, record examples of detailed movements and visual details (goal of 5 or more in each column) in characters or scenery.

Name _____ Date _____

Flip Tips

1. Start thinking about your character design. Gather ideas from clipart, magazines, etc. Remember you can trace these to make patterns for your flip book. But you must piggyback off of the clip art and create your own version.
2. Decide how your characters or objects would fit best on your flip book. Horizontal? Vertical? Think about the paths of movement that will occur, the shape of your characters, and objects to help you make this decision.
3. Keep your drawings simple as you will possibly be drawing them many times to complete your flip book. You can always go back and add details if time permits and you are trying to get K.M.S.© points. Make a pattern to trace once you have created your characters or objects.
4. Draw your completed last page before you begin your flip book. Now you know what you are going to complete before you begin the flip book. It is recommended that you work forward from your last page (backwards design). If you are not comfortable with this, you can start from the beginning, but you must have the last page completed before starting the beginning pages.
5. Remember to draw your entire scene only on the last 2/3 of your index card. If you draw too close to the flipping side you will not be able to see the drawings as you flip the flip book. Move each character or object only about 1/8 inch on each page to keep your movement smooth.
6. Draft all drawings in pencil and remember you can take out and add index cards as needed. Keep your index cards together with a rubber band.
7. Flip your flip book frequently to see if you are accomplishing your actions clearly and at the speed that you want them to happen.
8. Remember to go step-by-step through the planning steps and get them initialed before proceeding to the next step. Do not get in a hurry; this is a long-term in-class project. You may work outside of class once your draft is approved.

Flip Book Animation Patterns of Movement

- *Center break-apart* - an item or object is in the center of the page and it breaks apart and moves out towards the four corners.
- *Move-to-center* - parts of an item or object are drawn in each corner of the page and, on progressive pages, the items move towards the center to make an item or object.
- *Simple-movement-plans* - up and down, right to left, left to right, zigzags, roller coaster, twirl, etc.
- *Pop-ins and Pop-outs* - a complete item or object is totally drawn on a page, may stay for a few pages and then just quickly disappears.
- *Build-on-to or take-aparts* - this is one of the simpler techniques for flip books as objects don't necessarily need to have movement patterns. It can be as simple as starting a drawing of a face (kind of line by line) until at the end of the flip book you see the entire face. This process can also be reversed. These types of plans are good for items like fruit bowls, anatomy parts (e.g. parts of the brain), building a skyline, etc.

Flip Book Animation Plan

Name _____

Date _____

1. The animation techniques I used are:

a. Path of Movement _____ (/5pts.)

b. Other _____ (/5pts.)

2. My statement of action is

_____ (___/5pts.)

3. My flip book will be designed _____ Horizontal _____ Vertical

4. I have completed the Action Steps and Draft Designs on the back of this page.

5. Planning steps: initial each as you finish each step. Bring these items to the teacher and get each part initialed/approved as you complete the requirements. You must have each one initialed/approved before going on to the next requirement.

___ I have completed the planning sheet (front and back) and picked up 25 index cards and a rubber band. Write your name and class on the back card.

___ I have drawn the completed last page of my flip book.

___ I have a draft of the first ten pages.

___ I have included a character, object/item and background.

___ I have completed the draft of all 25 pages.

___ I have had 3 individual conferences with other students and they have added written suggestions and their initials to the back of my flip book.

___ I have added elaboration details of movement and design after having an "ideas conference" with 3 other students. Things I added:

Animation 4d

___ I have added elaboration details of movement and design after having an "ideas conference" with my teacher

Things I added:

-
-
- ___ I have added color to my flip book.
 - ___ I have designed a unique and "eye-catching" cover card for my flip book.
 - ___ I have designed a detailed and unique credits page card.
 - ___ I have outlined my flip book with a bold (usually black) marker to make my character, object/item and background show up clearly.

Complete the back of this sheet before conferencing with you teacher. All Initials
(___/5pts.)

Animation 4d

Directions: Sketch and describe the details of design and movement you are planning to use.

DESIGN ELABORATIONS Details added to designs (neatness counts)!	MOVEMENT ELABORATIONS Detailed movements are clearly seen!
<p style="text-align: center;">(__/5pts.)</p>	<p>Details of beginning movements: (5 or more)</p> <p style="text-align: center;">(__/5pts.)</p>
<p style="text-align: center;">(__/5pts.)</p>	<p>Details of middle movements: (5 or more)</p> <p style="text-align: center;">(__/5pts.)</p>
<p style="text-align: center;">(__/5pts.)</p>	<p>Details of ending movements: (5 or more)</p> <p style="text-align: center;">(__/5pts.)</p>

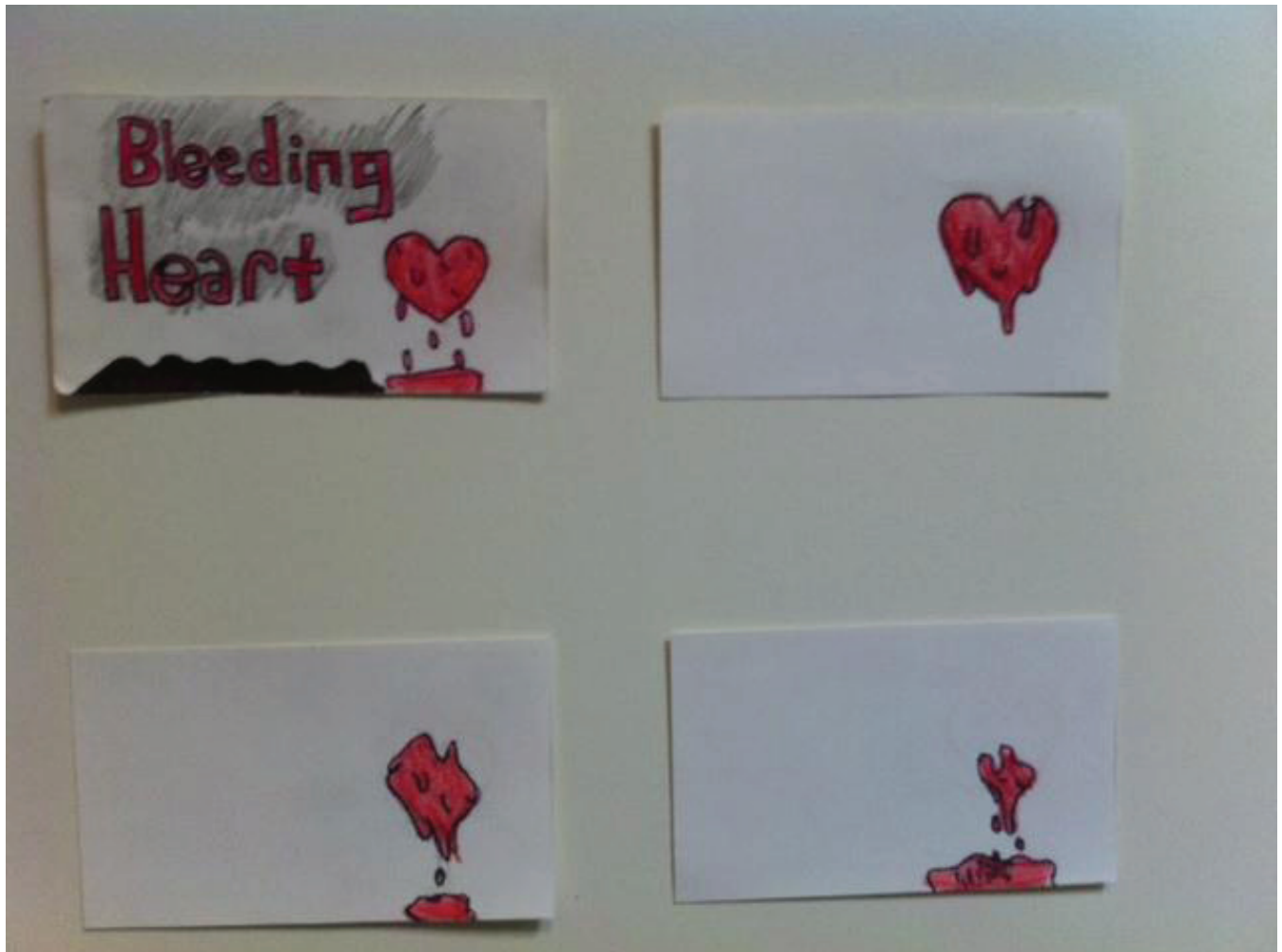
APPROVED BY _____ (teacher)

DATE _____

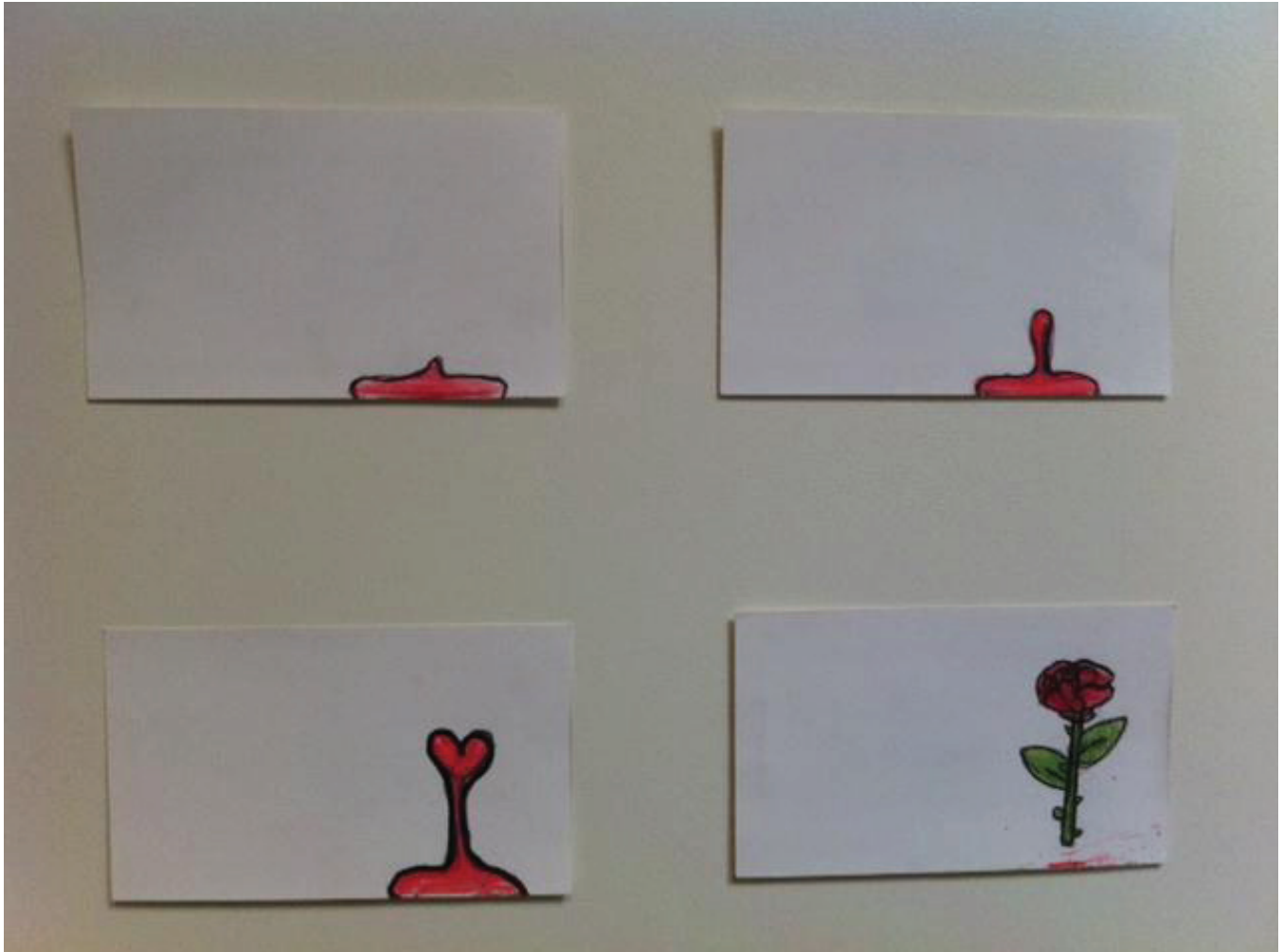
Your total points will be given by your teacher when you turn in the final project.

Total _____/50

Flip Book – Student Samples



Animation 4e



Animation 4e



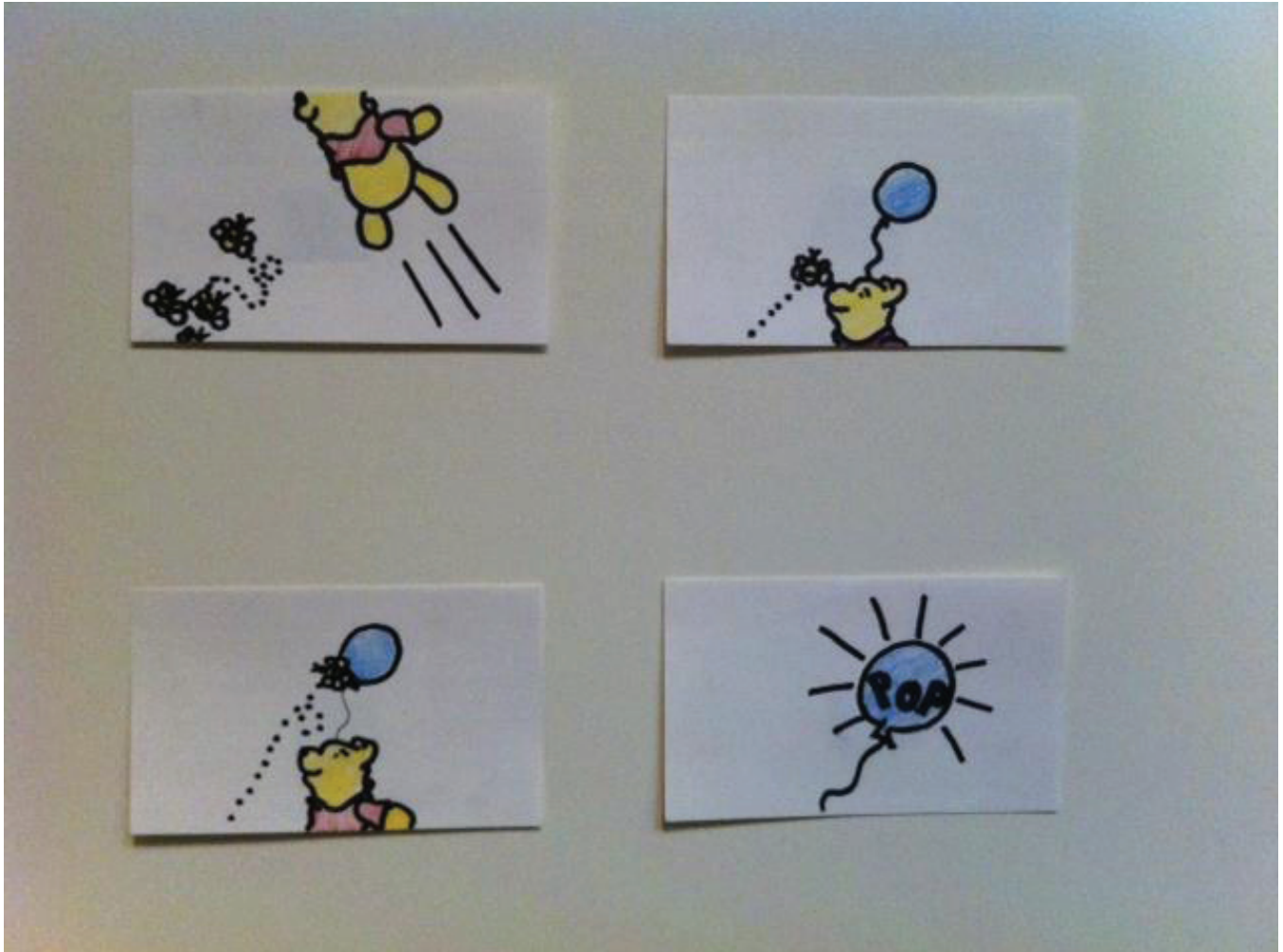
Animation 4e



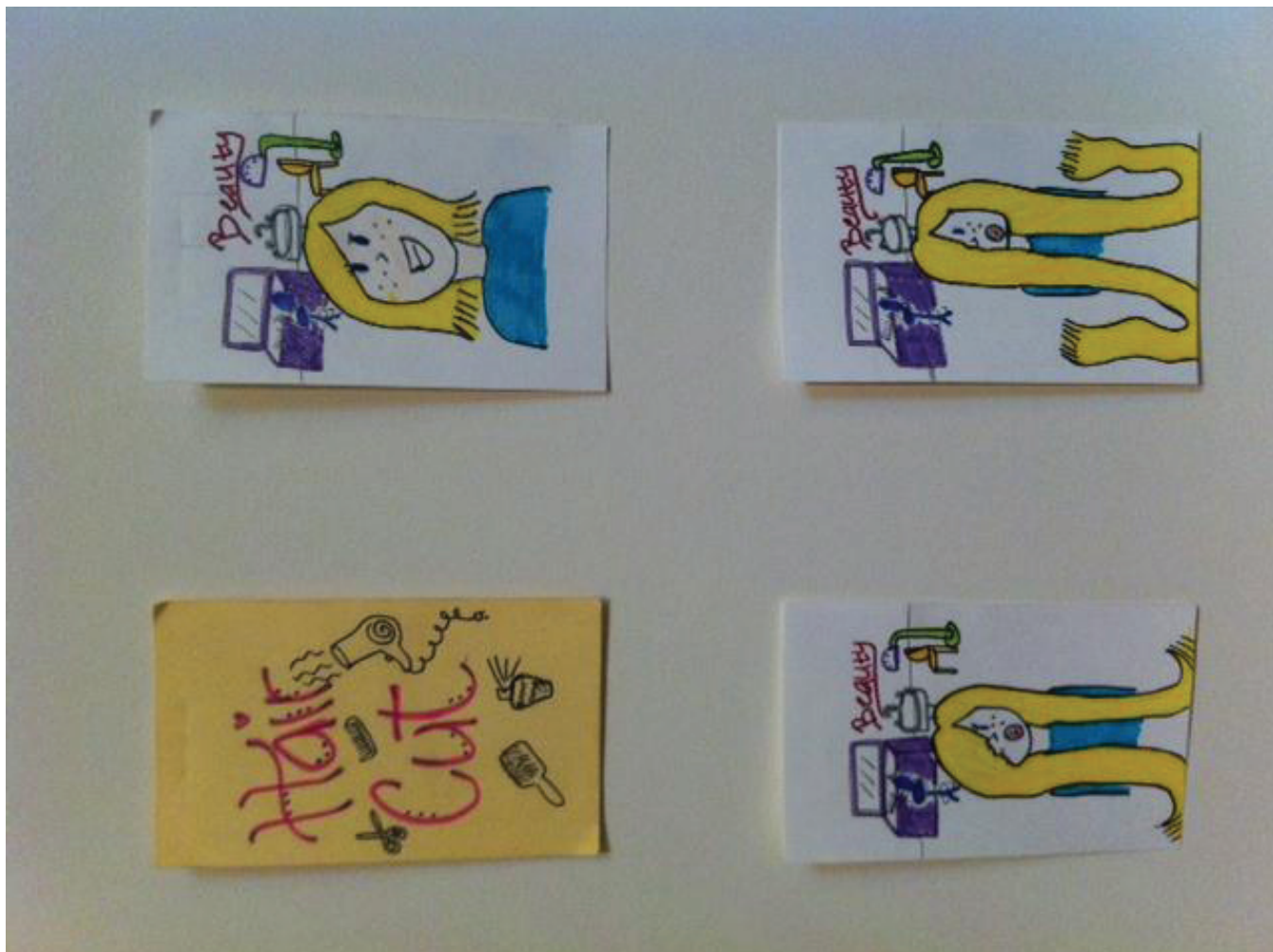
Animation 4e



Animation 4e



Animation 4e



Animation 4e



Bendy Guy Plan - Technical Practice Animation

Name _____ Date _____ Total (45 points)

___ 1. I demonstrated all 10 animation techniques described on the back of this page. (10 points)
Statements of actions: What happens in each part of the animation (5 points each)?

___ 2. Beginning: _____

___ 3. Middle: _____

___ 4. End: _____

___ 5. Title Page: _____

___ 6. Credits Page: _____

___ 7. Slide movement is reasonably smooth. I used a tripod or support to keep the pictures from being jumpy.

___ 8. Pictures are framed. There are no desk tops or other things showing (fingers, carpet, etc.).

Animation Tasks: Have each task initialed by your teacher as you complete each one.

___ a. Have a mini-conference with your teacher and get your plan approved.

___ b. Complete the Mini-Storyboard.

___ c. Take a few practice pictures and save them in a file on the computer.

___ d. Take pictures and save them in separate folders each day.

___ e. Put the pictures into the Animation Program & test it on the computer.

___ f. Get a peer to do a practice evaluation of your animation (peers initials).

___ g. Have a final mini-conference with your teacher for feedback and suggestions - edit your animation.

___ h. Present your animation to the class.

Animation Agreement: Students initial and date each of the items below.

___ I understand the animation target due date is 2 weeks from the beginning date:
_____.

___ I understand that I may need to work outside of class to finish my project.

___ I understand that I may use any camera to take pictures.

___ I understand that I may complete the practice animation before going on to the final animation projects.

___ My partner approved by my teacher and my parent(s) is: _____

___ I am working alone on my Bendy Guy animation.

Student Signature

Date

Parent Signature

Date

Front Page of Plan Approved by (teacher) _____ Date: _____

Points: Points are awarded during the final animation presentation.

Animation Tech Talk

Complete this planning page by describing how you will demonstrate each of the following ten techniques in your "Bendy Guy" animation. (10 points)

1. SQUASH & STRETCH	
2. ANTICIPATION	
3. FOLLOW THROUGH/ OVERLAPPING ACTION	
4. STAGING	
5. SLOW IN & SLOW OUT FAST IN & FAST OUT	
6. SECONDARY ACTIONS	
7. EXAGGERATION	
8. PATHS OF MOVEMENT	
9. CHARACTER ANALYSIS	
10. MORPHING	
11. OTHER IDEAS	

Tech Term Plan Approved by Teacher: _____ Date: _____

Points are awarded during the final animation presentation.

Tech Term Plan Approved by Teacher: _____

Date: _____

Bendy Guy Mini Storyboard

DETAILED ACTION STATEMENT #1	#1 BEGINNING SCENE

Bendy Guy Mini Storyboard

DETAILED ACTION STATEMENT #2	#2 MIDDLE SCENE

Bendy Guy Mini Storyboard

DETAILED ACTION STATEMENT #3	#3 ENDING SCENE

Bendy Guy Mini Storyboard

TITLE PAGE DESIGN

CREDITS PAGE DESIGN

Camera Introduction & Safety

START UP FOR CAMERA DAILY

- Make sure the dial or setting is on auto & take pictures.
- Erase all pictures from camera before shooting.
- Set camera to 640 x 480 each day (taking pictures setting).
- Note: if the camera does not have a 640 x 480 setting use the lowest setting: example 1x
- Use power cords with camera stands when available - no batteries.
- Safety strap - always wear it on your wrist.
- Camera on table - place in center with the cord not dangling.

CAMERA LIGHT STANDS (OPTIONAL)

- Gently screw the camera onto the light stand.
- Do not over tighten.
- Turn lights on & off - keep off when not taking a picture.
- Handle lights gently - they bend and break easily.
- Turn off lights at end of session.

Tripods

- Secure camera tightly to hold onto tripod.
- Do not leave tripod with camera on it - partner stays with camera.
- Make sure the tripod is placed in a safe place.
- Keep tripod in one position so your pictures won't be jumpy.

BACKGROUNDS

- Tape or thumbtack background surface to keep them in place.

Downloading Pictures

- Put camera disk in camera correctly.
- Put camera disk into the disk reader (optional) or connect using usb.
- Log on to computer: sometimes you must disconnect & reconnect the disk reader to see your file.
- Open my computer & open the last letter drive.
- Open dcim folder and find your pictures.
- Select all pictures and copy pictures.
- Go to your file and create a new folder **each day** (pics 1, pics 2, etc.).
- Paste pictures into the folder.
- Rename each picture by adding a letter (a, b, c, etc.) each day.

ENDING CAMERA USE DAILY

- Make sure disk is in camera not in computer.
- Put camera in the secure location designated by your teacher.

IF YOU DO NOT SAVE YOUR PICTURES EACH DAY IN YOUR FILE YOU WILL LOSE ALL!!!

I have read all of the information above and understand that it is my responsibility to use the camera safely and to save all of my pictures on my file or they will be lost.

STUDENT SIGNATURE

DATE

Bendy Guy Animation Photos – Student Samples

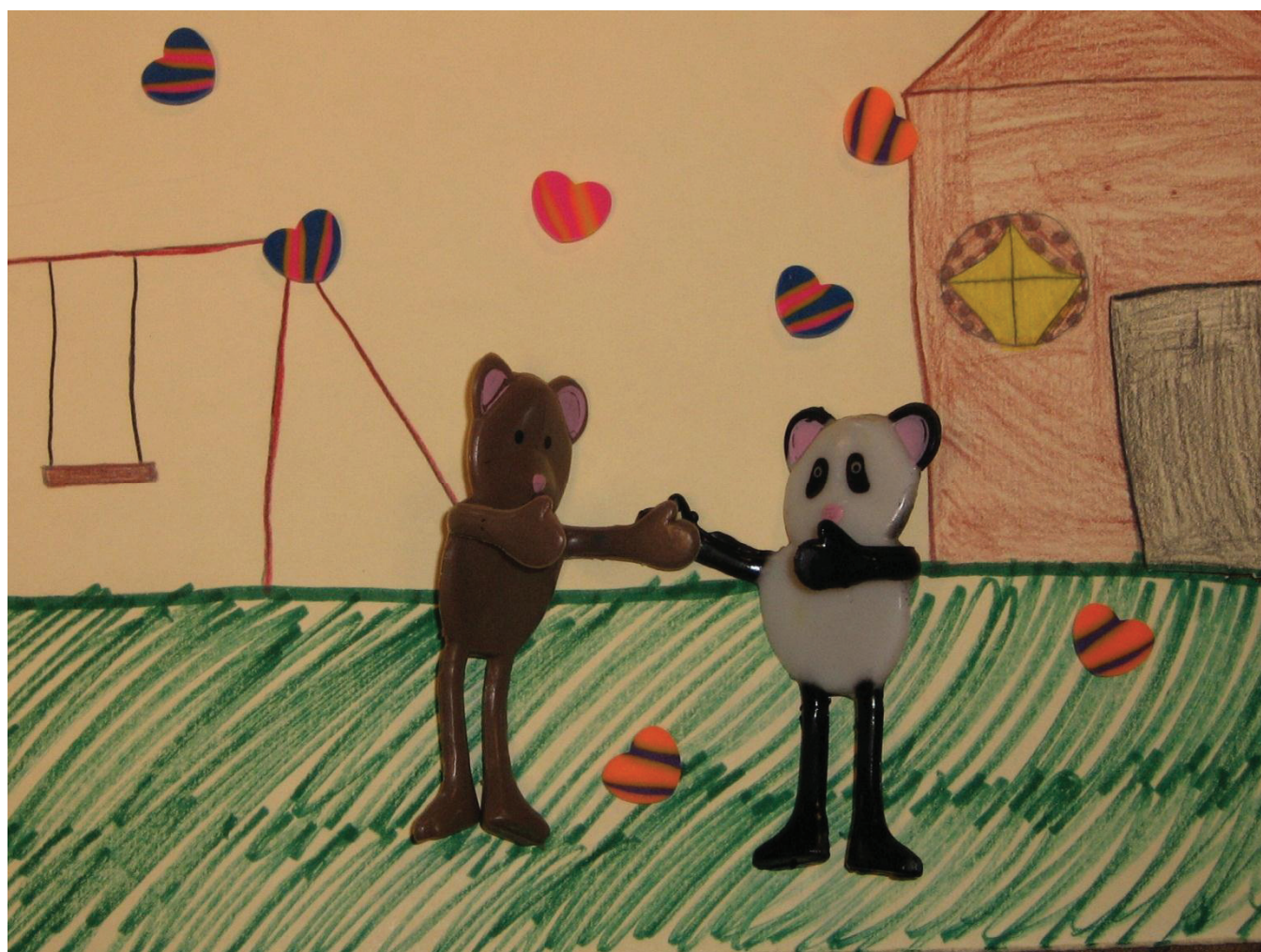




Animation 5e



Animation 5e



Animation 5e



Animation 5e



Animation 5e



Final Animation Plan & Rubric

Name _____

Date _____

You must complete 2 animations:

1. ___ Coin OR ___ Paper
2. ___ Clay OR ___ Chalk

Dear students: K.M.S.☺. This is your final animation project. Here is a rubric to help you get the most points for your efforts! If you finish early you can do another animation of your choice.

CHARACTER _____

SETTING/SUBJECT CONNECTION (OPTIONAL K.M.S.☺) _____

PLOT/MAIN IDEA _____

FEELING/EMOTION _____

ANIMATION TECHNIQUES (3): _____

TASK	0-2 Points	3-5 Points	6-8 Points	9-10 Points	Points
100 PICTURES	0-49	50-69	70-89	90-100	
BACKGROUND EFFECT	LITTLE	SOME	A LOT	K.M.S.☺.	
CHARACTER DESIGN	MINIMAL	OK	GOOD	K.M.S.☺.	
ELABORATION/ MOVEMENT	NONE	SOME	MANY	INCREDIBLE	
CREATIVITY PLOT	BORING	OK	INTER- ESTING	K.M.S.☺.	
NEATNESS	MESSY	UNTIDY	TIDY	PRECISE	
SLIDE MOVEMENT	VERY ER- RATIC	LITTLE JUMPY	MOSTLY SMOOTH	VERY SMOOTH	
TECHNIQUES USED	0	1	2	3	
CROPPED PICTURES	FEW	SOME	MOST	ALL	
PATHS OF MOVEMENT	0	1	2	3	
Ready to Present	4 th Day	3 rd Day	2 nd Day	1 st Day	
				Total Points	

100 Pictures = minimum requirement. If the animation has less the grade will start at that percent, e.g. 79 pictures = 79%. Any points deducted from the rubric will then be deducted from 79.

Animation 6a

PROJECT CALENDAR OF DUE DATES	DATE ASSIGNED	DATE DUE	DATE IN
1. I was given this Individual Animation Assignment			
2. I explained the project (signed) to my parent(s) on			
3. My 3 Paragraph Creative Animation Story is due on			
4. My storyboard is due on			
5. My 100 pictures are due on			
6. My animation is due on my teacher's computer file			
7. I will be ready to present on			

Final Animation – Student Photos

See Photo Storyboards and Animations Folder on CD

Final Animation Storyboard

Students you are required to list 5 or more details actions for each scene.

5 DETAILED ACTION STATEMENTS #1	DRAW OR SKETCH A DETAILED BEGINNING SCENE #1

5 DETAILED ACTION STATEMENTS #2	DRAW OR SKETCH A DETAILED MIDDLE SCENE #2

<p>5 DETAILED ACTION STATEMENTS #3</p>	<p>DRAW OR SKETCH DETAILED ENDING SCENES #3</p>

<p>FINAL ANIMATION STORY-BOARD TITLE PAGE DESIGN</p>	<p>CREDITS PAGE DESIGN</p>
---	-----------------------------------

Name _____
 Animation title _____
 Total pts. ____/40 (10 pts. Each page)



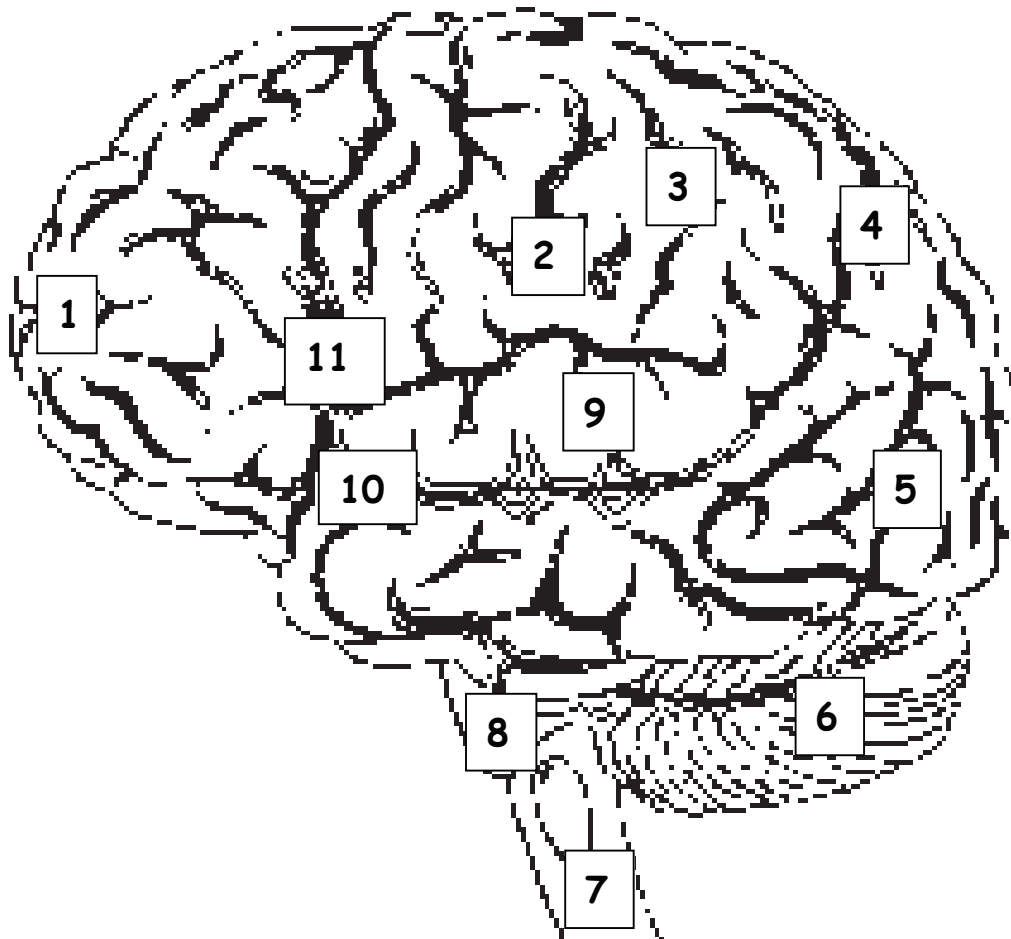
Brain Facts & Function "That's Me"



- 1. The brain weighs about as much as a bag of sugar.
- 2. The number of dendrites in our brains does not change.
- 3. Human brains are getting bigger.
- 4. The brain rests while we are sleeping.
- 5. "Use it or lose it" applies to our brains.
- 6. Your brain power is inherited.
- 7. The brain is 80% water.
- 8. Reasoning will most usually rule over your emotions.
- 9. Male & female brains function quite differently.
- 10. Alcohol actually stimulates the brain.
- 11. The brain does not work like a computer.
- 12. You can stop thinking on command.
- 13. Einstein's brain was larger than most brains.
- 14. The brain cannot receive messages from your senses.
- 15. There enough electricity in the brain to turn on a light bulb.
- 16. The brain messages travel in your body faster than an Indy race car.
- 17. Boys lose brain cells faster than girls.
- 18. Girls' brains are bigger than boys' brains.
- 19. The brain has filters to keep out information.
- 20. The brain holds as much information as two encyclopedias.

(Adapted from *Brain Compatible Classrooms* by Robin Fogarty, 1997)

Brain Roadmap



1. FRONTAL LOBE = PROBLEM SOLVING
2. MOTOR CORTEX = MOVING
3. SENSORY CORTEX = FEELING
4. PARIETAL LOBE = TOUCHING
5. OCCIPITAL LOBE = SEEING
6. CEREBELLUM = BALANCING
7. BRAIN STEM = PATHWAY TO BODY
8. RETICULAR FORMATION = AROUSAL/AWARENESS
9. WERNICKE'S AREA = READING
10. TEMPORAL LOBE = HEARING
11. BROCA'S AREA = SPEECH

Brain Roadmap Memory Sentences – Student Samples

P. M. F. T. S. B. P. A. R. H. S.

Please move from the snowmobile because people are really having slushies!

Please move Freddy to school before people around realize he's silly!

People making funny thoughts see "bouncing pigs" and "rats hugging" signs.

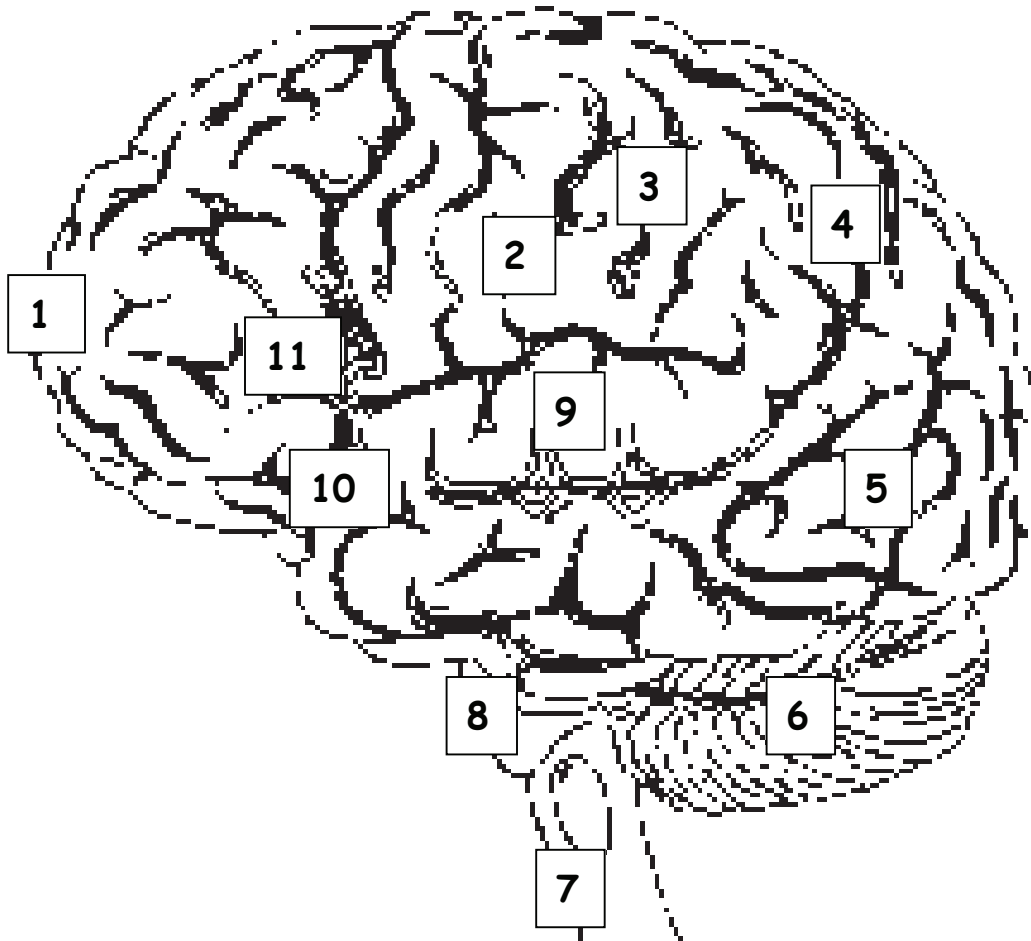
Pigeons move freely touching some beetles passing around red hairy spiders.

Put my favorite teacher Shade back. People act really happy sometimes.

Police might find the scary big prisoner at Rick's hardware store.

Penney's mom fried toast. Susie's brother played at Rick's house on Saturday.

Brain Roadmap Test



Write the function or process for each section of the brain labeled above.
List the scientific names of each area for extra credit (optional).

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

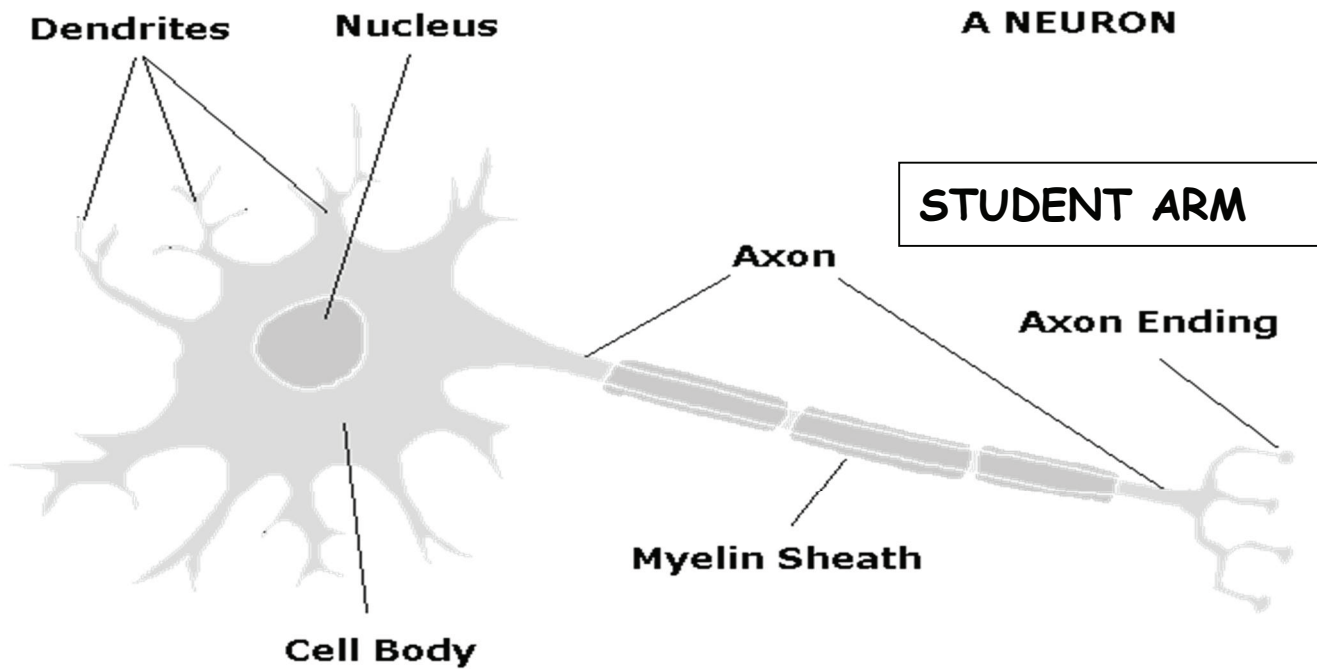
11. _____

Optional K.M.S.☺. (5pts): Discuss, debate, or explain five of the brain Fact and Function "That's Me" statements.

Name: _____ Date: _____

Teacher Neuron Diagram

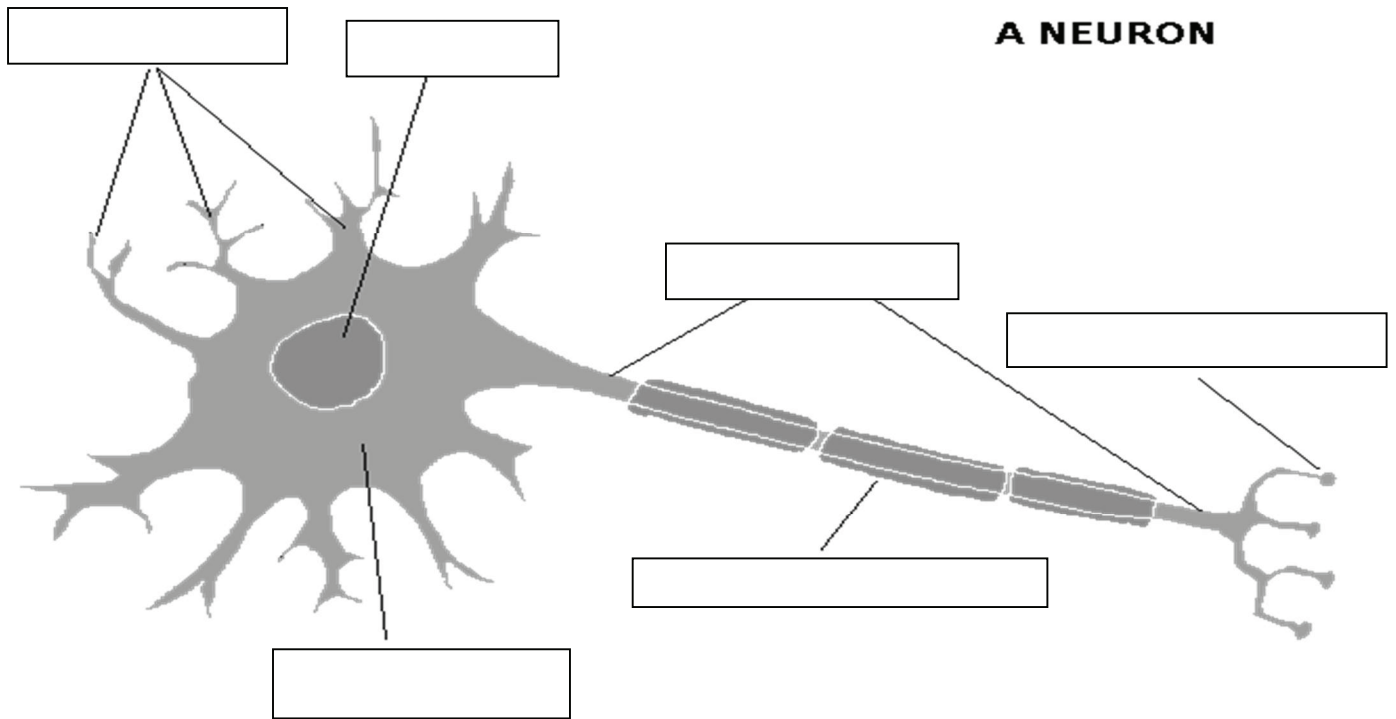
STUDENT FINGERS



STUDENT HAND

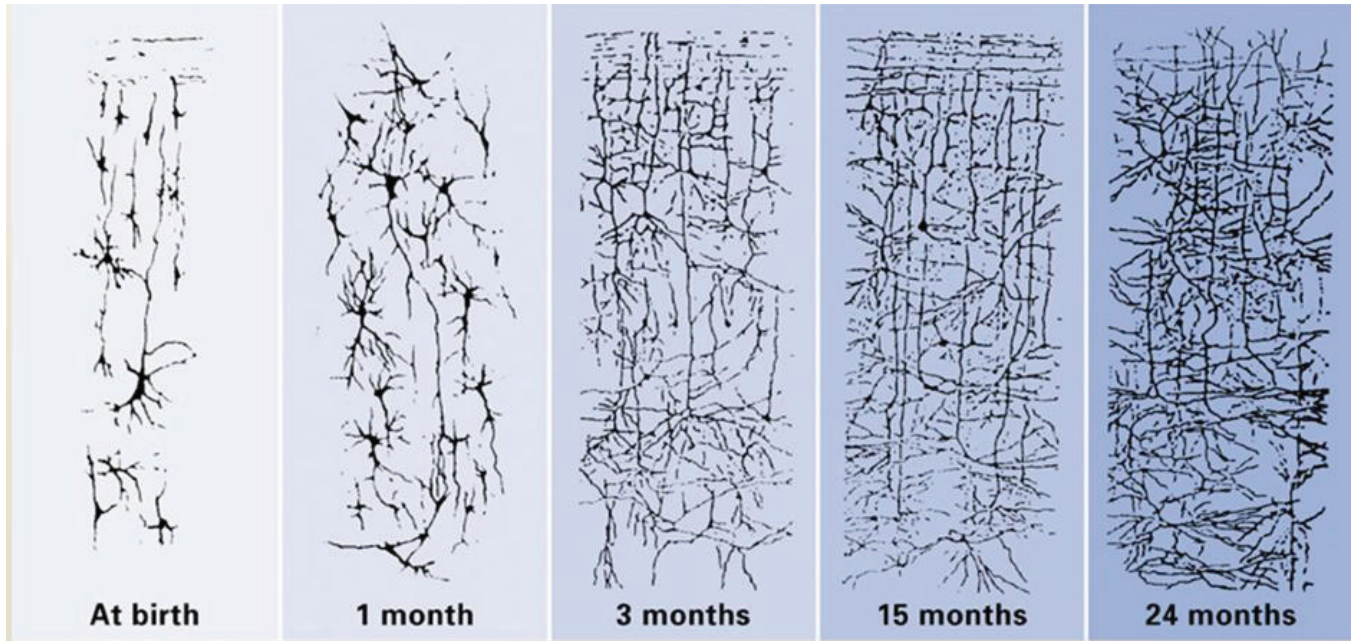
Note: The student labels represent the body parts students will use in re-creating the pathway of thought as a simulation with a partner.

Student Neuron Diagram



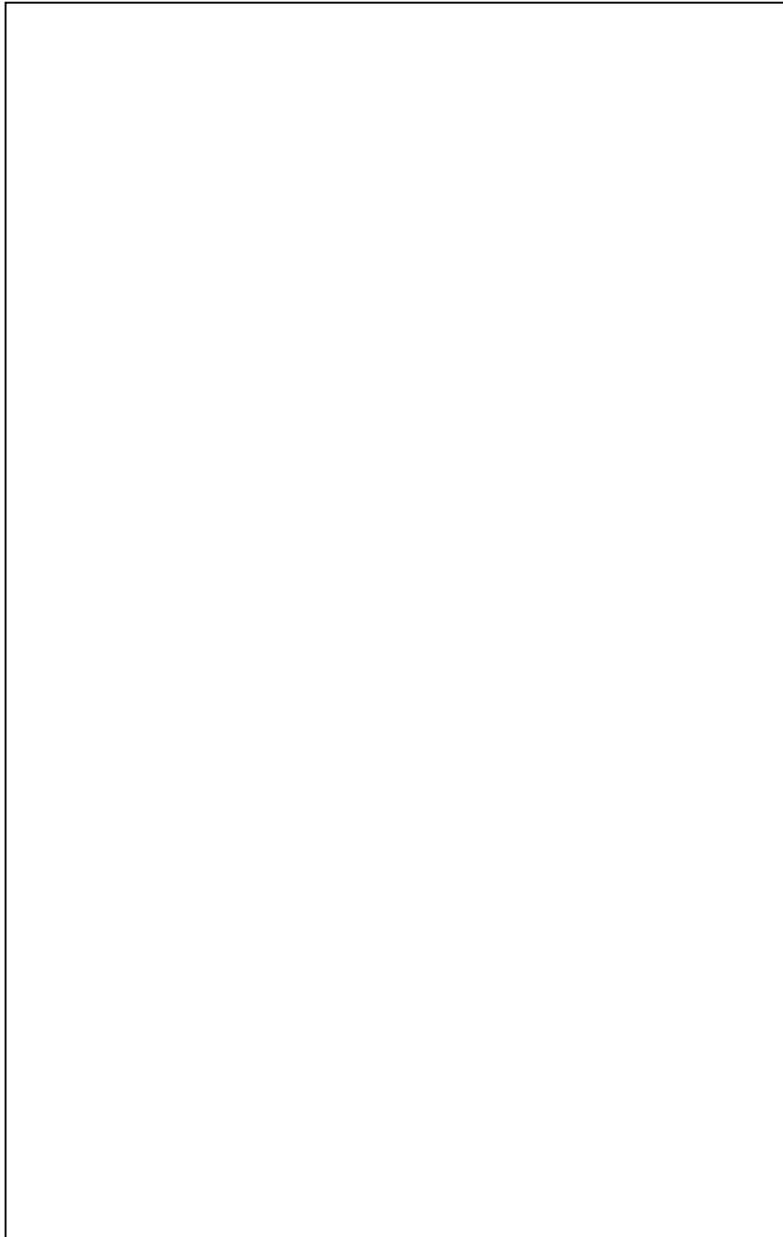
Name: _____ Date: _____

Dendrite Growth Patterns



Brain Cell Test

1. Draw and label the brain cell below: dendrites nucleus, axons, cell body, and myelin sheath.



Directions: Answer the following questions.

1. How fast does thought travel in the brain?

2. What type of message travels in the brain?

3. What picks up the message in the brain?

4. What part carries the message to the body?

5. How fast does the message go to the body?

Name: _____ Date: _____

6. What type of message goes to the body? _____
7. What three things can brain cells get messages from?
 - a.
 - b.
 - c.
8. What kind of reaction describes the message transfer process in both the brain and the body?



Brain Anatomy & Physiology Learning Test



Matching: select the answer from the list.

- _____ 1. We have _____ nerve cells in the brain.
- _____ 2. Messages travel _____ in the brain.
- _____ 3. The brain weighs _____ of your body weight.
- _____ 4. The brain uses _____ of the energy in the body.
- _____ 5. The study of the brain is _____.
- _____ 6. The study of the mind is _____.
- _____ 7. The brain generates _____ of electricity.
- _____ 8. The average brain weighs _____.
- _____ 9. The brain is about the size of half a(n)_____.
- _____ 10. Several billion bits of information pass through the brain _____(time).
- _____ 11. The brain is protected by the _____.
- _____ 12. The brain feels like a ripe _____.
- _____ 13. The surface of the brain looks like a _____.
- _____ 14. The brain cells that make up the brain are called _____.
- _____ 15. The path the impulses (messages) travel on is the _____.

Name: _____ Date: _____

- _____ 16. The messages travel on the path (how fast) _____.
- _____ 17. The space between the brain cells is called the _____.
- _____ 18. The _____ receive the impulses.

The neurons receive and send messages from:

- _____ 19. _____ 20. _____ 21.
- _____ 22. Messages are chemical in the brain in the _____.
- _____ 23. Messages are electrical in the brain in the _____.

Fill in the blank (2 words).

The way messages are sent and received in the brain is called a(n)

24 - 25 _____.

Label the characteristics of the brain. F = Female M = Male

- _____ 26. Express emotions easily
- _____ 27. Lose brain cells 3 times as fast
- _____ 28. Learn to read earlier
- _____ 29. 15% larger brain
- _____ 30. Rely on memory to find places, not maps
- _____ 31. Express themselves through gestures

32 - 35. Draw and label four parts of a brain cell below:

36 - 40. In your own words, describe how messages are received and sent in the brain. (4 or more thoughts)

ANSWERS: SOME MAY BE USED MORE THAN ONCE. SOME ARE NOT USED.

AXONS	100 BILLION	EVERY MINUTE
BIOLOGY	250 MPH	PEACH
CHEMICAL	MUSCLES	WALNUT
DENDRITES	NEURONS	5 POUNDS
20%	2 %	SYNAPSE
CRANIUM	PSYCHOLOGY	ELECTRICAL
AVOCADO	100 MPH	
CANTELOUPE	3 POUNDS	
25 WATTS	SENSES	
50 WATTS	EVERY SECOND	

Brain Show & Tell

Tic-Tac-Toe

<p>#1 WRITE & PERFORM A RIGHT & LEFT BRAIN COMEDY SKIT</p>	<p>#2 PHOTO ESSAY BRAIN FACTS USING A WEB 2.0 TOOL</p>	<p>#3 BRAIN WEB WIKI WITH PODCASTS</p>
<p>#4 ABC CHILDREN'S BRAIN ANATOMY BOOK</p>	<p>#5 FAMOUS CHARACTER BRAINS</p>	<p>#6 FAMOUS BRILLIANT BRAINS GLOSTERS/ POSTERS</p>
<p>#7 PARODY A BRAIN SONG</p>	<p>#8 OTHER: SEE TEACHER</p>	<p>#9 CREATE A BRAIN GENDER BOARD GAME</p>

ALL PRODUCTS MUST HAVE 15 OR MORE FASCINATING FACTS.

I have selected items: # 5, # & #

Student Signature

Date

Parent Signature

Date

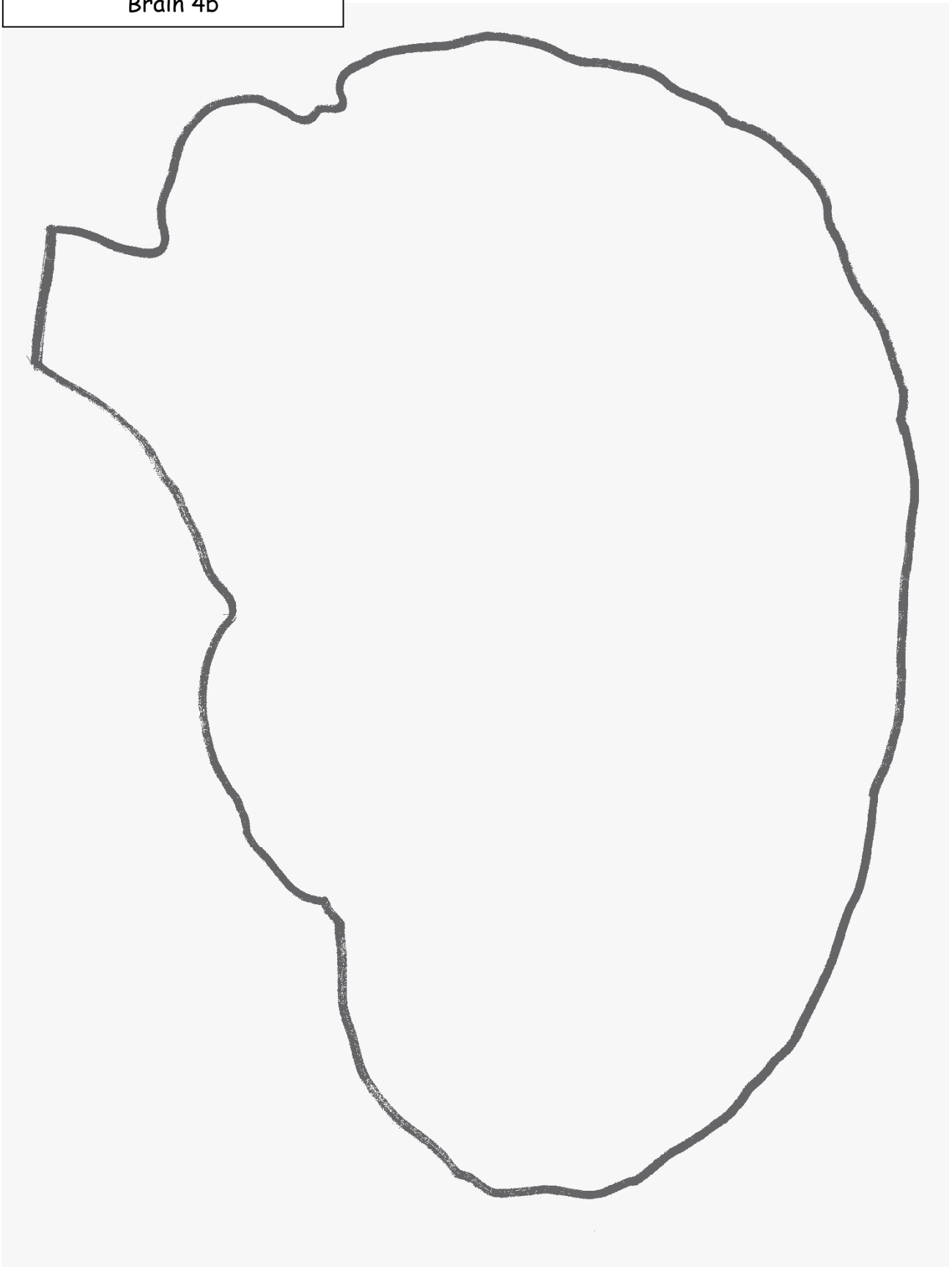
Famous Character Brain Think Tank

	PHYSICAL	VERBAL	VISUAL	SOCIAL	MENTAL
1					
2					
3					
4					
5					

NAME _____

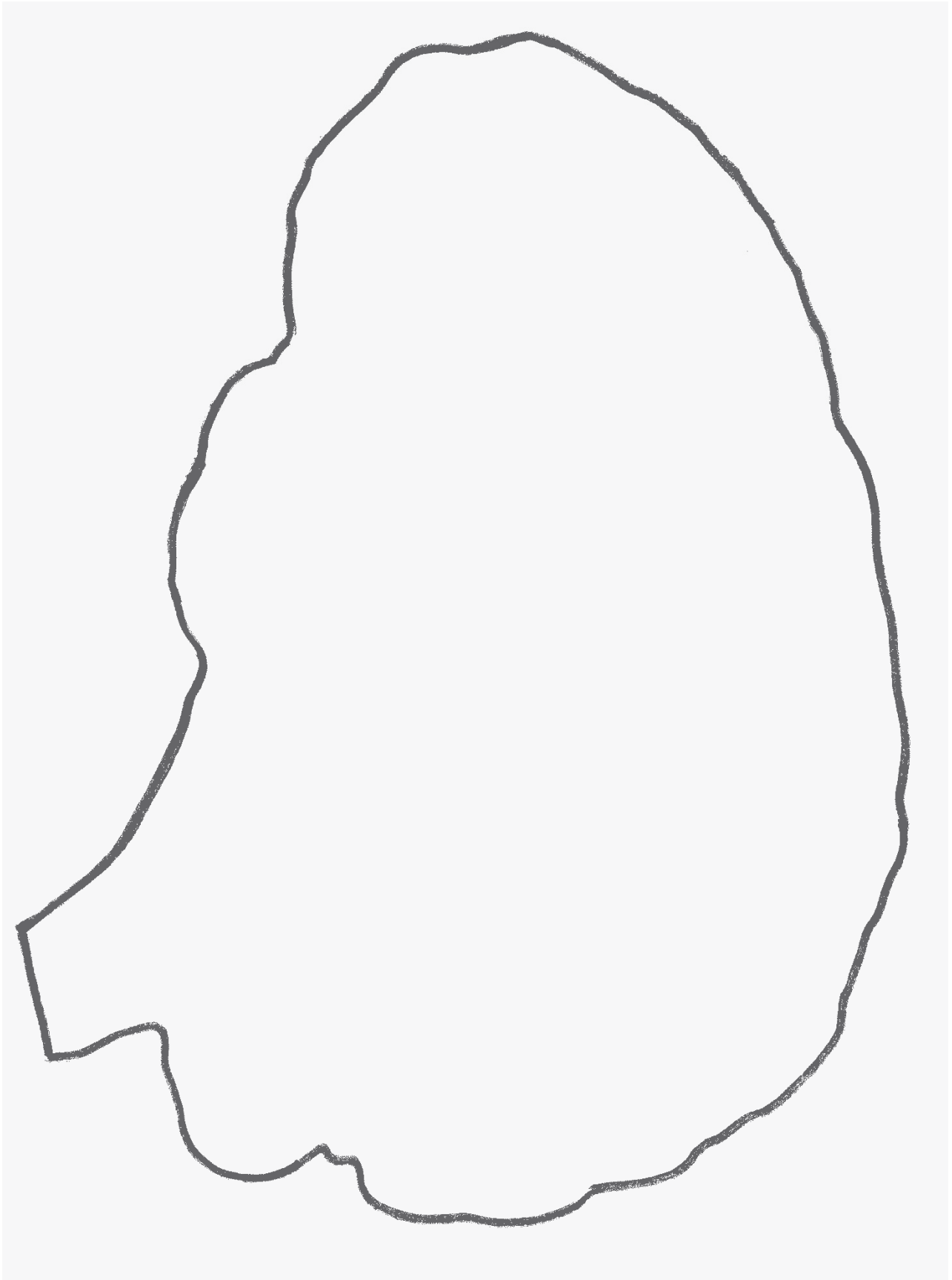
DATE _____

Brain 4b



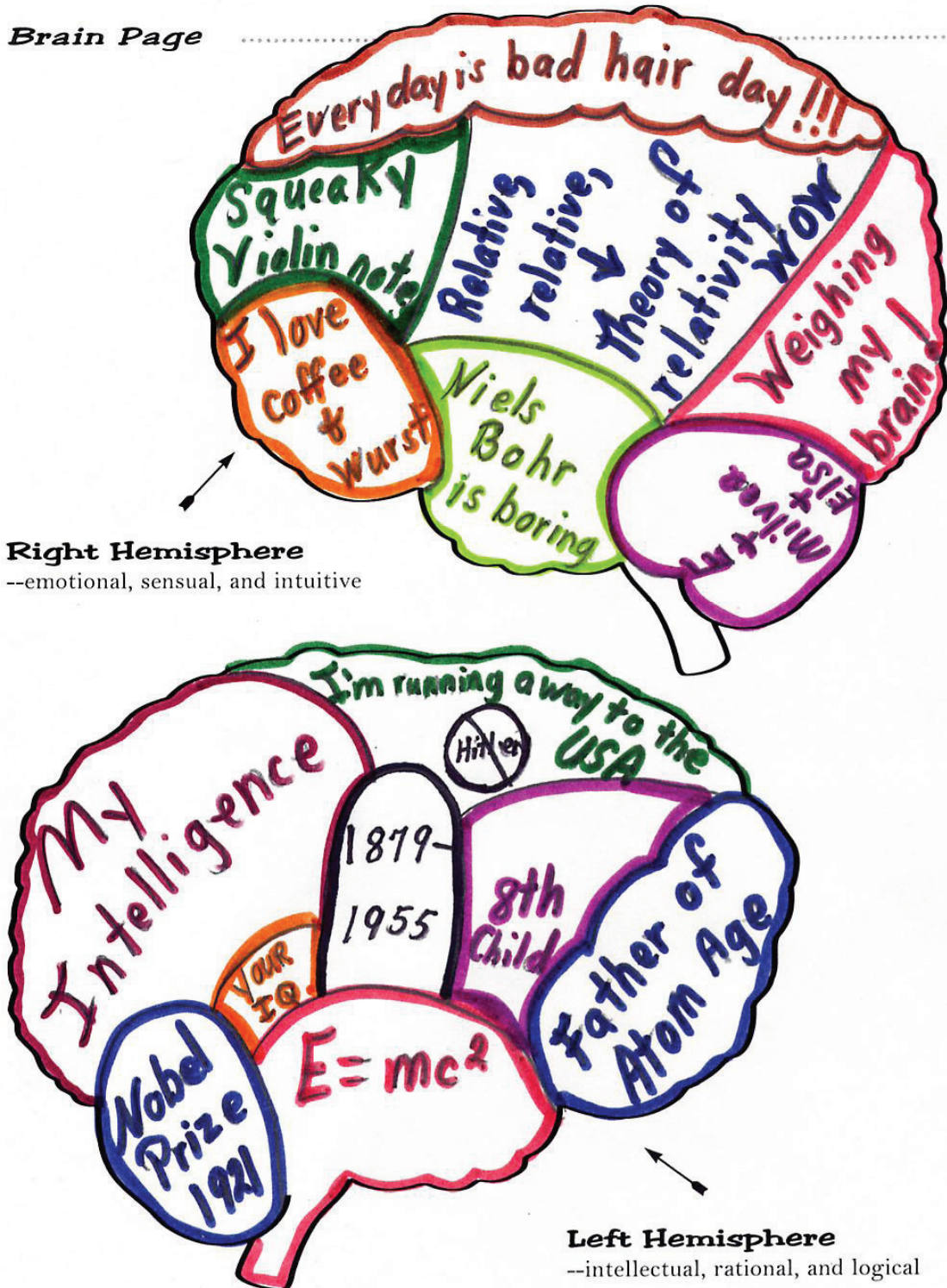
Right Brain Template

Left Brain Template



Einstein's Brain

Brain Page



Shade, R. and Garrett, P. (2002). *Laughing Matters*. Austin: Professional Associates Publishing.

Famous Character Brain Writing

Famous Person:	
SAYINGS	APPEARANCE
LIKES & DISLIKES	ACTIONS

Students: please focus on the Element of Elaboration (Details! Details! Details!) as you begin your writing. Support your comments and answers by explaining (more details!) your statements/beliefs.

First Paragraph:

1. What is passion learning?
2. How is it different from other types of learning?
3. How are interests, hobbies and passions different from each other?

Second Paragraph:

1. Which adult(s) do you know, or have heard of, who have passion areas of learning (including teachers, family members, or famous people)?
2. How do they demonstrate they have a passion area of learning?
3. How do you think this affects their life?

Third Paragraph

1. Can subjects in school be passion areas of learning?
2. What changes would you make to classrooms to make them passion learning classrooms?
3. How do you think passion learning could change your life?

NOTE: Teachers are encouraged to give these questions to students over several days (as journal prompts) to get more focused and intense work from them. After students have responded in journal format, you can then assign them to write a final essay using their responses.

Dear Students:

You are about to conduct an in-depth Passion Learning (PL) investigation to explore a topic or person you want to learn more about. Each of you will be given a product choice board (Tic-Tac-Toe) to choose the products you will use to demonstrate your learning and creativity. This board has been designed with you in mind, and offers you a variety of ways to demonstrate your new knowledge and skills. You will begin by spending time gathering ideas and resources to help you choose your area of study. Look at your learning style preferences and the creative product list to choose products that you really like to do. Here's your opportunity to direct your own learning, so pick carefully - make sure your topic is worthy of your best effort. So let's begin!

Here is your "TO DO" List:

Passion Learning Alpha Think Tank: Complete a Passion Learning Alpha Think Tank to begin getting ideas for an area of study. You may use any available resources to help you create the Alpha Think Tank.

Passion Learning Person Think Tank: Next you will complete a Passion Learning Think Tank on five people you find the most interesting. Start investigating the person with website resources and books from the library. Once you have your Think Tank completed, have a mini-conference with your teacher to make the final decision to select the person you will study and to choose your products.

Passion Learning Tic-Tac-Toe: You will complete three squares (products) and present them to the class. If you finish early you may choose to do more in-depth work on one of your products or start an additional product.

Presentation Partner: Pick a presentation partner to assist you during your presentation. You can help each other in a variety of ways: holding projects, asking interview questions, introducing your comedy routine, etc. (Optional)

Passion Learning Planning & Organization Calendar: Review this with your teacher during your conference and ask any questions you may have at this time. You will get signatures from your teacher as you complete each preparation requirement.

Students: review this letter with your parents and return the signed letter to me.

Parent Signature (date)

Student Signature (date)

Sincerely,

Passion Learning 3		DVD Passion Log	
INTERESTS	HOBBIES	PASSIONS	
PASSION LEARNING (YOUR PERSON) INVESTIGATION LOG			
INTERESTS	HOBBIES	PASSIONS	

DIRECTIONS: Students: Watch the famous person DVD and record the interests, hobbies and passions you see the main character portray. Additionally, as you research your passion person, make a note of their interests, hobbies and passions on the lower half of this page. The goal for this assignment is to record five or more items in each category.

INTERESTS	HOBBIES	PASSIONS
Penguins	Sketching	Public Speaking
Lecturing	Doodling	Reaching the South Pole
Singing	Smoking	Exploring Antarctica
Friends	Nice Clothes	Entrepreneur
Newspapers	Golf	Fund Raising
Sled dogs	Family	Self-promotion
Photographs	Plays	Visionary
		Patriotism
		Taking responsibility for others
		Books
		Survival

Directions: Students: Log the interests, hobbies and passions of Ernest Shakleton as you watch the video of his explorations.

A	B	C	D	E
F	G	H	i	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	Y	Z

acrobat	con-man	homeless	painter	street cleaner
actor	connoisseur	humorist	parson	stuntman surfer
airman	convict	indigent	patron	swindler
amateur	cook	infidel innkeeper	philanthropist	swordsman
ambassador	counterfeiter	introvert	philosopher	tattler
anchorman	coward	inventor	photographer	teenager
angler	cowboy	jailor	physician	terrorist
animal keeper	crook	janitor	pilgrim	tyrant
animator	dancer	jazzman	pirate	umpire
artist	dandy	joker	planter	uncle
astrologer	deranged	journalist	poet	unhealthy
athlete	detective	judge	policeman	vagabond
attorney	dictator	judo master	preacher	vandal
author	director	jury	primate	vanquished
bad mouther	diver	king	primitive	vaudevillian
bachelor	doctor	knight	prince/princess	vendor
back woodser	dreamer	landlord	prisoner	victim
balloonist	duke	lawyer	psychiatrist	villain
bandit	chauffeur	lazy person	quack	violinist
bandmaster	chef	librarian	repairman	waif
banker	chemist	lobbyist	revolutionary	waiter
barber	clerk	lumberjack	robber	warbler
beau	comedian	madman	sailor	washerwoman
beggar	composer	maid	salesman	watchman
belle	computer geek	malcontent	scholar	wit
blowhard	eavesdropper	manic	schoolmaster	wrangler
boatswain	elderly	marshal	scientist	wrestler
bodyguard	entrepreneur	mayor	scout	xenophobe
bookkeeper	evangelist	millionaire	seaman	x-ray
bookworm	experimenter	minstrel	shepherd	xtra
botanist	fanatic	miser	shopkeeper	Yankee
braggart	farmer	mortician	sightseer	yes-man
brain	father	motorcyclist	singer	zoologist
bridegroom	ferryman	mountaineer	skipper	
bridesmaid	fisherman	navigator	skydiver	
burglar	forgery	nerd	smoker	
butcher	frogman	nurse	social worker	
cannoneer	gardener	oracle	spaceman	
cartoonist	general	other:	speaker	
cavalryman	genius		spendthrift	
caveman	grocer		spinster	
chairman	guard		spy	
congressman	hacker		stevedore	

Adapted from an original list by Phil Eastman, United Productions of America (UPA), (1948).

Students: Look up the definition for any Passion Learning Topics you don't know. Write the definition on the back of the page.

Directions:

Students will work with a partner to create an Alpha Think Tank of areas of study using words from this list matching the letter of the alphabet.

1. After selecting the word, they must research and add the name of an individual to each box. This must be an individual who has made a major contribution to our world. This change could be viewed as either positive or negative.

2. Each partner will then select five possible "candidates" to study for their Passion Learning Projects. Partners may not select the same individuals.

3. Each partner will put the names of the individuals they have selected on the Famous People Think Tank handout and find five fascinating facts for each person.

4. Partners then meet in a min-conference with their teacher to make the final selection of the person they will use for their investigation. During this time students will receive the following handouts:

A. Planning & Organization Calendar

B. Product Alpha Think Tank

C. Tic-Tac-Toe (product choice board)

6. Students will not be able to study the same individual. Choices will be made on a "first-come first-served" basis and be posted in the classroom.

Famous People Think Tank

PERSON	EDUCATION	FAMILY	I BET YOU DIDN'T KNOW THIS	SUCCESES	FAILURES

Name _____ Date _____

Directions: Students: Complete this Think Tank by researching five individuals who have made famous contributions to our world. These individuals must have made their contributions over 100 years ago. If you find someone more recent you would like to study, you must see your teacher for approval. Your teacher will decide if the individual's contributions have changed the world. Put the names of five individuals at the top of the columns. You will provide "fascinating facts" in each row that match the listed category of information. You may use the back of this sheet if you need more space.

Student Organization & Planning Calendar

ITEM	QUESTIONS TO ASK YOURSELF	POINTS & INITIALS
JOURNAL ESSAY	<ul style="list-style-type: none"> • Does your essay have 3 paragraphs? • Does each paragraph have 5 or more thoughts? • Did you have another student read, comment and initial your essay before turning it in? • Did you make changes after your peer consultation? 	
ALPHA THINK TANK PASSION TOPICS	<ul style="list-style-type: none"> • Did you circle 25 interest words on the PL Topic List before you started the Topic Alpha Think Tank? • Did you look up unknown words & write the definitions on the back of the Topic Alpha Think Tank? 	
FAMOUS PEOPLE THINK TANK	<ul style="list-style-type: none"> • Did you select 5 different people than your partner? • Did you complete and follow all directions for the Think Tank? • Did you find fascinating facts that are not boring to you? 	
FIVE IMPORTANT QUESTIONS	<ul style="list-style-type: none"> • Are your questions big and important enough to find out about? • Did you make sure your questions do not ask for opinions and that they are fact-finding questions? 	
TEACHER MINI PASSION PERSON CONFERENCE	<ul style="list-style-type: none"> • Can you explain why you chose your Passion Learning Person to your teacher? • Do you have some ideas for the products you want to produce? 	
25 FACTS & DATA CARDS	<ul style="list-style-type: none"> • Did you gather interesting and important facts? • Have you checked with another classmate to see which facts they think are the most interesting? 	

Name _____

Date _____

ITEM	QUESTIONS TO ASK YOURSELF	POINTS & INITIALS
OTHER IDEAS/ QUESTIONS YOU HAVE TO TALK TO YOUR TEACHER ABOUT ITEM	QUESTIONS TO ASK YOURSELF	
TIC-TAC-TOE	<ul style="list-style-type: none"> • Did you visit at least 5 sites? • Did you find at least 3 pieces of information from 5 different sites? • Did you complete the Tic-Tac-Toe? • Has your teacher approved your Tic-Tac-Toe choices? 	
OPTIONAL K.M.S. 😊.	<ul style="list-style-type: none"> • Did you choose 15 or more important facts or helpful information to illustrate? • Does your rough essay show the important and interesting things you learned about your person? • Is your essay organized and easy to understand? 	
IN CLASS PREP WORK	<ul style="list-style-type: none"> • Did you complete all activities on time? • Were you self-motivated? • Were you a good listener? • Did you follow directions independently? • Did you work hard? • Did you stay on task during class time? 	
TOTAL	PREPARATION POINTS	___ = %

TEACHER PARTICIPATION OBSERVATION LOG: Students: Your teacher will be recording comments as you work independently in the classroom. You will be called up at random times for mini-conferences with your teacher. These written observations will assist your teacher in determining your final participation points.

Tic-Tac-Toe

<p>#1 CREATE A GUIDEBOOK</p> <p>15 FACTS</p>	<p>#2 PERFORM A HUMOROUS REPORT</p> <p>15 FACTS</p>	<p>#3 PUBLISH A NEWSLETTER WITH 5 COLUMNS & 5 PICTURES</p>
<p>#4 CREATE A PHOTO ESSAY</p> <p>15 FACTS</p>	<p>#5 YOUR CHOICE HERE</p>	<p>#6 CREATE A CHILDREN'S BOOK</p> <p>15 FACTS</p>
<p>#7 CREATE A PUPPET SHOW</p> <p>15 FACTS</p>	<p>#8 CREATE A GLOGSTER</p> <p>15 FACTS</p>	<p>#9 DESIGN A GAME BOARD</p> <p>15 FACTS</p>

Dear students: Choose your activities in a Tic-Tac-Toe design that includes the middle square!

You will complete 3 squares - now choose!

I have selected items: #5, #_____ and #_____.

Student Signature Date

Parent Signature Date

Use the Web 2.0 and APPS handout to create electronic products!

Important Questions

Name _____

Date _____

PASSION LEARNING TOPIC & PERSON

Directions: Write two important questions for each of the words below. You will use these questions as guides as you research your passion learning person. These questions should lead you to FACTS AND DATA related to your person.

TYPE OF QUESTION	QUESTION #1	QUESTION #2
WHO		
WHAT		
WHERE		
WHEN		
WHY		
HOW		

Presentation Rubric and Fact Sheet

TASK	1 - 2 pts	3-4 pts	5-6 pts	7-8 pts	9-10 pts	Product #1	Product #2	Product #3
Presentation of Product	Mumbled Quiet	Rambled Unclear	Needed Prompting	Mostly Clear	Precise & Clear	Points /10	Points /10	Points /10
Task Commitment	Minimal Work	Basic Work	Acceptable Work	Extra Effort	Above Beyond	Points /10	Points /10	Points /10
Info or Facts	#1	0-5	6-8	9-11	12-13	14-15	Points /10	Points /10
	#2	0-5	6-8	9-11	12-13	14-15	Points /10	Points /10
	#3	0-5	6-8	9-11	12-13	14-15	Points /10	Points /10
Final Product Appearance	Inadequate or little care	Not neat	OK - needs more details	Visually appealing	Eye Catching Beyond Expectation	Points /10	Points /10	Points /10
TOTAL PTS.						/40	/40	/40

Name _____ Person _____

Product #1 _____ Total Pts. _____ Date Due _____ Date In _____

Product #2 _____ Total Pts. _____ Date Due _____ Date In _____

Product #3 _____ Total Pts. _____ Date Due _____ Date In _____

*** Facts will be evaluated as interesting, useful and/or informative.

Fact Sheet for Products		
PRODUCT #1	PRODUCT #2	PRODUCT #3
_____	_____	_____
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.
11.	11.	11.
12.	12.	12.
13.	13.	13.
14.	14.	14.
15.	15.	15.

NOTE: Students: This list should be short versions of your facts for each product. I will use this list to evaluate your product as you complete each presentation. Have this form completed before you present. Good luck and I look forward to viewing your final products!

Tic Tac Toe

#1	#2	#3
#4	#5	#6
#7	#8	#9

I have selected items: #____, #____, & #____

Student Signature Date Parent Signature Date

The blank Tic-Tac-Toe may include teacher and/or student product choices.

Teacher Planning & Organization Calendar

NOTE: Due dates are general guidelines and may be adjusted to integrate other learning goals.

STAGES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	JOURNAL I INTRO PASSION LETTER	INTRO ALPHA THINK TANK	PASSION VIDEO PART I JOURNAL II	JOURNAL III ALPHA THINK TANK WORK	ALPHA THINK TANK DUE
2	FAMOUS PEOPLE THINK TANK	FAMOUS PEOPLE THINK TANK	PASSION VIDEO PART II	FAMOUS PEOPLE THINK TANK	FAMOUS PEOPLE THINK TANK DUE
3	TWENTY- FIVE FACT CARDS	SIGNED INTRO LETTER DUE	PASSION VIDEO PART III	TWENTY- FIVE FACT CARDS	TWENTY- FIVE FACT CARDS DUE
4	TEACHER STUDENT PLANNING CONF.		PASSION VIDEO PART IV		
5	TEACHER STUDENT PROD. I CONF.		PASSION VIDEO PART V		PRODUCT II DUE
6	TEACHER STUDENT PROD. II CONF	PASSION VIDEO LOG DUE	PRODUCT I PRESENT	PRODUCT I PRESENT	PRODUCT II PRESENT
7	TEACHER STUDENT OPTIONAL CONF.				PRODUCT III DUE
8	PRODUCT II PRESENT	PRODUCT II PRESENT	PRODUCT II PRESENT	MAKE-UP PRESENT	MAKE-UP PRESENT PRODUCT III DUE
9	PRODUCT III PRESENT	PRODUCT III PRESENT	PRODUCT III PRESENT	MAKE-UP PRESENT	MAKE-UP PRESENT

Presentations are scheduled over several dates so part of each class period can be allocated for continued product work. The blank dates are for student product work sessions or for teacher needs. These stages do not have to be sequential - other instruction can be interspersed.

XI Product & Wiki Resources

1 Creative Product Alpha Think Tank

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>
<i>F</i>	<i>G</i>	<i>H</i>	<i>i</i>	<i>J</i>
<i>K</i>	<i>L</i>	<i>M</i>	<i>N</i>	<i>O</i>
<i>P</i>	<i>Q</i>	<i>R</i>	<i>S</i>	<i>T</i>
<i>U</i> Unique Unusual Product!!	<i>V</i> Video Web Post	<i>W</i> Web 2.0 Tool Post	<i>Y</i> You Tube	<i>Z</i> Zoetrope

Product & Wiki Resources 2 Web 2.0 Tools & Apps List

These tools can be used to electronically post student and teacher:

- A. CREATIVE PRODUCTS
- B. COLLABORATIVE WRITINGS AND DISCUSSIONS
- C. CLASSROOM ORGANIZATION AND MANAGEMENT

PICTURE ANIMATIONS

Animoto

<http://animoto.com>

iMOVIE

<http://itunes.apple.com/us/app/imovie/id408981434?mt=12>

Adobe FLASH

<http://www.adobe.com/products/flash.html>

TIMELINES

Dipity

<http://www.dipity.com/>

Timetoast

<http://www.timetoast.com/>

GRAPH MAKING

KidsGraph

<http://nces.ed.gov/nceskids/createAgraph/default.aspx>

NEWSLETTERS

Letterpop

<http://letterpop.com>

WEBSITES

Wiki

<http://www.wikispaces.com>

GRAPHIC ORGANIZERS

Gliffy

<http://www.gliffy.com/examples/flow-charts/>

AUDIO RECORDINGS

Podcast

<http://audacity.sourceforge.net/download/>

<http://audioboo.com>

<http://vocaroo.com>

COLLABORATIVE DISCUSSION GROUPS

Blog

<https://www.blogger.com/start>

INFORMATION MANAGEMENT

Tumblr

<http://www.tumblr.com/>

INFORMATION DISEMINATION

PageFlakes

<http://www.pageflakes.com/>

ANIMATED "TALKING" PICTURES

Blabberize

<http://blabberize.com/>

fotobabble

<http://www.fotobabble.com>

PRESENTATIONS

Prezentit

<http://www.prezentit.com/>

BOOK PUBLISHING TEMPLATES

BigUniverse

<http://www.biguniverse.com/>

POSTERS

glogster

<http://www.glogster.com>

POWERPOINTS & AUDIO

SlideShare

<http://www.slideshare.net/>

sliderocket

<http://www.sliderocket.com/>

INFORMATION & VIDEO SHARING

YouTube

<http://www.youtube.com>

COMIC STRIP MAKER

ToonDoo

www.toondoo.com

FLASH CARDS

IQFuse

<http://www.iqfuse.com/>

MAPS

<http://www.mapskip.com/index.php>

<http://www.mapwing.com/>

STORIES AND ART WORK

PUBLISHING

<http://tikatok.com/>

TRADE CARDS

<http://bighugelabs.com/flickr/deck.php>

VIDEOS AND INFORMATION

<http://www.teachertube.com/>

MUSIC

10 free music sites

[Last 100](#)

<http://www.freeplaymusic.com/>

SLIDE AND VIDEO POSTING

Slide Rocket

<http://www.sliderocket.com/>

WORD "CLOUDS"

Wordle

www.wordle.net

PHOTOS

<http://photopeach.com/>

<http://photostory3.com>

<http://photobooks.com>

<http://bighugelabs.com/>

BOOKS

<http://www.mixbook.com/>

At the time of publication, all web sites were active. Check integrity of web sites before using with your students.

Product & Wiki Resources 3 Mutiple Intelligence Tic-Tac-Toe

BK	EX	IE
Choreograph Dance Learning Center Simulation/Mime	Beliefs Essay Poetry Slam Social Causes Collage	Interview Humorous Biography Opinion Survey
IA	LM	MU
Editorial Cartoon Independent Research Autobiography	Design Experiment Blueprint Design Maps/Charts	Write Songs Video Documentary Musical Photo Essay
NA	VL	VS
Extinction 3-D Map Outdoor Landscape Mural/Photo Essay	Children's Book Newscast/Newspaper Fairy Tale	Cartoons/Caricatures Animation Photo Essay

Note: This chart includes the ninth intelligence identified by Howard Gardner, the Existentialist Intelligence. Students circle your top three M.I. below:

BK = BODILY KINESTHETIC
EX - EXISTENTIALIST
IE = INTERPERSONAL
IA = INTRAPERSONAL
LM = LOGICAL MATHEMATICAL
MU = MUSIC
NA = NATURALIST
VL = VERBAL LINGUISTIC
VS = VISUAL SPATIAL

Note: Many of these products can be posted or created using APPS or Web 2.0 tools listed on the APPS & Web 2.0 resource page.

Product & Wiki Resources 4 Wiki Activity

Activity: Making a wiki website and using web 2.0 tools

Wikipedia Definition:

A **wiki** is a collection of Web pages designed to enable anyone with access to contribute or modify content, using a simplified markup language. Wikis are often used to create collaborative websites and to power community websites. The collaborative encyclopedia Wikipedia is one of the best-known wikis. Wikis are used in business to provide intranet and knowledge management systems. Ward Cunningham, the developer of the first wiki software, WikiWikiWeb, originally described it as "the simplest online database that could possibly work."

"Wiki" (/wi:ki:/) is a Hawaiian word for "fast". "Wiki" can be expanded as "What I Know Is," but this is a backronym.

Directions: This is an exciting user-friendly web 2.0 tool that will give students and teachers many creative options for posting products, information, and resources. Using APPS and web 2.0 tools (see list) also provides creative and interesting ways to work collaboratively and to create and publish web-based creative products.

Setting up your wikispaces account:

1. Launch your browser
2. Go to a URL to get a free wiki:

In the address bar type in www.wikispaces.com This will take you to the wikispaces home page.

3. Now set up your account. Choose a user name (something unique) and a password. Then enter your email address. This is a safe process as all web 2.0 tools do not send any spam.
4. Now choose an appropriate address to see if it is available. This address becomes your URL address. Choose the protected free site so no one can edit your pages. Anyone can view the page but only the people you invite can make edits. If you select "public" this will allow anyone to see and edit your page. If you select "private" there is a charge for having a space.

Getting familiar with your wikispace page items:

1. Now you are on the internet! Take a look at this page and get familiar with the following items that are available:

You get a new email address.

Link to help

Your website address = left hand corner

Link to wikispaces

User name = right corner

Sign out button

Link to your account

2. The left hand side of page has three options:

New Page

Recent Changes

Manage Space

3. The middle section of the page contains these items:

A navigation bar that lists all the pages you create on your wiki. Right now you only have one page called "home."

The center of the page is your blank work space. This is where you will post Content: pictures, text, video, audio, etc. - anything you want to post on your new wiki website.

The "edit this page button" is where you click to begin adding and editing the content of your wiki.

Setting up the look and feel of your new wiki:

Open your wiki page by entering your web site address. Bookmark your site.

Information on manage this page.

1. Click on "manage this page:"

"About" tells us when it was created, who is the author, the organizers (you right now), and there are no other members.

Move down to "content."

"Pages" (under content) pulls up the pages you have created. This is a link you will often go back to and if you do not have it in the navigation bar you can find the name of the page here. All you have right now is the homepage.

ii. "files" (under content) will allow you to upload files in a mass quantity. Click on it will take you to a page where you can upload many files at the same time. Later we will talk about uploading one file at a time.

iii. The "people" section is where you can invite people to be a member of your wiki. This means they have editing rights to your wiki. Your students may invite you as their teacher so you can help them develop their wiki. You can uninvite members at any time.

Changes you can make to the look and feel

Go to the look and feel (under manage space option). This provides you with options for what your wiki will look like. You can go back and make changes at any time:

a. Click on "Theme" (aqua fluid and 1 box are difficult themes to manage). Click on "change" or "make a new theme." I suggest you choose bubble and original themes. They have different styles of navigations bars. For this time choose the bubble theme. Now click back to look and feel.

b. Click on "color."

1. Start with background-click on "pick color" link and choose a main color. You can also choose a different hue and you can see it in the sample box.

2. Now choose the menu color, Text color, and link colors.

3. Click "save" to keep changes. You can make changes at any time.

c. For now skip the "style sheet." This is a complicated CSS style process.

d. Inserting or Changing your logo

1. Save an image file on your computer

2. Upload a picture as a gif, png or jpeg (does not accept bitmap) and 150 x 150 pixels is the size it will accept

3. Open a new browser and go to www.google.com and type in "images" to search for a picture. Click on the picture you like and save the **thumb nail** to your image file. Saving it on your desk top will make it easy to find and name it "logo."

4. Return to your wiki and upload the picture. Click on "browse", go to desktop, click on the picture, click "open" and click "save". If it is too large you will have to choose another picture for your logo.

Upgrading your account:

1. This will allow you to stop all advertisements. This is a free service for teachers.

2. Under the add section click on the "plus +" link.

3. Scroll down and request a complimentary upgrade for K-12 education. Click on "complimentary upgrade." You will get a confirmation email and the adds will disappear after a few days. You now will also be able to upload up to 20 megabytes.

4. Click on "permissions" and verify that you site is a protected space.

5. Return to "manage space" and return to "home" by clicking on the home button on the navigation bar.

Editing your wiki

1. Log-on to your wiki and you will see "guest" in the upper right corner. You must sign in to get editing rights. Log-on, enter username and password. You now have editing rights.

2. You have a button or a tab that says "edit this page" depending on the theme you chose for this wiki.

3. Click on "home page." Highlight the words on the page and click delete. You can now begin populating (putting things on your page). Type something on your workspace. You can edit using the tools like you do with word: bold, underscore, font, color, automatic numbering, bullets, and a divider bar. Highlight the text you typed and make some edits. Highlight again to make additional changes. There is also a background box that will place a strip of color behind the text and it cannot be changed. You can also change the alignment of text and then click on apply style. You must go the color and style indicator for any section of typed words to make you choices and click apply style. It may be easier for you to do all your typed content and then go back to color and style and make changes after you have everything you want on the page. This area will also let you change the headings, along with numbers and bullets. The divider line is a useful tool to separate content on your page.

Linking to external website

Type the name of the site. On your toolbar click on the globe and click on external link and type in the address bar, or better yet go to the website and copy the website address and paste it in. The link becomes live once you save the page. Now when you put your cursor on the link it will take you to the site.

Creating a new page to add more items

1. First sign in to your wiki so you get rights to edit your page.

2. Create a new page by clicking on the "new page" action button on the left hand side. Name the page with a short descriptive name. Click the "create" button. You can call this page uploading and it will take you to the new page. Highlight and delete the words on the page.

Inserting or uploading a picture on the workspace

1. Open up a new browser by clicking on file new window and go to www.google.com. Search images for a picture and save this picture and choose full-size image so you will not lose the pixilation. Save the picture as and give it a name and place it on your desktop.
2. Return to the wiki to upload and insert this picture on your new page. Click on the icon on the editor bar that looks like a tree and a new window appears. Think of this new window as a bucket that holds anything you want to upload on your workspace: audio, video and word files, powerpoints, excel spreadsheets, etc.
3. Choose "upload new file" and browse to find the picture and click "open" and then upload and the picture will soon popup in the holder page (bucket). Double click on the picture and it will now drop in to your work space.
4. Click once on the picture and grab one of the corners and drag to make the picture the size you want for your page. Choose "save" and the picture now appears in the work area.
5. Go back to "edit this picture" and the image property box will pop up. If you click on the picture again you get an image properties box and you can align it, link it to an external website, add a caption, etc. Try adding a caption. Now save again with the new caption and with a box around it.
6. Go back to edit the page and you can move the graphic down. Put your cursor down at the bottom of the space and hit return multiple times to make more space on your page. Return to the picture and now you can drag it down to the position you want lower on the page. You can now type above and below the picture and make other editing changes to the typed words.

Inserting a document

Upload the word document by returning to the tree on the editor bar and go to upload and click browse. Choose a word document that you have saved on your desktop that you would like to post. Click open and upload and save. Then click link to the file or insert the

file and double click. If you insert you will see the html coding and this also works. Save the page and you can click on it which allows you to open or save it.

Inserting an audio file

Click on edit this page and click on the tree, then browse, then locate an audio file you have saved on your desk top. Click open and upload (wait until it appears) and then insert the file and then save the page. The file should appear and you can move it by editing the page and dragging the file to the position you want it. You can add an annotation and save. Now the viewer can click on it and listen.

Copying and pasting a graphic

Click on "new page", click "edit the page", highlight text and delete. Return to google, open a full-size image of a picture. Right click to copy the picture and choose copy. Return to the wiki, and place your cursor where you want the picture to appear and right click "edit paste". This process does not always work. If it doesn't work you must go back and use the insert process.

Navigation Bar

1. Log in to your wiki.
2. On the left hand side of the page you have an "edit navigation". Click on this link and a window pops up. This page allows you to change the order of items in your navigation bar. The wiki will otherwise list pages in the order they were created.
3. Click on "wikispaces produced page list" and click delete on your keyboard and start retyping what you want on your navigation bar with a couple of spaces in between.
4. Now you need to link the pages. Highlight the word and go to the link tool and click on "page" and click "ok". Now you will have the first page you want on your navigation bar that is linked to the site. Repeat this procedure for all the pages you have created.
5. Type the new name on your navigation list. To change the name repeat the same process (above) and choose the existing page (with the original name) and your new name will still link properly.
6. To make the link appear in the workspace instead of the navigation bar go back to the homepage and click "edit this page". Type in some text you want to link to and highlight

the words and go to the link. Type in the name of the link (page) you just typed and click "ok" and save this page. Click on this link and it will create a new page with that name (not listed on the navigation bar). You can then edit this page and make any changes you want.

Using Widgets: Embedding Code into your Wiki

A **web widget** is a portable chunk of code that can be installed and executed within any separate [HTML](#)-based web page by an end user without requiring additional [compilation](#). They are derived from the idea of [code reuse](#). Other terms used to describe web widgets include: gadget, badge, module, webjit, capsule, snippet, mini and flake. Web widgets usually but not always use [DHTML](#), [JavaScript](#), or [Adobe Flash](#). Wikipedia definition

Widgets often take the form of on-screen tools (clocks, event countdowns, auction-tickers, stock market tickers, flight arrival information, daily weather, photo sharing, etc).

1. Let's go to browser like the google search engine. Click on "view"- click "source"- and view the code on a notepad page. This is one example of the html code. We will use this to embed code in our wiki so when you click on them they will display on the internet. You can teach students to use web 2.0 tools to create projects.
2. Sign in to your wiki
3. Click "edit the page."
4. Suggestion: turn off pop up browser so the tool will post correctly.
5. Click on the "TV" set and drop down to the last option - "other html" and select.
6. Place you cursor into the box go to edit and paste and this will paste the coding from you web tool bar and then select save.
7. Now you see media window on you webpage - save the page and you will see the web 2.0 tool embedded in your page.
8. Here's another example of a web 2.0 that will allow you to upload photos in a banner on your wiki site.
9. Go to www.bubbleshare.com