

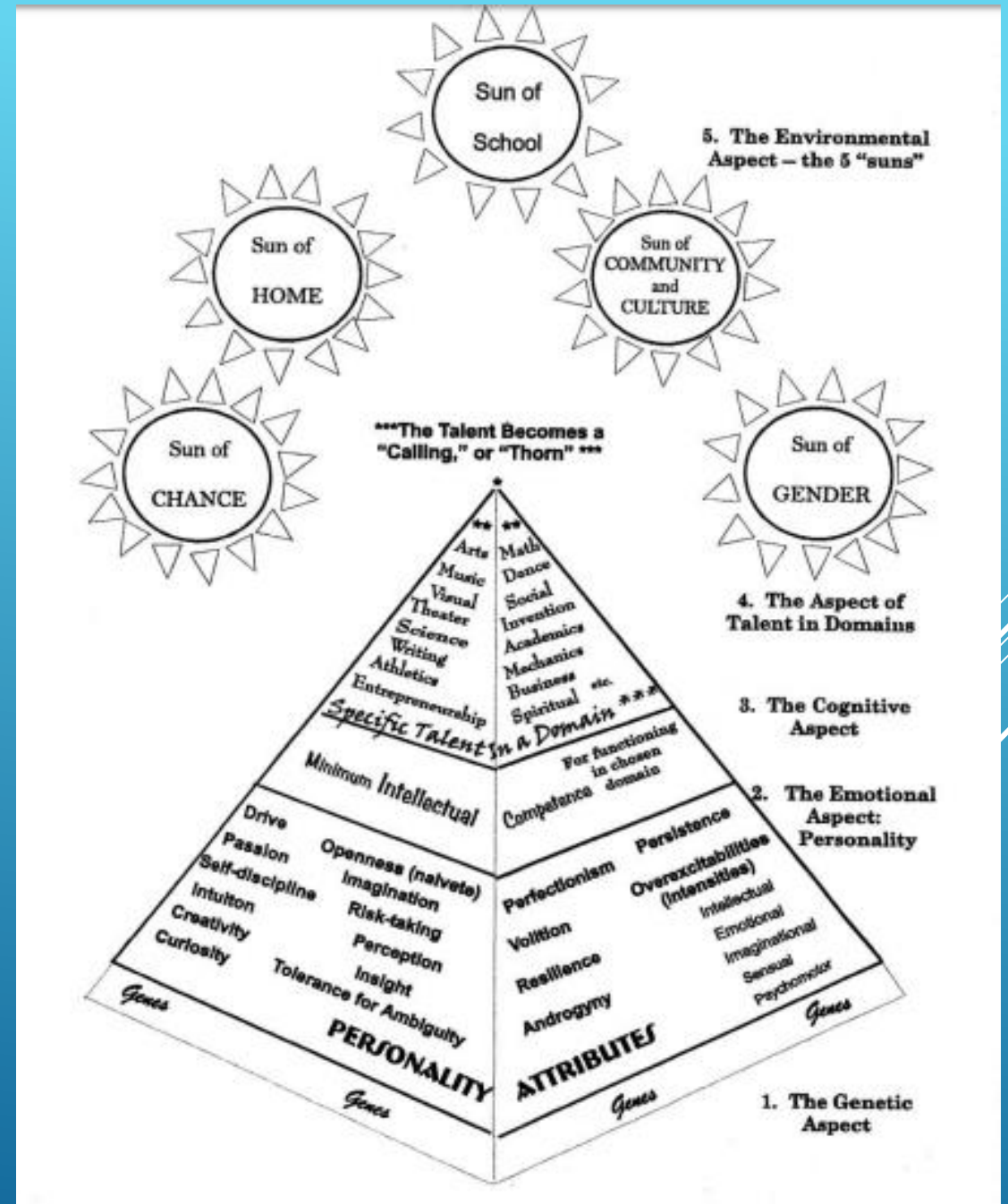
Understanding Creativity I: The Pyramid and The Suns

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The Piiroto Pyramid (handout)



- ▶ “I noticed that no matter what a creator creates, the creative process is remarkably similar. There are commonalities across domains.”
- ▶ “As I studied the creative processes of creators, I found no mention of the words creative problem-solving, fluency, flexibility, brainstorming, or elaboration”
- ▶ “. . . none of them has described the creative process in the way that it has been taught in schools for the past fifty years.”
- ▶ “. . . The creative process has also been tied with desire for spiritual unity”

From Piirto's *Creativity for 21st Century Skills*

- ▶ “Those who are creative seem to follow certain common practices.”
- ▶ “Many of the creative and productive adults . . . seemed to have creative processes that could be divided into themes . . .
 - ▶ Certain Core Attitudes toward creativity
 - ▶ Experienced Seven I’s
 - ▶ Engaged in *certain* general practices”
- ▶ “Not all creators use all of these techniques, but many creators use at least some of the techniques.”

From Piirto’s *Creativity for 21st Century Skills*

The Piirto Model of Creativity Training (handout)

Piirto Model of Creativity Training	
Theme	Activities
Core Attitudes	<p>Risk-taking (Princess and the Pea) Naiveté (Raisin Meditation) Group trust (Red Wounds) Tolerance for ambiguity (More than one right answer) Self-discipline (Thoughtlogs--Individuation)</p>
Seven I's	<ol style="list-style-type: none"> 1. Imagery (archetypes) 2. Imagination (finger painting, clay, poetry, fiction) 3. Intuition (intuition probe, psychic intuition, dreams) 4. Insight (grasping the gestalt, Aha! Zen Sketching) 5. Inspiration (Love, dreams, travel, others, 'I'll show you', frustration) 6. Incubation (See Meditation) 7. Improvisation (jazz, theater, word rivers, writing practice, creative movement, rhythm and drumming, scat singing, doodling)
General Practices	<ol style="list-style-type: none"> 1. The need for solitude; 2. Creativity rituals; 3. Meditation; 4. Exercise, especially walking; 5. The quest for silence; 6. Synchronicity; 7. Divergent production practice; 8. Creativity salon; 9. Individual or group creativity projects; 10. Creativity as the process of a life; 11. Supporting--Visiting bookstores, museums, concerts, plays, movies, readings or lectures.

- ▶ Demonstrate *your own risk-taking.*
- ▶ Create a classroom atmosphere that encourages intellectual and creative risks. Discuss what that means.
- ▶ Make a spot in *your classroom* a creative “safe zone.”
- ▶ Do trust activities.
- ▶ Make sure students know how they will be assessed on assignments.
- ▶ “Princess and the Pea.”
- ▶ “Music from My Life.”
- ▶ The Drumming Circle / Found Sounds.
- ▶ Partner drawing.
- ▶ Sculpture – “What Matters?”

Core Attitude of Risk Taking

- ▶ Discuss self-discipline with students and as for their own ideas.
- ▶ Discuss long-term and short-term goal setting.
- ▶ Do a visualization where students look into their own future ~ a month, a year, five years.
- ▶ Break long-term assignments into smaller steps.
- ▶ Discuss frequent excuses for not achieving goals
- ▶ Value hard work ~ the process, not the product.
- ▶ What does self-discipline look like in different domains?
 - ▶ Music, athletics, foreign language, art, creative writing, scholarly writing, invention, theater, mathematics)

Core Attitude of Self-Discipline

- ▶ Create a climate of mindfulness – allow time for settling in.
- ▶ Look at something from different points of view.
- ▶ Notice small things when you share, ask for specifics when students share.
- ▶ See connections between unlike things.
- ▶ Notice small details of student work.
- ▶ Talk about how traveling opens you to new experiences.
- ▶ Invent a new use for an object or improve on a tool or object.
- ▶ Up Close and Personal Sketches
- ▶ The Raisin Meditation (also Incubation, Meditation)

Core Attitude of Naivete (Openness to Experience)



- ▶ Create a climate that allows for opposing viewpoints.
- ▶ Ask open-ended questions with no right answer – “What is good art?”
- ▶ Start a debate society.
- ▶ Have students list questions that have no Right Answer.
- ▶ Read and discuss a novel, poem, or film.
- ▶ Practice the Myers-Briggs Type Indicator “P” Perceiving preference – not making lists, waiting until the last minute, doing things spur of the moment, going in without a plan.
- ▶ Do the Creative Problem Solving process of Divergent Production

Core Attitude of Tolerance for Ambiguity

This is very closely related to the Core Attitude of Risk-Taking (Vulnerability)

- ▶ Model supportive behavior when anyone tries something new, something challenging, or takes a risk.
- ▶ Practice giving non-judgmental feedback.
- ▶ When a pattern of negative behavior begins, change the behavior by taking the person aside to discuss it privately.
- ▶ Use sincere compliments, expect the same from students.
- ▶ Push students to challenge themselves, then celebrate their successful and non-successful attempts.
- ▶ Sharing personal and creative work using the Feeding Back Prompts.

Core Attitude of Group Trust

Essential Tool: Feeding Back

- ▶ This reminds me of ...
- ▶ Give a descriptive adjective or phrase.
- ▶ The work resembles ...
- ▶ I see ...
- ▶ To me this means ...
- ▶ Awe - *silence*
- ▶ Answering with Art (poetry, sketch, song)
- ▶ What did you mean?
- ▶ What is this?
- ▶ That's really cool!
- ▶ I don't like that.
- ▶ I don't get it.
- ▶ *Empty Silence*

Feeding Back is...

Feeding Back is not ...

The need for solitude	Silent alone reading or writing time
Rituals	Starting the day, ending the day with the same words or actions
Meditation	Walking or finger labyrinths, breathing exercises
Exercise	Walking in nature, playground time, active games
The Quest for Silence	Meditation, encouraging and supporting silent working time
Synchronicity	Looking for small connections
Creativity "salon"	Joining together to share creative works, "Poetic License"
Supporting creative places	Art museums, book stores, galleries, studios,

Other General Practices

Review

What are your ideas?

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- ▶ Have students read **scholarly biographies** of creative individuals, looking for these themes. Discuss challenges of creativity and giftedness, negative responses and positive coping skills.
- ▶ “**Feeding Back**” can be used in many ways in the classroom to help students support one another’s creativity and look more deeply into the work of others.
- ▶ **Incubation, meditation, naivete** are all good stress relievers. **Bonus!**

Other ideas

- ▶ **Share your own** creative endeavors and positive risk-taking experiences.
- ▶ Encourage creative **self-discipline** when you see talent or interest in a creative domain.
- ▶ Remember - **creativity is not limited to the visual and performing arts!** Creativity domains include mathematics, science, writing, athletics, architecture and technical drawing, computer science, design, problem solving and invention, entrepreneurship, and leadership.

Other ideas

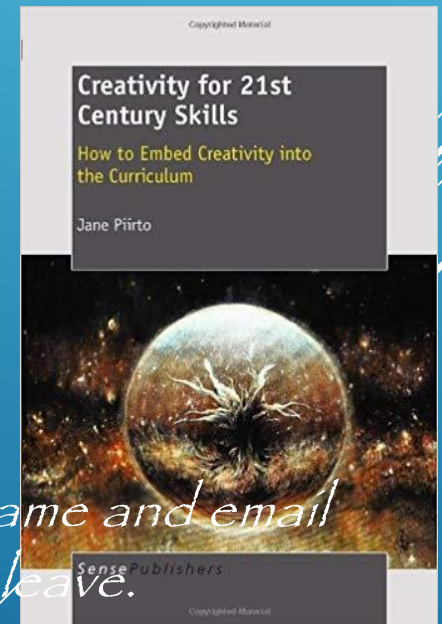
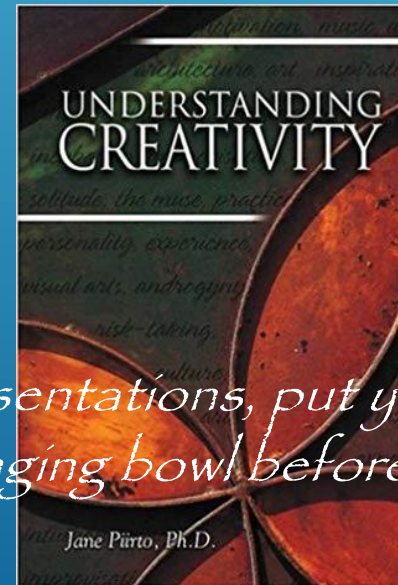
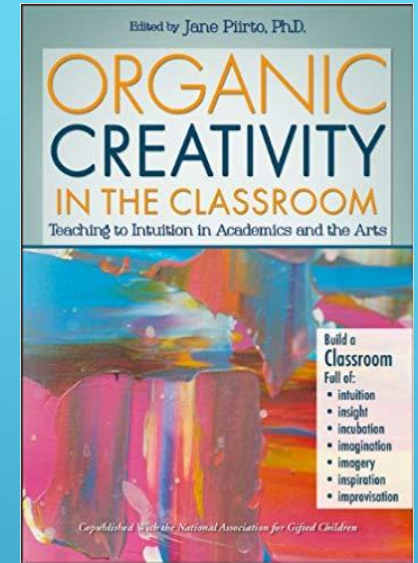
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My articles