

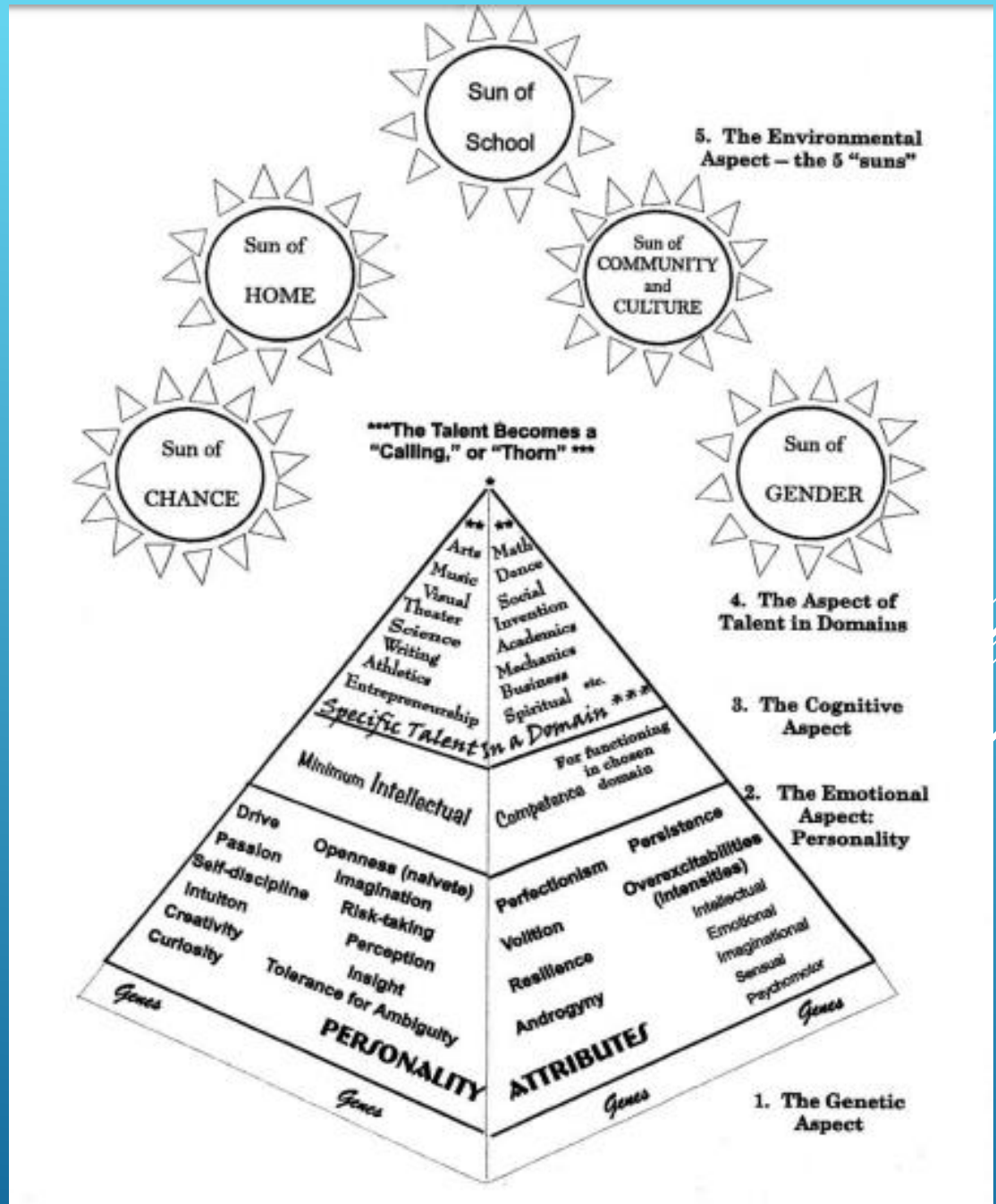
Using creativity as a window

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The Piiroto Pyramid (handout)



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.

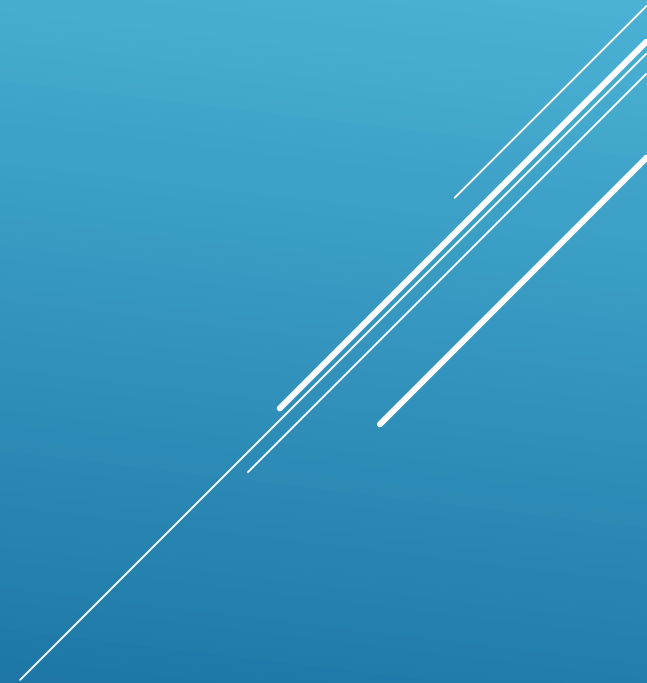
- ▶ The Drumming Circle / Found Sounds
- ▶ Music from My Life

Risk Taking and Improvisation

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- ▶ The Raisin Meditation (also Incubation, Meditation)
- ▶ Up Close and Personal Sketches

Naivete



▶ The Creativity Monster

Imagery and Imagination

A decorative graphic consisting of several parallel white lines of varying lengths, slanted diagonally from the bottom right towards the top right, set against a blue background.

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 ...

- ▶ 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

Review

What are your ideas?

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Seven I's	<ul style="list-style-type: none"> 1. Imagery (10- minute movie, 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 (visitation of the muse, 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	<ul 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.

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Piirto, J. (2011). *Creativity for 21st century learning: How to embed creativity into the curriculum*. Rotterdam: Sense Publishing.

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References

