


# Creativity and Wellbeing

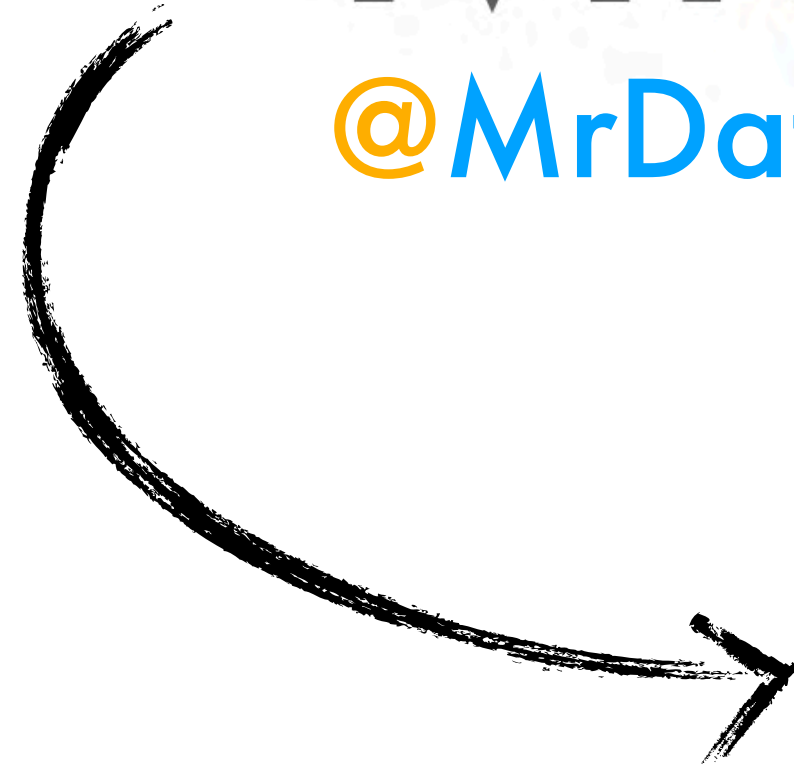
**Empowering learners to thrive in a  
complex and fast changing world**

**A Partnership event from Scotland's  
Creative Learning Plan Partners and  
the National Creative Learning Network**

**#creativechange**



MR.   
@MrDataCoach



MAKING SPACE FOR

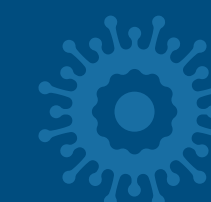
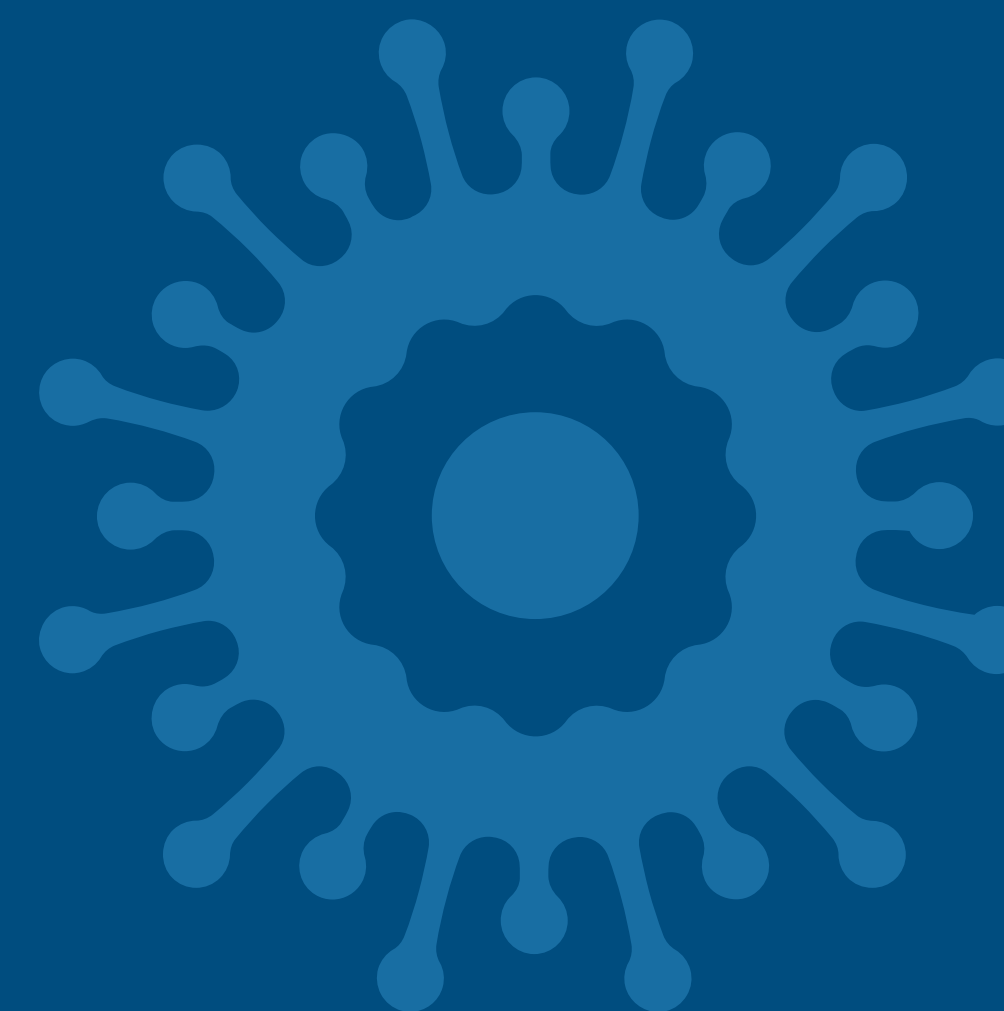
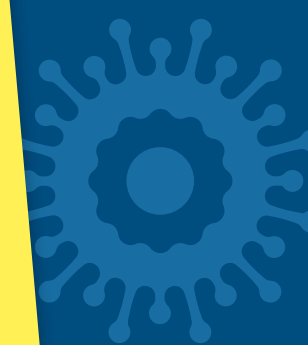
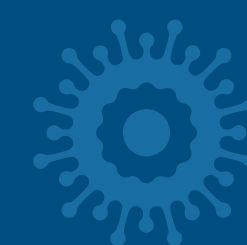
**CreATiViTY**  
(IN OUR BOXES)

THURSDAY, MARCH 31st @4pm

When do you  
feel at your  
most **creative**?



Taylor Swift



COMFORTABLE PRESSURE TO ACT  
TIME TO THINK  
PASSIONATE ABOUT SOMETHING  
RESOURCES THE MOST INCONVENIENT TIMES  
AVAILABLE KNOWLEDGABLE? INSP-  
CONFIDENT PEOPLE AROUND US IRED

I AM NOT THAT  
CREATIVE



### Curiosity

- Being inquisitive
- Asking effective questions
- Researching
- Noticing patterns and anomalies

### Open-mindedness

- Being open to new ideas
- Able to think about different people's points of view
- Being flexible, adaptable and coping well with uncertainty
- Able to see a range of possible outcomes

### Applying Creativity

- Able to apply a creative process to other situations
- Being motivated and ambitious for change
- Being confident in your own views
- Working well with others

### Imagination

- Having ideas
- Exploring, combining and refining multiple options
- Inventing

### Problem-solving

- Able to identify problems
- Developing, refining and presenting solutions
- Demonstrating initiative, discipline, persistence and resilience

CREATIVE  
LEARNING  
NETWORKS 

## Common Myths about Creativity

- ❖ It is only for genius, talented individuals
- ❖ It appears as a brief moment of inspiration, flash, unpredictable and uncontrollable insight
- ❖ You need to be born with it, you can't learn it
- ❖ Creative people always have good ideas
- ❖ Creative idea is enough to be successful

IT IS ABOUT THE ARTS



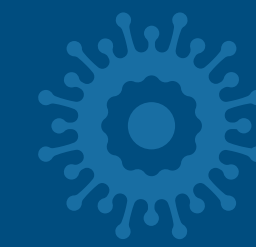
# HOW CREATIVE ARE YOU?

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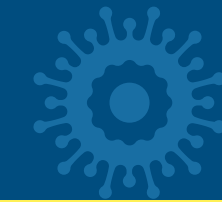
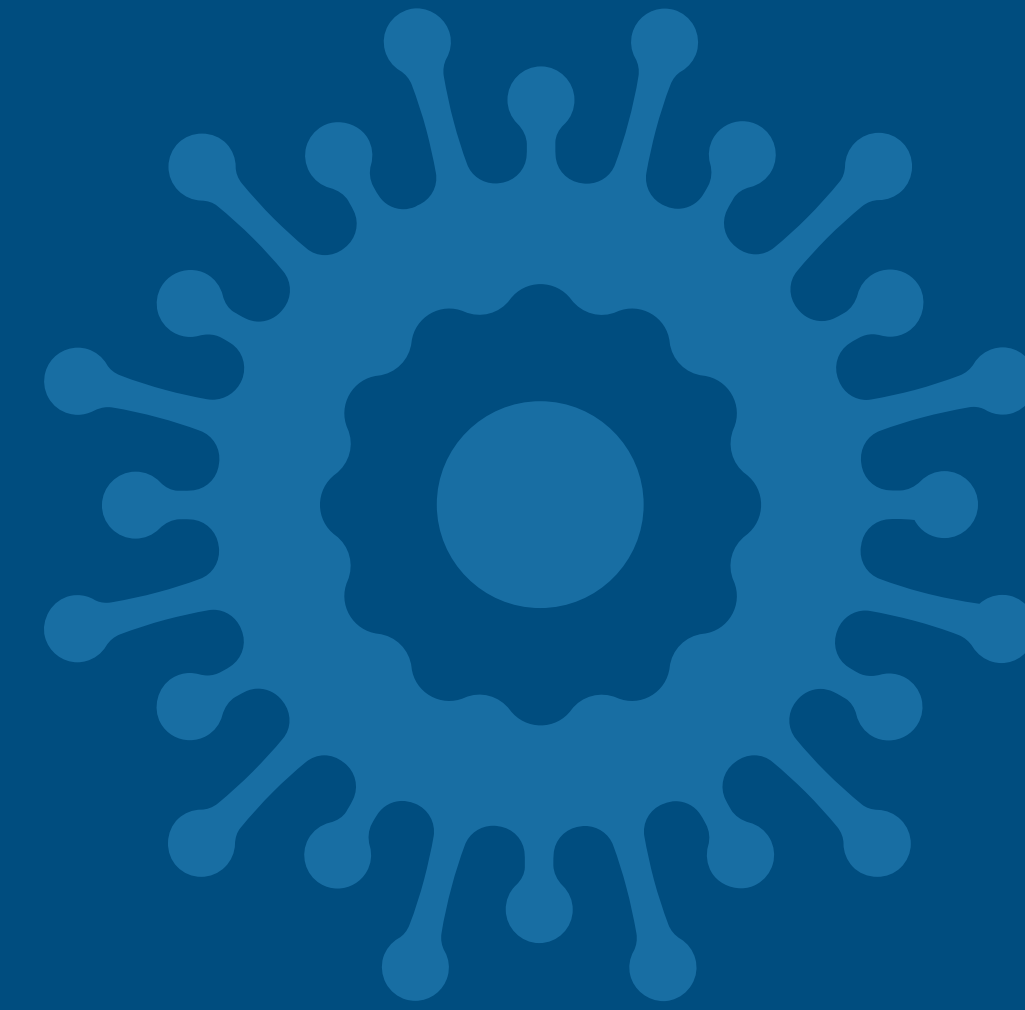
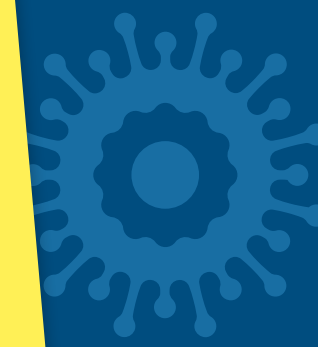


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When do you  
feel at your  
most creative?

- TIME
- PASSIONS
- RESOURCES

When do you  
feel at your  
most **creative**?

**Swiftie**

[swif-tee] noun

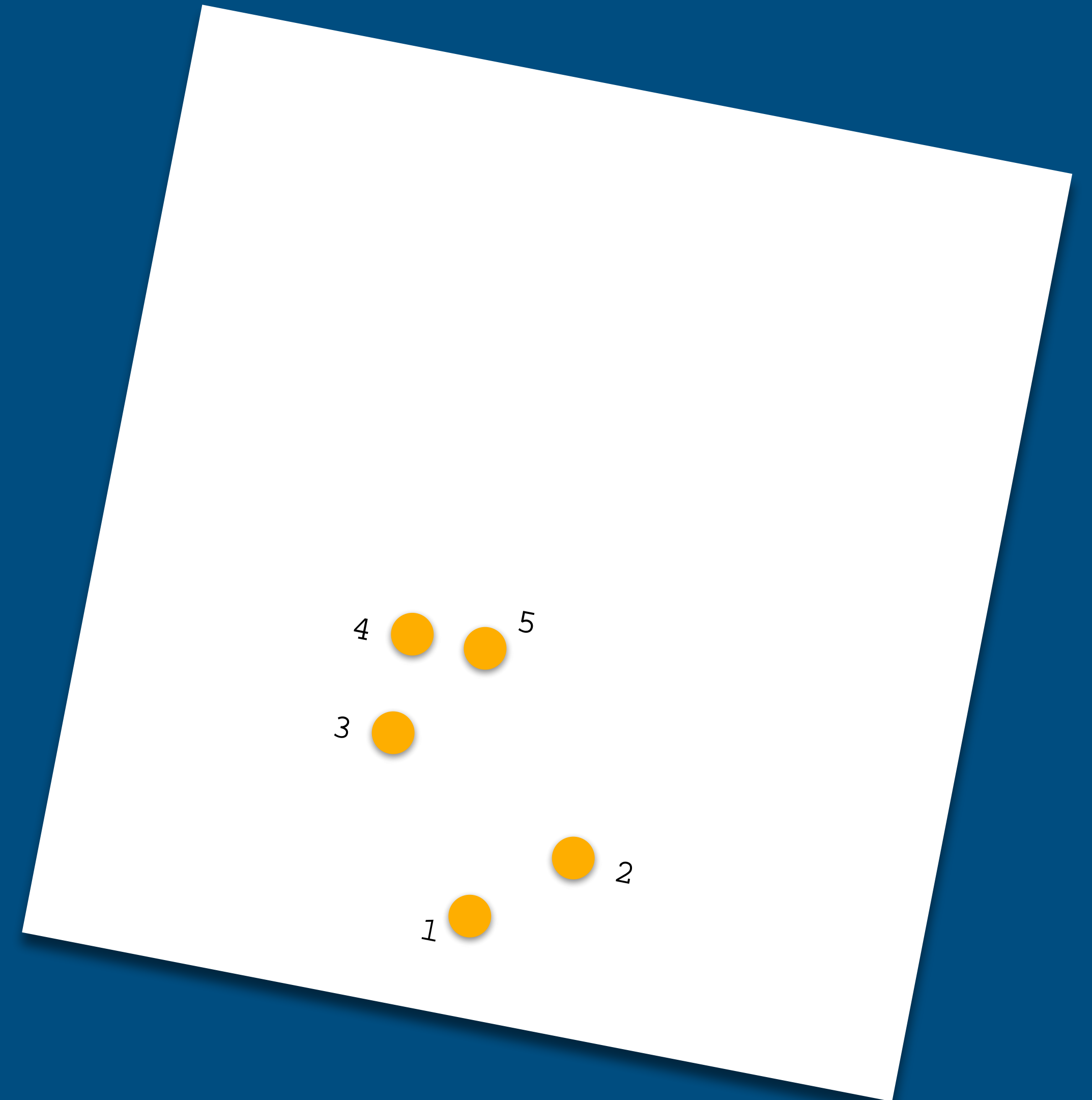
a fan of singer-songwriter Taylor Swift  
anyone who knows all the words to the  
10-minute version of "All Too Well"



During extreme times we can  
cling on to the familiar with  
everything we've got, or we  
can enter into such times  
with a frontier mentality...

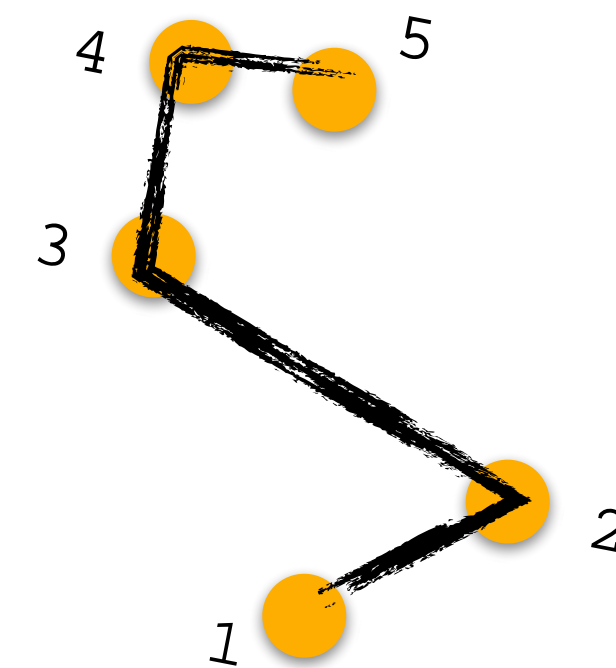
Taylor Swift

# HOW DO YOU JOIN YOUR ~~DOTS~~? CONSTRAINTS

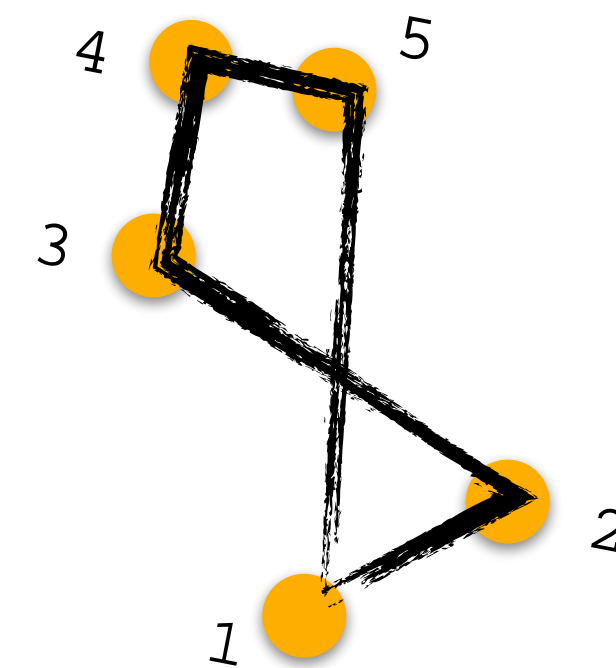




# HOW DO YOU JOIN YOUR ~~DOTS~~? CONSTRAINTS



# HOW DO YOU JOIN YOUR ~~DOTS~~? CONSTRAINTS





# HOW DO YOU JOIN YOUR ~~DOTS~~? CONSTRAINTS



01

# UNplanning

WITH ABSOLUTE FOCUS!

non-negotiables

AGILE  
tools

OPEN-ENDED  
PROBLEM

"NOTICE-  
ABLES"

MAKING SPACE FOR

## CreATiViTy

(IN OUR BOXES)

02

DISCOVERY &  
EXPLORATION

# FREE ZONES (not classrooms)

WELCOME TO THE  
PEACEFUL  
PLACE

DESTINATION  
CREATION



03

# timetables for "THRIVING"



SITUATION:

6/7 Class with high levels of 'traditional' pupil attainment - looking to increase pupil responsibility, organisational skills, and self awareness.

TASK:

Provide a **MORE** flexible learning timetable.

ACTION:



EXPLORE 'THE FLEXIBLE WEEK'

01

This provided a **good starting point** but it is **not ambitious enough**.

#Whatif!

02



Responsibility

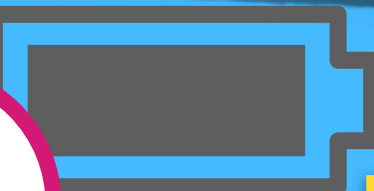


Organisational skills

HOW CAN WE BETTER:

- Connect activity to productivity to timing?
- Promote authentic personalisation & choice?

03

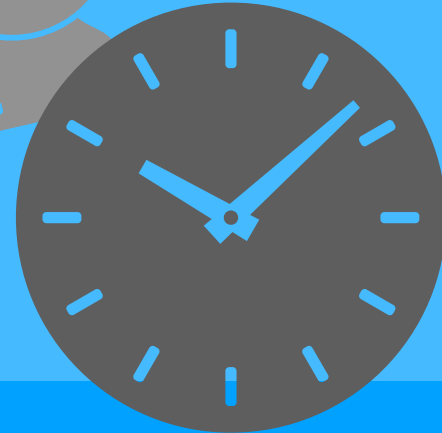


THINK **ENERGY** LEVELS (NOT JUST TIMES)

Focused, productive, and in good spirits

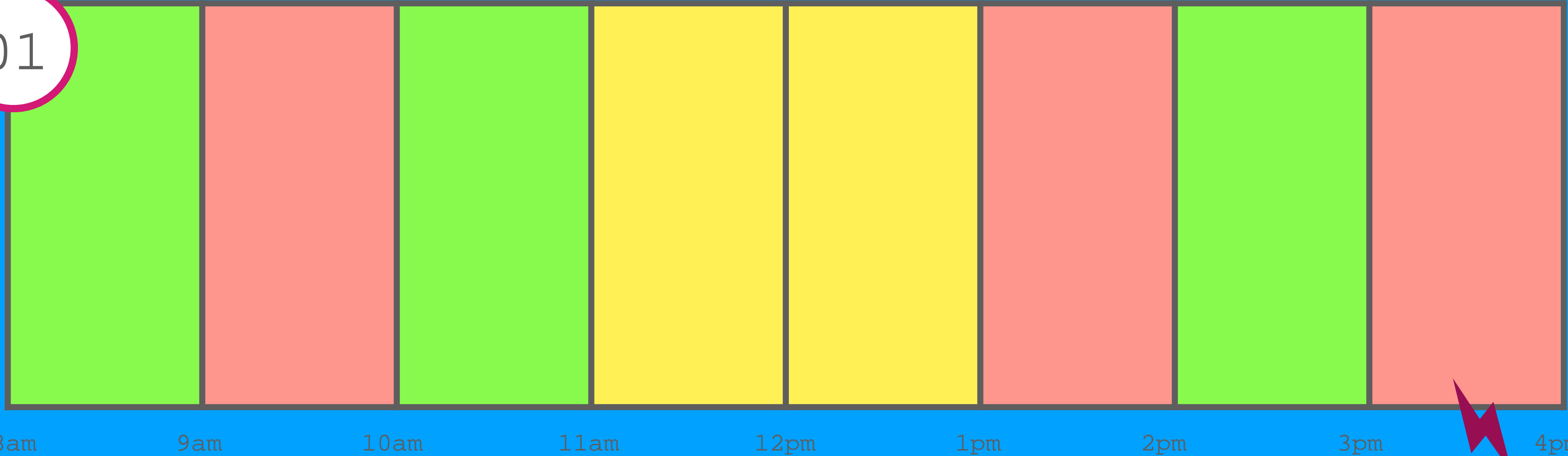
Neither at my best nor worst

Sluggish, struggle to pay attention



MY LEVELS:

01



"Thriving" occurs when your **time**, **energy**, and **priorities** are in sync  
(Nieuwhof)

SELF-IDENTIFIED ENERGY LEVELS:



Focused, productive, and in good spirits

(BEST FOR: Developing gifts and passions, improving skills, new learning, and making impact)



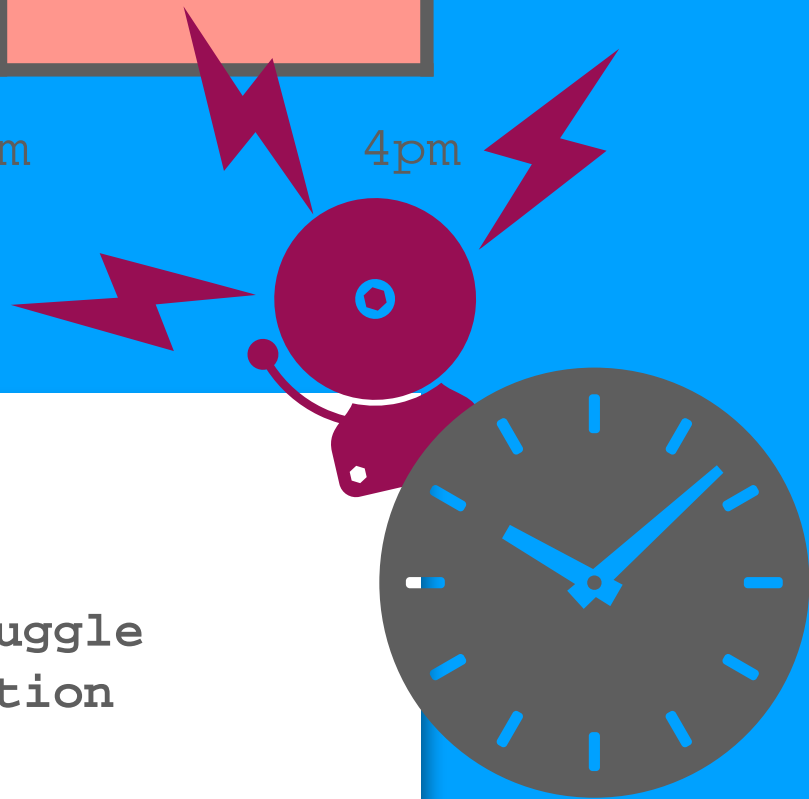
Neither at my best nor worst

(BEST FOR: Moderately important or medium energy tasks OR larger group discussions/activities)



Sluggish, struggle to pay attention

(BEST FOR: Least important and routine administration tasks OR exercise)



MY SPIRIT LIFTERS:

Running

Chilled Conversation

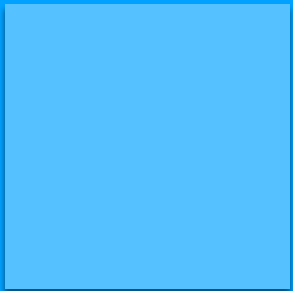
A Quick Game

02

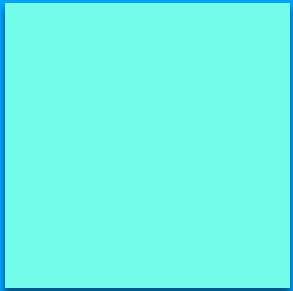


Don't waste **THEIR** green  
time with **YOUR** red tasks!

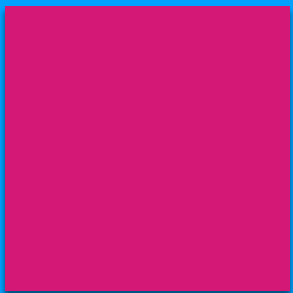
TODAY'S PLAN:



SELF SET TASK

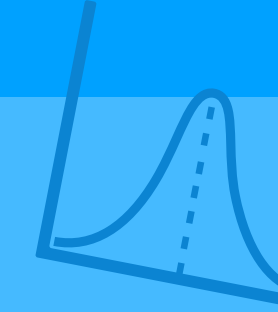
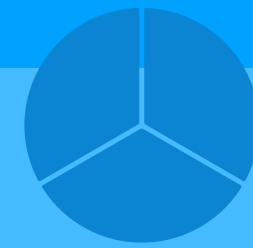
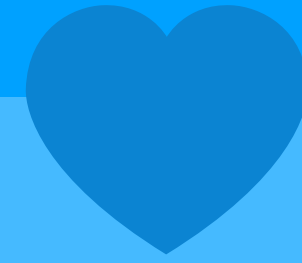


TEACHER SET TASK  
(SELF LOCATED)



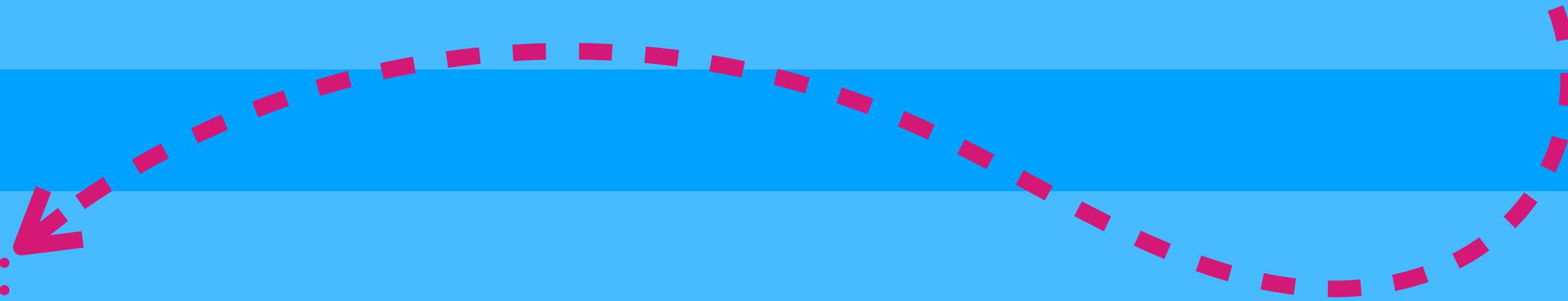
TEACHER SET TASK  
(FIXED LOCATION)

## RESULTS:

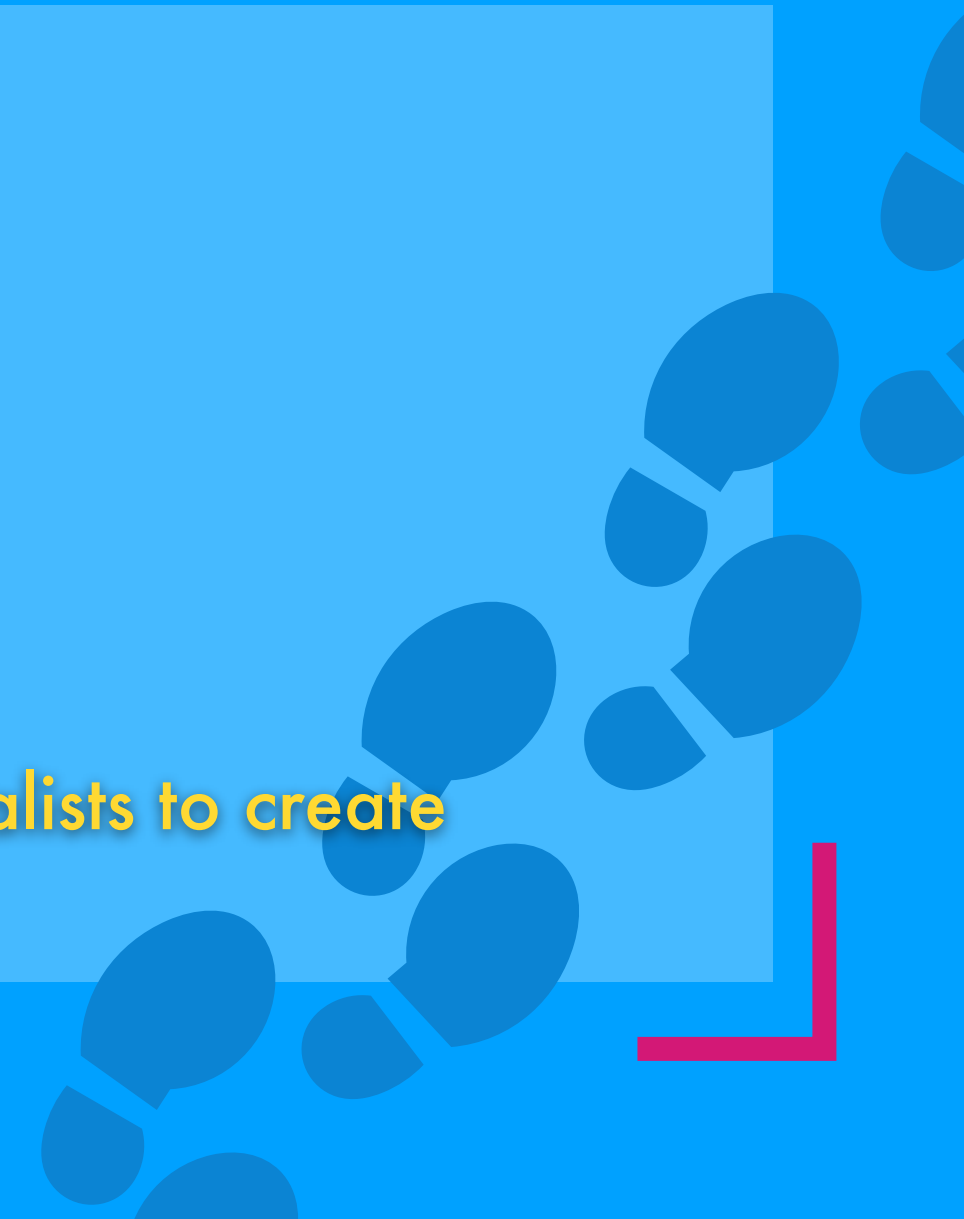


- *Most young people enjoyed having a structured framework to take ownership within.*
- *Pupils displayed increased ownership of learning as demonstrated by an increase in curiosity (intersecting questions being asked to drive learning) and initiative.*
- *Confidence grew: Learner confidence in their own abilities and practitioner confidence in pupils to self-direct learning with purpose.*

## REFLECTIONS:



- *The experience challenged the role of the teacher and school in nurturing learning.*
- *Creativity was not a focus, yet it began to develop naturally and abundantly!*
- *In any similar future endeavours, we believe this approach would benefit from access to a wider network of specialists to create personalisation and choice.*





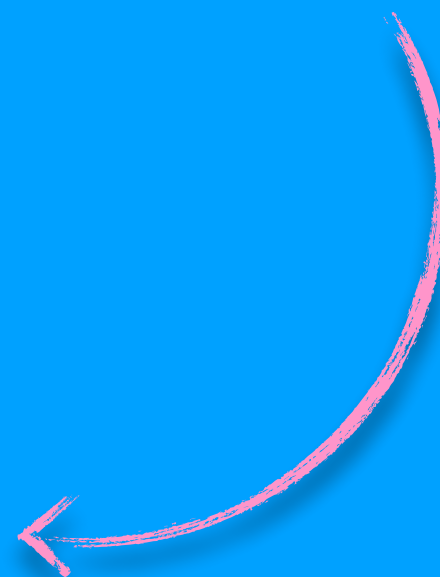
## IDEATE (WILDLY) I

- RECORD 50 TOPIC IDEAS I COULD CREATE A PERSONAL PROJECT AROUND
- DELETE 10 IDEAS MY FRIENDS WOULD EXPECT YOU TO DO
- DELETE 10 IDEAS THAT IT MIGHT BE HARD TO FIND ENOUGH INFORMATION ABAOUT
- ASK MY TEACHER TO DELETE 10 IDEAS
- PICK MY PERSONAL PROJECT FROM THE REMAINING IDEAS

## IDEATE (WILDLY) II

- EXPLORE ALL 100 WAYS TO SHOW LEARNING (SEPARATE RESOURCE)
- SELECT 10 IDEAS BEST SUITED TO MY TOPIC
- IF YOU SELECTED POSTER OR POWERPOINT OR QUIZ DELETE THEM AND REPLACE THEM
- ASK MY TEACHER TO DELETE 5 IDEAS
- PICK 3 WAYS TO SHOW LEARNING FROM THE REMAINING IDEAS TO COMBINE FOR MY PERSONAL PROJECT

Next Step...



## FAIL FAST (PROTOTYPE)

- SPEND A MAXIMUM OF 45 MIN CREATING A PLAN FOR MY PROJECT TO PRESENT  
  
MAKE SURE I USE ALL 3 OF THE WAYS TO SHOW YOUR LEARNING  
MAKE SURE I COVER ALL OF THE 4 ESSENTIAL CONTENT  
MAKE SURE I BELIEVE MY PLAN WILL MAKE MY AUDIENCE WANT TO ENGAGE
- PRESENT MY PLAN TO 3 PEOPLE AND GET FEEDBACK  
  
WHAT IS EXCITING?  
WHAT COULD BE IMPROVED (AND ANY IDEAS HOW)?  
WHAT IS YOUR BIG QUESTION ABOUT MY IDEA (EVERYONE MUST ASK!)
- SPEND A MAXIMUM OF 45 MIN REFINING MY PLAN

## ESSENTIALLY COMPLETE

COMPLETE MY PERSONAL PROJECT IN A WAY THAT COVERS ALL OF THE 4 ESSENTIAL CONTENT SET BY MY TEACHER:

01

\_\_\_\_\_

02

\_\_\_\_\_

03

\_\_\_\_\_

04

\_\_\_\_\_

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ASK MY TEACHER TO DELETE 10 IDEAS

PICK ONE TOPIC FROM THE REMAINING IDEAS

WHO: Mr Mc

WHAT: Lego Master Builder

WHY: Creativity & Problem Solving

WHEN: Tue 0800-0930

01

02

03

04

IDEATE (WILDLY) II

EXPLORE ALL

IF YOU SELF

ASK MY TEACHER

PICK ONE TOPIC FROM THE REMAINING IDEAS

WHO: Ms F

WHAT: Spanish

WHY: Communication & Languages

WHEN: Tue 1330-1400

01

02

03

04

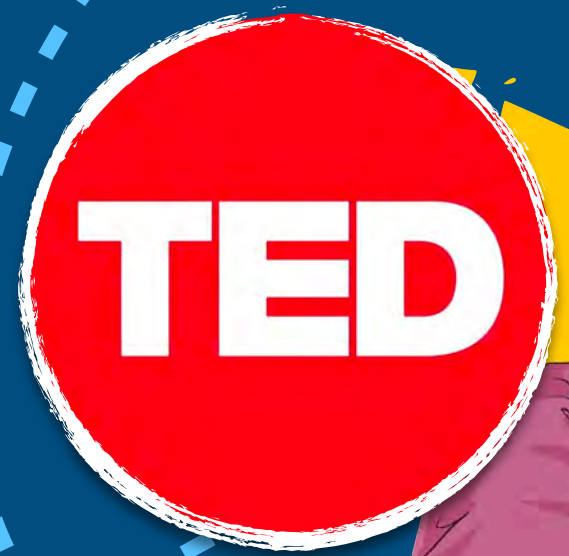
Next Step...

# QUESTIONS

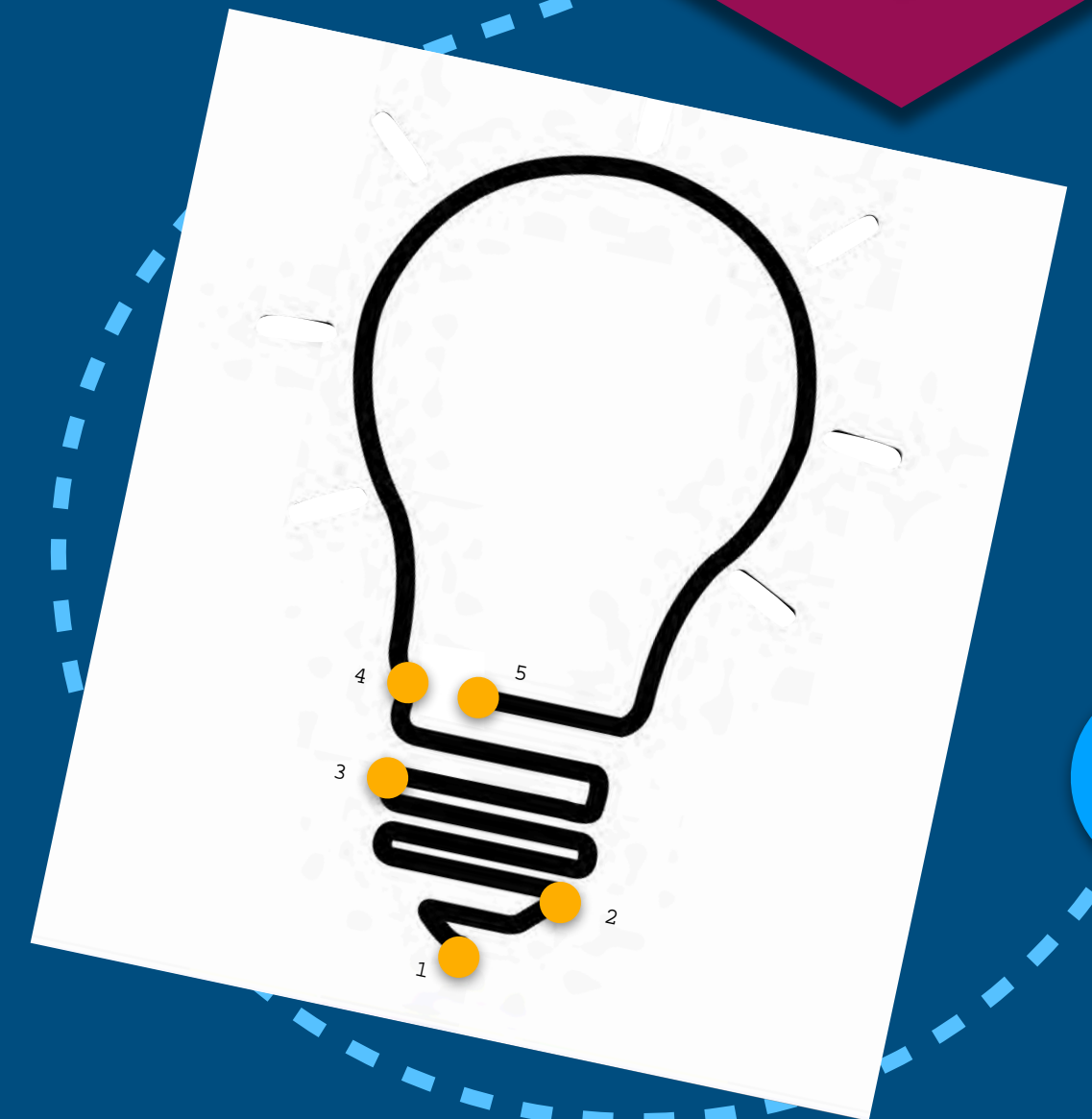
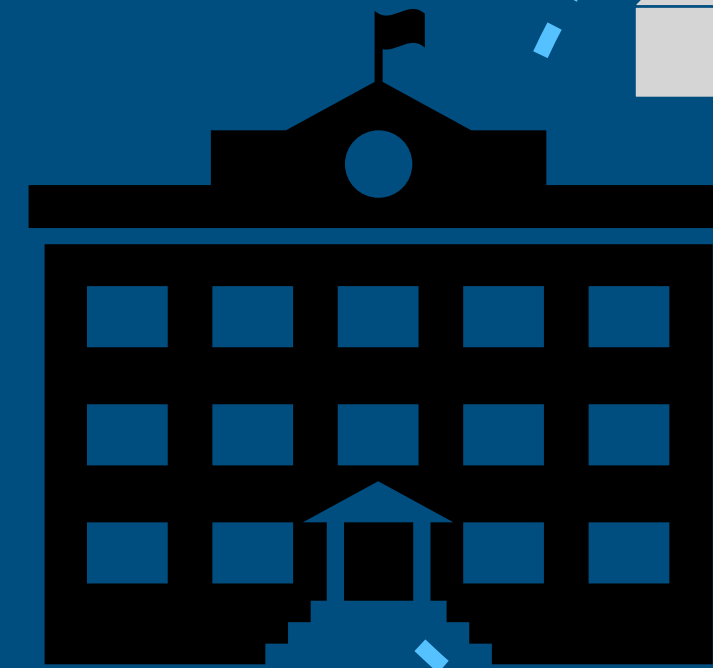
Power lies in the  
quality of the  
questions asked



# ● TO CONCLUDE...



Simon Sinek





# Thank you for attending this session of the National Creative Learning Partnership Event

[creativityportal.org.uk](http://creativityportal.org.uk)  
[#creativechange](https://twitter.com/creativechange)