

CREATIVE DNA

Even younger students know their favorites in terms of which part of the Creative Sequence they prefer to work within. In order to help them, a simpler version of the assessment has been developed for them (it can be used by all age groups). This version is called the Creative DNA.

DIRECTIONS:

Print out a copy of the Creative DNA for each of your students. This survey can be done in a variety of ways. Therefore, we encourage you to use it the way that best fits the needs of the students in your classroom.

Begin by telling the students that you will be reading a series of statements to them. Each time you read a statement that applies to them or describes them or resonates with them, they are to put a sticker (or check mark) in the box you ask them to. For example, you might say, "'If you love to read stories out loud' then put a sticker/check mark in the YELLOW box." Or, "'Do you like to play board games and win?' if you do, then put a sticker (or check mark) in the RED box." If that statement DOESN'T describe the student, he/she does nothing -- no stickers or check marks.

After the series of questions have been read, the students add up the number of stickers or check marks in each box. Ideally there is one box that has more stickers than the others. This is the phase in the process that is more appealing and where they like to spend time working. If not, it simply means that the student is comfortable in numerous phases of the process.

When done, read through the description for each box/phase in their creative DNA. This process should help students understand a little more about where/how they fit into the creative process.

Afterwards, use this information to create groups. Students can spend time creating their own groups based on their creative DNA. Or, place them in '4 Corners' and choose one person from each corner to create a well-balanced team.

If you would like copies of this strategy, please contact the futurePREP'dd office to request one.

