

Explo at Wellesley

Course Lesson Plans

14 class meetings per session

75 minutes per class

Course: 357 - S P A R K: Creativity Challenges

Instructor: Max Guttman

PCA: Elliot Targum

Day 1 *Monday Week 1*

Essential Question(s)

- A) What are different ways to be creative?
- B) How can we take small ideas and expand them into large-scale original creations?
- D) What is the importance of teamwork in the creative process?

Objectives

- 1. SWBAT combine seemingly unrelated ideas into a cohesive creation.
- 2. SWBAT deconstruct the creative process.

Materials, Tools and Resources

- Explo journals
- Pencils
- Colored pencils
- Poster boards
- Markers
- Painter's tape

Today's Prep Work

- Get an Iggy to have on hand

Activities:

1. Instructor and class introduction (5 mins)
2. Sell Yourself! (50 mins)

Hook

Challenge of the day (5 mins): What does Iggy's footprint look like? (Have an Iggy ready in case students need a refresher on his appearance!)

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Procedure

1. Instructor and class introduction (5 mins)
 - a. Instructor introduces self, lets the students know a little about the course, and introduces the EQ's for the course.
2. Sell Yourself! (50 mins)
 - a. Break the students into groups of 4. Each students should think of one important or interesting fact about themselves, and then combine all four of those facts to create a service or product (ex. S1 lives on a farm, S2 has played the flute for seven years, S3 has 5 siblings, S4 can break dance → a traveling group of sibling farmers that break dance to flute music). They should come up with a name for said product or service, and then design a logo and come up with a slogan/jingle for it. Students will then take the logo and slogan they have created to make a 30-second commercial for their product/service. Once all groups are finished, one group at a time, they will then introduce themselves with their names, pronouns, and their facts, and then perform their commercial for the class.

Assessment

- 1. Students will have performed a commercial for their new product/service.
- 2. Each student will have shared at least one idea for each wrap-up question (whether in writing or by speaking)

Closing

Wrap-up (5 mins):

What did you do?

What didn't you expect?

What did you do differently?

Filler Activities

Big Business: Students will try to figure out how to combine their interests with another group's to make an even bigger (or more specific!) product/service.

Lesson Plan Citations

N/A

Day 2 *Tuesday Week 1*

Essential Question(s)

- A) What are different ways to be creative?
- C) What is the creative process and how can we use it to solve problems?
- D) What is the importance of teamwork in the creative process?

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Objectives

- 1. SWBAT combine seemingly unrelated ideas into a cohesive creation.
- 2. SWBAT deconstruct the creative process.
- 3. SWBAT express elements of a constructive and safe creative environment.

Materials, Tools and Resources

- Explo journals
- Pencils
- Toothpicks
- White Model Magic
- Straws
- Plastic spoons
- Ivory soap
- Rubber bands
- Tin foil
- Plastic baggies
- Chart Paper
- Markers

Today's Prep Work

- Divide materials into plastic bags
 - ½ bar of soap
 - 10 toothpicks
 - 4 straws
 - 1 spoon
 - 1 (about 1-inch diameter) ball of Model Magic
 - 7 rubber bands
 - 1 4x4-inch piece of tin foil

Activities:

1. Build a boat (50 mins)
2. Wrap-up (5 mins)

Hook

Challenge of the day (5 mins): Pick a partner and see how many words you can make out of each other's names on their own, then out of your names combined.

Procedure

1. Build a boat (50 mins)
 - a. The students then pair up, and have to build a boat using only some or all of the materials in a

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plastic baggie – a piece of bike tire inner tube, a bar of ivory soap, straws, toothpicks, tin foil, a plastic spoon, and rubber bands. The boat should be able to carry both of their characters in a tub of water.

2. Wrap-up (5 mins)

- a. What did you do?
- b. What didn't you expect?
- c. What did you do differently?

Assessment

- 1. Students will have made at least 5 words from their partner's/their names; each student group will have constructed a boat for float-testing.
- 2. Students will have come up with 1-3 guiding principles for creativity.
- 3. Students have expressed (explicitly or implicitly) the need for safety within a creative space in their guiding principle(s).

Closing

What does it mean to be creative? (10 mins): Discuss and collectively create 1-3 guiding principle(s) of creativity; write on big paper or the board to remain up throughout the session.

Filler Activities

Name combinations, round two: As an extension of the Challenge of the Day, have everyone write their names on the board and see who can make the most words out of all the letters in a given time constraint (depending on the amount of extra time).

Lesson Plan Citations

N/A

Day 3 *Wednesday Week 1*

Essential Question(s)

- A) What are different ways to be creative?
- B) How can we take small ideas and expand them into large-scale original creations?

Objectives

- 1. SWBAT invent concrete creative solutions within a set of given constraints.
- 2. SWBAT express elements of a constructive and safe creative environment.

Materials, Tools and Resources

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- Explo journals
- Pencils
- Chart Paper
- Markers
- Model Magic
- Poster boards
- Painter's tape

Today's Prep Work

- N/A

Activities:

1. A different kind of character sketch (20 mins)
2. Wrap-up (5 mins)
3. Class contract (10 mins)
4. Create our classroom (20 mins)

Hook

Challenge of the day (5 mins): Character sketch: Split the students up into two or three groups, depending on the size of the class. Each group will come up with the name, species, style of dress, three adjectives, and two interests of a character.

Procedure:

1. A different kind of character sketch (20 mins)
 - a. Individually, students will design what they think our class-created character looks like, given a small piece of white Model Magic and markers.
2. Wrap-up (5 mins):
 - a. What did you do?
 - b. What didn't you expect?
 - c. What did you do differently?
3. Class contract (10 mins)
 - a. Students will free write for two minutes on their best and worst classroom experiences. They will then converge as a group and discuss how we can take those experiences and make this class the best place it can be. Emphasize that the contract is a living document, meaning it can be changed or added to throughout the session if needed. Once completed, everyone should sign it, and it will be hung at the front of the classroom throughout the session.
4. Create our classroom (20 mins)
 - a. Students will take key ideas from the class contract and make posters to put decorate the walls of the classroom. They can also rearrange the furniture to a new "default" setting they believe will best suits their goals for the class (of course, this arrangement is only the "default," and may be rearranged for a day's given needs).

Assessment

- 1. Students will have designed an original character and described each of the given attributes of said character.
- 2. Students will have created and signed a class contract that emphasizes inclusivity, openness, positivity, and safety.

Closing

Share + hang up posters

Filler Activities

Students can make more posters.

Lesson Plan Citations

N/A

Day 4 *Thursday Week 1*

Essential Question(s)

- A) What are different ways to be creative?
- C) What is the creative process and how can we use it to solve problems?
- D) What is the importance of teamwork in the creative process?

Objectives

- 1. SWBAT express elements of a constructive and safe creative environment.
- 2. SWBAT invent concrete creative solutions within a set of given constraints.

Materials, Tools and Resources

- Expo journals
- Pencils
- Construction paper
- Markers
- Colored pencils

Today's Prep Work

-

Activities:

1. Contract check-in (5 mins)
2. Create an amusement park (60 mins)

Hook

Challenge of the day (5 mins): The answer is 9 penguins. What is the problem?

Procedure

1. Contract check-in (5 mins):
 - a. Students may have thought of additional points after yesterday's class, and at the very least this will give them a chance to look it over again with a fresher eye. Emphasize again that suggestions for changes can be made throughout the session, even if this is the last time time is specifically being set aside for it.
2. Create an amusement park (60 mins):
 - a. Six Flags is going to be closed next weekend! Where will Explo students be able to go instead? In groups of three or four, students will develop an amusement park, complete with a theme, rides, attractions, games, employee uniforms, restaurants, employee uniforms, and whatever else their park needs to keep guests lining up! Each group will develop a brochure-style map of their park (like the ones Six Flags gives out) to help their guests explore. The only catch: each amusement park has a weird sponsor—a shampoo company, a mattress warehouse, an office supply store, and a vitamin company.

Assessment

- 1. Students will have improved or affirmed the class contract.
- 2. Students will have created an amusement park based on their weird sponsor's theme.

Closing

Wrap-up (5 mins):

What did you do?

What didn't you expect?

What did you do differently?

Filler Activities

Students will trade brochures and come up with three additions to each other's parks—both the attraction/restaurant itself, and where they would put it. (But, they won't draw them into the brochure unless the original group says they can!)

Lesson Plan Citations

N/A

Essential Question(s)

- A) What are different ways to be creative?
- B) How can we take small ideas and expand them into large-scale original creations?

Objectives

- 1. SWBAT invent concrete creative solutions within a set of given constraints.

Materials, Tools and Resources

- Large construction/colored paper (for abstract shapes)
- Markers
- Paint
- Paintbrushes
- Disposable plates (palettes)
- Cups (for water)

Today's Prep Work

- Draw/cut out abstract shapes

Activities:

1. Abstract Emotion Mural (40 mins)
2. Clean up (10 mins)
3. Share and dialogue (10 mins)

Hook

Challenge of the day: Scribble Hook (10 mins): Students will walk in to see large pieces of paper with blobs or shapes or abstract shapes around the room. Each person will have a marker. They'll have time to circle the room and brainstorm what objects the blobs look like, writing on the paper itself.

After the activity is completed once, ask the students to do it again—this time looking for emotions.

Procedure

1. Abstract Emotion Mural (40 mins)
 - a. Students should work in pairs with someone they haven't worked with much yet. Each pair is given an emotion (ex. anger, sadness, happiness, loneliness, embarrassment, fear, excitement, love) and a portion of our giant mural paper to abstractly illustrate it – using paint, crayons, markers. If a pair finishes early, give them a second emotion and they can make another piece.

2. Clean up (10 mins)
3. Share and dialogue (10 mins)
 - a. Each group will get to share/talk about their section of the mural with the class. Before each short “presentation,” the other members of the class will share what emotion they think the group had, based on their reactions to the group’s section. The group will then get to share what emotion they had and why they made their section the way they did.

Assessment

- 1. Each student will have painted and shared at least one piece of the abstract emotion mural.

Closing

Wrap-Up (5 mins):

What did you do?

What didn't you expect?

What did you do differently?

Filler Activities

Students can create additional mural pieces.

Lesson Plan Citations

N/A

Essential Question(s)

- A) What are different ways to be creative?
- B) How can we take small ideas and expand them into large-scale original creations?
- C) What is the creative process and how can we use it to solve problems?
- D) What is the importance of teamwork in the creative process?

Objectives

- 1. SWBAT invent concrete creative solutions within a set of given constraints.

Materials, Tools and Resources

- Explo journals
- Pencils
- 2-3 iPads (depending on class size)
- Poster boards (students usually want them to make props)
- Markers
- Painter's tape
- 1-2 PAs (to supervise other group(s) while they're filming)

Today's Prep Work

- N/A

Activities:

1. Silent Films, day 1 (70 mins)

Hook

Challenge of the day (5 mins): Redesign the staff and student Explo lanyards!

Procedure

1. Silent Films, day 1 (70 mins)
 - a. In two or three groups (depending on class size – try for five or six students in a group), students will write characters, a plot, and a screenplay outline for a 30-60 second silent film that can be made in the next two days. They can begin filming if they are ready.

Assessment

- 1. Students will have fully planned, if not started filming, an original 30-60 second silent film.

Closing

Check-in (5 mins): What does each group need to do tomorrow to finish their film? Are there any materials they need the instructor to obtain?

Filler Activities

Students can continue working on their films.

Lesson Plan Citations

N/A

Day 7 *Tuesday Week 2*

Essential Question(s)

- A) What are different ways to be creative?
- B) How can we take small ideas and expand them into large-scale original creations?
- C) What is the creative process and how can we use it to solve problems?
- D) What is the importance of teamwork in the creative process?

Objectives

- 1. SWBAT invent concrete creative solutions within a set of given constraints.

Materials, Tools and Resources

- Explo journals
- Pencils
- 2-3 iPads
- Poster boards
- Markers
- 1-2 PAs (to supervise other group(s) while they're filming)

Today's Prep Work

- Obtain any materials students have requested for their films.

Activities:

1. Silent Films, day 2 (65 mins)
2. Silent Film screening (5 mins)

Hook

Challenge of the day (5 mins): Think of as many different kinds of hats as you can.

Procedure

1. Silent Films, day 2 (65 mins)
 - a. Groups will either begin or continue filming their videos. When they finish, students who would like to edit can edit the film, and those who would like to do something else can make a trailer (as a skit) for the film and/or a poster advertising it.
2. Silent Film screening (5 mins)

Assessment

- 1. Students will have completed an original 30-60 second silent film.

Closing

Wrap-up (10 mins):

What did you do?

What didn't you expect?

What did you do differently?

Ask students if they would like their films to be submitted for showing at Friday's community meeting.

Filler Activities

Students will write the concept (and film, if there's time!) for a sequel to their film—which not only has to be silent, but has to be done all in one take, without cuts.

Lesson Plan Citations

N/A

Day 8 *Wednesday* *Week 2*

Essential Question(s)

- A) What are different ways to be creative?
- B) How can we take small ideas and turn them into something big?
- D) What is the importance of teamwork in the creative process?

Objectives

- 1. SWBAT invent concrete creative solutions within a set of given constraints.

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Materials, Tools and Resources

- Explo journals
- Pencils
- Markers
- Colored pencils
- White paper
- Construction paper

Today's Prep Work

- Create two one-minute songs (can be instrumental with Garageband loops).

Activities:

1. Create a band (40 mins)
2. 60-second spot (15 mins)

Hook

Challenge of the day (5 mins): If you could combine any two animals to make the ultimate animal, which two would you combine, and what would the new species be called?

Procedure

1. Create a band (40 mins):
 - a. Divide the class into two groups; each will be given one of the one-minute songs. G, each group will need to create the band and album from which the song originated. This includes a band name, the band members themselves (complete with names, appearance, personality traits), and album artwork, of course, but can also include members' backstories, the band's backstory, the inspiration for the song, names of other songs on the album, lyrics that were "lost" in the recording, concert/tour flyers, a relationship with their fans (ex. Lady Gaga calls her fans "monsters")—anything a band might have, need, or want!
2. 60-second spot (15 mins):
 - a. Each group will create and act out a 30-60 second advertisement using the details they've chosen to flesh out. (For example, the band's an upcoming tour, a documentary on the band, their "new album" that includes the song they were given.)

Assessment

- 1. Students will have developed at least four elements of their band and performed a 30-60 second advertisement.

Closing

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Wrap-Up (5 mins)

What did you do?

What didn't you expect?

What did you do differently?

Filler Activities

Students can develop additional aspects of their bands.

Lesson Plan Citations

N/A

Day 9 *Thursday Week 2*

Essential Question(s)

- A) What are different ways to be creative?
- C) What is the creative process and how can we use it to solve problems?
- D) What is the importance of teamwork in the creative process?

Objectives

- 1. SWBAT invent concrete creative solutions within a set of given constraints.

Materials, Tools and Resources

- Explo journals
- Pencils
- Foam sheets
- Yarn
- Fabric (ex. 2005 Explo shirts, cut-up sheets, semi-sheer fabric in existing supplies)
- Ribbon
- Velcro
- Wind-up cars
- Sponges
- Scissors
- Markers
- Fabric markers
- 2 iPads

Today's Prep Work

- Coordinate bringing a child in to the class.
- Ask child's caregiver for five of their interests.

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Activities:

1. Create a toy, Day 1 (60 mins)

Hook

Challenge of the day (5 mins): What's something you like to do for fun? How would you adapt that for a small child?

Procedure

1. Create a toy, Day 1 (60 mins)
 - a. Students will be introduced to the likes and interests of a staff member's young child who is on-campus/can be brought on-campus (Toddlers are best, as the toys do not have to be as complex. For example, in 2014, Elliot's 3-year-old son Griffin—who liked princesses, animals, cars and Disney—was the target audience). They will then be challenged to work in pairs to make a toy for that child using materials available in the classroom. They will have iPod touches or iPads available to look up toy designs, themes, or any other relevant information online. Students should consider safety concerns, ease of use, and durability in the construction of their toy.

Assessment

- 1. Students will have begun creating a new toy with a specific child's interests in mind.

Closing

Clean up and check-in (10 mins): What does each pair need so they can be ready for their test subject tomorrow?

Filler Activities

Students can continue working on their toys.

Lesson Plan Citations

N/A

Day 10 *Friday Week 2*

Essential Question(s)

- A) What are different ways to be creative?
- C) What is the creative process and how can we use it to solve problems?
- D) What is the importance of teamwork in the creative process?

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Objectives

- 1. SWBAT invent concrete creative solutions within a set of given constraints.

Materials, Tools and Resources

- Explo journals
- Pencils
- Foam sheets
- Yarn
- Fabric (ex. 2005 Explo shirts, cut-up sheets, semi-sheer fabric in existing supplies)
- Ribbon
- Velcro
- Wind-up cars
- Sponges
- Scissors
- Markers
- Fabric markers

Today's Prep Work

- Double-check logistics with child's caregiver
- Obtain any materials students have requested

Activities:

1. Create a toy, Day 2 (45 mins)
2. Toy testing (15 mins)

Hook

Challenge of the day (5 mins): Pick a type of cookie. That cookie is now a conscious being capable of speaking. Based on its existing traits (ex. taste, texture ingredients), make a list of 5-10 personality traits that cookie has.

Procedure

1. Create a toy, Day 2 (45 mins)
 - a. Students will finish making their toys.
2. Toy testing (15 mins)
 - a. The child for whom the toy was designed will come in (accompanied by an adult with whom they are familiar, of course) and be able to play with the different toys the students have created for them.

Assessment

- 1. Students will have completed their toys and shared them with their “target audience.”

Closing

Wrap-Up (5 mins)

What did you do?

What didn't you expect?

What did you do differently?

Filler Activities

Age change: Challenge students to redesign their toy (just on paper, not the entire thing!) for a different age group (ex. if their toy was made for toddlers, redesign it for 8-10 year olds.)

Lesson Plan Citations

N/A

Essential Question(s)

- A) What are different ways to be creative?
- B) How can we take small ideas and expand them into large-scale original creations?
- C) What is the creative process and how can we use it to solve problems?
- D) What is the importance of teamwork in the creative process?

Objectives

- 1. SWBAT invent concrete creative solutions within a set of given constraints.
- 2. SWBAT devise their own opportunities for creativity.

Materials, Tools and Resources

- Expo journals
- Pencils
- Old cardboard boxes
- Duct tape
- Model Magic
- Disposable cups
- 2 bottles of iced tea
- White paper
- Construction paper
- Markers

Today's Prep Work

- Ask Programming to save any un-reusable boxes over the course of the previous week.

Activities:

1. Giant Tea Party vs. Tiny Tea Party (50 mins)

Hook

Challenge of the day (5 mins): If fish talked like humans, what would the ocean sound like? Come up with voices for at least five different kinds of ocean creatures.

Procedure

1. Giant Tea Party vs. Tiny Tea Party (50 mins)
 - a. In two teams, students will be told to make a giant tea party or a tiny tea party using the materials around them—cardboard, duct tape, Styrofoam, giant paper, model magic, disposable cups, whatever else the instructor has collected in the room. The students must figure out what this means as a group and then execute it. After sharing their final results with the class, the

instructor will have bottles of iced tea so that the students can use their creations for their intended purpose.

Assessment

- 1. Students will have made a giant or tiny tea party.
- 2. Students will have developed ideas for, if not chosen, their final project(s).

Closing

Project planning over tea: (15 mins):

While enjoying their tea parties, students will begin to discuss their final project(s) – individual or group – for the end of the session.

Give them a few ideas:

- Flash Performance (musical, drama, etc)
- Public art exhibition (ex. human-sized chess game that students can play during Period 5 or Gallery Night)
- Rube Goldberg machine
- Dance performance to tell the story of their time at Explo
- A surprise party for a someone (likely a staff member) who is available during the class period
- Invention – what does Explo/the world need and not have? Thinking about the creative problem-solving skills you used to create a boat, designing your classrooms, and create your restaurant and tea party, design a proposal complete with drawings, materials needed, descriptors, and a prototype (as can best be made with available resources). How will it be used? How will you build it with the materials we have available to us at Explo? Who will you be targeting to use/buy your invention?

Filler Activities

If they have chosen a final project, students can begin developing the logistics and details (ex. jobs, making blueprints), making a list of any additional materials they need the instructor to obtain.

Lesson Plan Citations

N/A

Day 12 *Tuesday Week 3*

Essential Question(s)

- A) What are different ways to be creative?

Objectives

- 1. SWBAT devise their own opportunities for creativity.

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Materials, Tools and Resources

- Explo journals
- Pencils
- [Other materials will depend on students' choice of final project(s)]

Today's Prep Work

- Obtain any materials students have requested

Activities:

1. Put together either individual or group final project(s) (65 mins)

Hook

Challenge of the day (5 mins): Come up with a day's menu (just a list of the foods) for an ant who lives on the quad—with serving sizes!

Procedure

1. Put together either individual or group final project(s) (65 mins)
 - a. Students will decide on their final project – individual or group – for the end of the session. If they haven't chosen already, encourage them to have their project chosen by the halfway point of the period. Students will have a proposal by the end of class (or middle) and will begin working on it immediately.

Assessment

- 1. Students will have begun working on their final project(s).

Closing

Check-in (5 mins): What does each person/group need in order to be done with their projects by the end of tomorrow's class? Are there any additional materials the instructor needs to get?

Filler Activities

If there are multiple final projects, each group/individual can share their progress with the class.
If the whole class is working on one collective project, the students can continue working.

Lesson Plan Citations

N/A

Essential Question(s)

- A) What are different ways to be creative?

Objectives

- 1. SWBAT devise their own opportunities for creativity.

Materials, Tools and Resources

- Explo journals
- Pencils
- [Other materials will depend on students' choice of final project(s)]

Today's Prep Work

- Obtain any materials the students have requested

Activities:

1. Put together either individual or group final project(s)

Hook

Challenge of the day (5 mins): What would be easier if the average human had six fingers? What would be harder?

Procedure

1. Put together either individual or group final project(s).
 - a. Work on/practice final project.

Assessment

- 1. Students will have completed their final project and presented it/will be ready to present it.

Closing

- Present/enact final projects, if appropriate.

Filler Activities

Wrap-up questions:

What did you do?

What didn't you expect?
What did you do differently?

Lesson Plan Citations

N/A

Day 14 *Thursday* *Week 3*

Essential Question(s)

- A) What are different ways to be creative?
- B) How can we take small ideas and expand them into large-scale original creations?
- C) What is the creative process and how can we use it to solve problems?
- D) What is the importance of teamwork in the creative process?

Objectives

- 1. SWBAT deconstruct the creative process
- 2. SWBAT negotiate and express the elements of an constructive and safe creative environment

Materials, Tools and Resources

- Explo journals
- Pencils
- Large bed sheet
- Paint
- Fabric markers
- Disposable plates (palettes)
- Cups (for water)
- Poster board
- Markers

Today's Prep Work

- If necessary, coordinate any final logistics for students' final projects.

Activities:

1. Final project details (if necessary) (10 mins)
2. EXPLO IN ABSTRACT (40 mins)
3. Clean up (10 mins)

Hook

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Challenge of the day (5 mins): What words do you associate with Explo? (For any reason: whether it's "squid" because of an inside joke with your friends, or "lanyard" because...yeah.)

Procedure

1. Final project details (if necessary) (10 mins)
 - a. Allow students some time to finalize their final projects. Share the logistics with students regarding their presentation(s).
2. EXPLO IN ABSTRACT (40 mins)
 - a. On a flat bed sheet – EXPLO is written. Students will create a mural similar to the one they created on Day 5, but with the addition of words allowed/encouraged.
3. Clean up (10 mins)

Assessment

- 1. Students will have generated a list of ways to be creative in the world outside of Explo.
- 2. Students will have created a mural expressing significant aspects of their SPARK experience.

Closing

What does creativity mean to you? How can you continue to be creative when you leave Explo? (15 mins):

Have students think back at the projects they've created over the past three weeks, look at their work hanging on the walls, what they put on the giant paper/sheet, the intangible things they've discovered over their time together. Make a list of "How To Carry The SPARK Outside of Explo" to be hung in a communal area that all students and staff will be able to see before they leave.

Filler Activities

Do wrap-up questions about SPARK as a whole

What did you do?

What didn't you expect?

What did you do differently?

Lesson Plan Citations

N/A