



Creative Classrooms

3rd Thursday Assembly

Nadia: Dear 3rd Thursday Assemblers! Welcome back, or, if it's your first time WELCOME! This is a wild, wonderful format we have been developing where people contribute and discuss a topic on a specific question. Below you will find: A Check-in Question (please answer!), Goals and Agreements for today's session (please add anything you need/want to the agreements, and hit "like" if you agree), 3 discussion questions (answer in any order) and 3 case studies that we will use to design 3 new activities together. Katie Jackson and I will be facilitating this experience for 90 minutes. Have fun!

Nadia: Good morning/evening/afternoon everyone! It's time for July 2014 3rd Thursday Assembly! Let's get started with a check-in question:

If the way you feel today was a school days homework assignment what would it be?

Katie Jackson: Oo - homework. Today I feel as though I am preparation for a science experiment. Something exciting is going to happen as a result of all the work I am doing, but at this point, I am laying the groundwork and getting all my bits and pieces together.

Nadia Chaney: Nice one Katie! I feel like I'm doing biology homework---collecting butterflies! My homework is out in a lovely meadow, with a big net and a glass jar

Nilisha Mohapatra: Ah fun question! For me it would be the Geography assignment where I would collect different kinds of soils from around the world and put them in little jars, with small cards describing their qualities.

Emma-Jane Crace: Practically I am a maths assignment, reality and logic. Personally I feel like an archeology assignment, finding, dusting, labelling ancient artifacts!

Tim Turner: I use to be a butterfly farmer (true story) but today would have been a lesson in english with a tiresome professor

Eliza von Baeyer: Kinda a funny question for me. I am at a conference right now and working on some homework readings before a session this afternoon.

Nadia: Thanks for joining us from your conference, Eliza!

Annmarie Mitchell: I would be an art project, able to create and design the perfect piece and use mistakes to make improvements.

Tim: As we say in hip hop there are no wrong moves!

Gwyn Wansbrough: One of those social studies papers trying to make sense of the world and learning a ton

Kathryn Mark: Homework today is also preparation for a life-changing journey.

Mariko Ihara: Today's homework: What is wind? Describe how wind affects change and create a composition in 3 dimensions that represents this element. You can use any materials, and your body and voice, as well as words for this project.

Michele Health-Promoter: It would be to create a new form of transportation.

Goals:

Goals and Agreements for July 17, 2014

1) To explore the dynamics, principles and practices of CREATIVE CLASSROOMS. What are characteristics, activities and frameworks that invite creativity into a classroom? Who are the most creative teachers? What do they do, have and consider to make their classrooms shine?

2) To use case studies (examples) to imagine ways to bring more creativity into a classroom.

3) To share our experiences of creativity in school classrooms.

4) To connect, reinvigorate and have meaningful fun online

In order to achieve the goals (posted below), here are some suggestions for agreements to make our time together flow really well. We are still experimenting with this form, so be sure to add what you need or want AT ANY TIME DURING THE PROCESS.

AGREEMENTS

1) No put downs of self or others. Keep a positive, lift-up vibe.

2) Share at your level; Everyone is welcome, no matter their level of experience as a facilitator or community organizer. All questions are important, and all answers (or further questions) are valuable. It is also okay and important to respectfully disagree with each other.

3) Show your presence, by LIKING and by responding to keep the flow. Ask questions, make comments, connect. The technical trick for this format is to REFRESH your browser fairly often. LIKING IS MORE

IMPORTANT NOW THAN EVER SINCE FACEBOOK HAS CHANGED AND WE CAN NO LONGER SEE HOW MANY PEOPLE HAVE READ A POST.

4) Answer any questions in the COMMENTS below the question to keep the conversation organized and readable. Only open NEW questions in new threads.

5) You can come and go as you please, take as long as you like to respond, and basically enjoy the text-format to make this work no matter whether you are just waking up, just going to bed, or on your lunch break (time zones unite!!)

Nadia: Discussion Question #1: Describe a creative classroom. What are some of its most important elements?

Katie Jackson: Great question - my thoughts immediately are a classroom that is not just traditionally creative, but one in which creative personal expression is encouraged rather than suppressed, so rather than silent reading I imagine a classroom where everyone's learning styles are embraced

Eliza von Baeyer: Set up needs some thought. Needs to inspire inclusivity and flexibility. Materials should also speak to the different learning styles.

Nadia: How interesting that you both mentioned learning styles. Do you want to say anything else about why that is so important to a creative classroom?

Eliza: Everyone learns differently (visually, kinesthetically, auditory, read/write). If a course is mostly one or two of the learning types, having materials that speak to the other learning methods available during or following the course is highly beneficial. Deeper learning can ensue.

Katie: Learning styles are important for me in this answer because if your learning style isn't catered for you are just going to disengage and that is not going to be creative. I say this as a dyslexic learner, for the classroom to be creative everyone should be being encouraged to show themselves fully, whatever their learning style

I am trying to think how it would look. I would say it would look welcoming, with plenty of signs to tell you that you are in the right place including smiling faces, perhaps welcome signs on the wall, lots of colour and signs of personal expression all over the walls

Emma-Jane Crace: With this question I get an instant art barn feel of joy, bubbling undercurrents of chatter, and hands on activity with spaciousness...

Nilisha Mohapatra: Love how this question makes my imagination soar. For me a creative classroom is an inviting space - vibrant, open. Encouraging the practice of putting ideas to action, a mix of books and practice, inviting risk taking and abundant validation. All this with some music and visual arts

Annamarie Mitchell: There is an excited buzz around the room and it appears a little chaotic but in essence it is magical. Children are questioning each other and requesting assistance and feedback. There are multiple places and ways for learning to be documented.

Nilisha: I would also add group work to it. Creating groups of varying sizes where each learning style is complimented and catered to. Maybe it is challenging to cater to all learning styles in a large group.

Annamarie: The physical set up should also appeal to each member of the team. Round tables to encourage discussion, comfortable seating to allow a sense of trust, quiet areas for reflection or independent work, soft music and big windows to bring outside in.

Katie: That sounds so appealing Annmarie - I love how you catered to different energies in the room by providing quiet areas for reflection as well as big open spaces.

Tim Turner: A creative classroom is welcoming. It celebrates the strengths each student brings. The culture of a classroom is creative with an anticipated expectation and excitement for learning. Creativity is acknowledged and nurtured across subjects including maths (if possible - highly unlikely! - I am an optimist).

Mariko Ihara: Physical environment conducive to tactile and locomotive experience a huge plus!

Tim: A creative classroom is innovative and "teaching" is promoted as a creative process -adaptive and evolving . Creativity is embedded as a value underpinning the approach and experience of education. This is role modeled by teacher in the classroom.

Michele Health-Promoter: A place where the different ways we engage and interact creatively are valued and encouraged. People/participants who support (themselves and) each other through curious inquiry and opportunity for feedback. A fusion friendly atmosphere.

Nadia Discussion Question #2: Who is the most creative teacher that you know? What are their key characteristics or techniques? What did you love most about their work?

Eliza von Baeyer: Seriously, even if I was asked this in a completely different context, I would have to say you Nadia. Your energy, passion, wisdom and creativity are infectious and conducive to learning while having fun and being creative.

Nadia: (blush)

Nilisha Mohapatra: Hahah I second Eliza.

Katie: Too true...I also had a really creative teacher when I was 16. We were studying for literature exams and he used to encourage us to read the books aloud and to act out one of the parts and to really get into the head of the characters by writing journals for them, discussing how they would act in different situations. I read Hamlet for the first time in that class and it has stuck with me so well to this day. He knew how to take himself out of the demands of syllabus and exams and add just the right amount of fun and laughter, but all towards the purpose of really making us fall in love with the text

Nilisha: For me a key characteristic of a creative teacher is acknowledgement of each of the students, efforts to connect personally and avoiding favoritism. This was my Geography teacher in school. She used to give us free time once a week in her classes to do whatever we want. Went beyond books to teach us how to read maps, identify foliage, understand topography. Amazing! I think she inspired me to travel. Since she taught me about the world so well! That goes a long way for me!

Annamarie Mitchell: I was very fortunate to have many creative teachers in my career as a student and teacher. They each provided memorable experiences where they made learning come alive. They would be the characters or history, books, and even math. So much of who I am as a teacher is a reflection of them.

Mariko Ihara: I know many of these. One creative teacher I know is named Sarah Vincent. What I love about her work is that she instigates an environment of mutual support AND of individual and collective pursuits on a daily and moment to moment basis. Think slug investigation and party planning, to making original performances and solving problems through community process. All of these things are with 5 year olds--who are developing these skills at a fine young age.

Ella Cooper: In all honesty, the most creative teachers that I can think of are actually artists and creative facilitators who often don't think of themselves as 'teachers.' It almost seems like being free of any label of expectation, you can take people on a journey that goes far beyond the more traditional top down approach of teaching that I still often see in schools and academia...though I would add I am really grateful for my professors who are teaching arts based, participatory and performative inquiry in universities who are really trying hard to break the mold of what is deemed 'academic' and research. It's exciting!

Katie: Yes Ella - very true

Nadia: I had an astronomy professor, Dr. Jaymie Matthews, who was incredible. Not only did he come to class in costume, write songs about Kepler and other famous astronomers, but he also welcomed and got excited about my perspective on his subject. He was a world expert in his field (he led the team that put the MOST telescope in place) but he still had time to talk to me about the poetry of the moon and the possibilities of life on other planets. He remains a friend to this day. Even some of his exam questions invited creativity and innovation, alongside and within the math and physics

Emma-Jane Crace: As well as mentioned above & all the PYE & Lifebeat facilitators! Jo on the Kids Company course is great. She brings permission to be with what the group is bringing. She begins in metaphor, art & divinity which then weaves its way through the learning of the day. Included are opportunities for exploration with playfulness and a "Yes we can" approach. Conviction to stand true with ourselves & on behalf of the kids we support. She allows spaciousness places for reflection and absorption of the learning material. Meticulous consideration & preparation, of the journey so we really know where we are at and where we are going. Even though we are half way through, we are already working with closure!

Kathryn Mark: The most creative teacher I had was in Geometry in high school. He had rotating seat assignments, he would sing about all the new concepts. He had time to tell jokes and be the sacred fool for us in class. He was always smiling and full of a sense of humor. He instilled in me the sense that I could do virtually anything.

Gwyn Wansbrough: I had an incredible form room teacher in 6th grade who taught history who was also an illustrator and artist. He had a huge collection of license plates from all over Canada and the US that hung on the wall and - get this - a VW bug (red) that was cut in half and mounted to the wall - if you were paying attention you could go and have reading time in the VW - it was awesome. Before history class he would take the time to do an incredible illustration of the backdrop to a historical battle scene on the chalk board (in different colours) and then teach through drawing what happened - explosions and all. I can still remember vividly his lessons. Mr. Sanderson was his name!

Tim Turner: The characteristics of the "most" creative teachers are 1) enthusiasm manifested by a love for learning and seeing their students succeed 2) student / child centered - genuine in their attempt to tailor teaching to suit learning styles 3) innovative - new ideas and ways of working (hip hop) 4) humble - collaborative and seeking partnerships sometimes outside school environment 5) energized & committed 6) artistic without having to be arty (but it helps) 7) interactive and accessible to students 8) immune to criticisms as they challenge the status quo and establishment etc etc

Checkout Steve Leafloor from BluePrint for Life - Canadian NGO using hip hop to outreach to schools in the northwest territories of Canada. Working with Inuit young people in very extreme environments dealing with extreme issues - inspirational!

Arindita Gogoi: Unfortunately, I went to a school in which I had well meaning teachers, academically enriched but creatively challenged in terms of teaching techniques. Recently, I had a chance to meet Ms. Stephanie Yelenosky, a middle school teacher of Montessori World School, Orlando. I was not just inspired by her creativity and knowledge, but also her communication style and non-judgmental attitude in the classroom. Key characteristics or techniques: 1) Open mindedness 2) Engagement with students 3) Energy 4) Continuous effort to increase and enhance knowledge for self so that it can be disseminated to her students 5) Comfort level that students share with her; approachable I just fell in love with her, and her techniques of teaching.

Nadia: Discussion Question #3: What are some challenges to inviting and maintaining creativity in a classroom?

Eliza von Baeyer: Keeping it spontaneous and dynamic, but also keeping it contained enough to not go off the rails, so to speak.

Nilisha Mohapatra: In my knowledge, such classrooms are viewed as a form of alternative education today. So it takes a lot of energy to work through the system and resist parents or other teachers who do not hold the same beliefs. The challenge is to keep yourself motivated and create outlets for showcase. And then involve all stakeholders in such a process.

Gwyn Wansbrough: I hear a lot of teachers struggling just to meet the huge requirements of paperwork that depletes their wells of creative energy

Emma-Jane Crace: Having the materials to hand as children are naturally curious they tend to gravitate towards and begin to explore. I left long coloured bits of material on the floor and when they arrived they initiated and began to wear them, swish around, make a den... The challenge comes up when two want the same thing, or someone feels left out... yet it's also an opportunity to explore sharing, inclusiveness. There is a challenge when holding free play in all its chaotic messiness, yet the vibe is buzzing with opportunities to guide through, evolve and learn from.

Nilisha: A challenge I have faced is to understand where each student/participant is at, with their learning styles, comfort zones and how they are expressing their lives through creative outlets. I have always been in classrooms with more than 35-40 young people. To be aware and hold space for all that happens is challenging, due to sheer numbers.

Emma-Jane: Nilisha that's a big group - are you holding it on your own? I can just about handle 8 at the moment with all they are bringing!

Nilisha: yep I used to hold it on my own. But I used to conduct life skills sessions. Teaching a subject I am sure is much more challenging. Most school in India have large numbers in the classrooms. I've had to get the buy in from the class within the first week. And then have created smaller groups, designating specific times when I can focus my attention on each of the groups after class. Agreements have played a big role. So has 10 mins of free time, thrice a week, to talk about anything and everything.

Emma-Jane: wow, bet the 10mins anything and everything free talk is rich! Bet they really value that 3 times a week!

Katie: The culture of the school is a big one. I hear a lot of teachers saying things like, 'they wouldn't encourage that at my school' or 'they are too worried about test results and would see it as a waste of time'. What a shame!

Michele Health-Promoter: I agree Katie. The unlearning that needs to happen both by participants and teachers/facilitators (I'm including myself here) can be really challenging. I find I'm constantly battling the idea that creativity is what you do on the side, not what we do every day and how we can get from one side to another... one idea to another... one problem/conflict to the solution. KWIM?

Hussein Janmohamed: The challenge of "but we have so much content in the curriculum to cover" - feeling the creative skills and aesthetic pursuits are an add on rather than enriching the learning. So people I've heard say. Oh we don't have time for that. It's extra. Rather than seeing how creative approaches and ways of knowing can connect ideas. Help make meaning etc

Tim: Making creativity mainstream..... as Albert Einstein once said, "Students are not containers to be filled up but torches to be ignited". Currently working with a network of schools to establish a framework for health and well being - I want to embed a spirit of creativity and use the arts to underpin this strategy.

Arindita Gogoi: In India one of the biggest challenges faced is the number of students in each class vis-a-vis the time allotted to 'complete' a topic. Also there is a lot of emphasis on competition rather than collaboration which makes unique creative expressions difficult.

Emma-Jane: Arindita, I wonder then if the emphasis is on competition, could that be used to cheeky sneak collaboration in? Thinking "dance off" styleee, " a maths off"

Nilisha: Hahah absolutely Emma-Jane Crace. It gives the group something to look forward to. So they would participate well in rest of the session. I had a teacher who used to do this for us in school. We called it the 'Learning about Life' time. Really helped build a cohesive classroom over time.

Emma-Jane: Lovely! "Learning about life" time.....I think that should be in the curriculum! I guess we have circle time in some schools which really help too...

Nilisha: I second that Emma-Jane! Circle time is great too.

Emma-Jane: Ha - how funny was still reflecting on Lal time, the kids must have so many wonderings... and confusings about life on earth! I was surprised how little they know about each other personally (unless they live nearby & hang out).

Arindita: Emma-Jane Indeed! I work in an organization that offers to provide these tools of learning that can sneak in collaborative learning despite the existing competition. Schools are reluctant to take these solutions also because of an ego issue, because they feel they know best how to teach. I had a remarkable experience

once when some teachers actually refused to teach the Human Reproductive System chapter to grade 9 students because the kids would start giggling and the teachers did not know how to handle that. We actually designed a 5 hour interactive workshop for the school that included team activities, presentations, visual aides and it actually was quite fun! A colleague of mine conducted it, and she said that the response was very positive.

Nadia Chaney: Case Study #1: You are invited to facilitate an arts session in a high school teacher's classroom (teenage students). There are various cliques and rivalries in the class. The teacher is frustrated and trying to gain control of the classroom in order to introduce you. What can you do?

Emma-Jane: Get to know the teachers name and start singing the name game, then work through the class names...

Nadia: Nice one, Emma-Jane! What a surprise that would be for a class that might be stuck in habitual behaviours

Emma-Jane: Nadia nadia bo badia, bananafana fo fadia, me mi mo madia, Nadia!

Nilisha Mohapatra: Play a song to gather the attention of the group. Acknowledge the buzz/energy in a constructive way and start with a rhythm/name game. Keep my intro for a little later.

Nadia: How do you deal with the rivalries amongst students in the class?

Eliza von Baeyer: Definitely an energy booster that equalizes everyone in the group

Nilisha: Some ideas that come to my mind are: Make smaller groups to work in. State that we'll be working/learning with people we haven't gotten to know. Invite them to keep an open mind. Set agreements where use of condescending language or put downs/insults are avoided. Play the 'You are Special' name game. Or do an activity where they get to see the strengths or soft side of their rivals...Or maybe a performance piece.

Nadia: I would play a game that makes them change their seats. Then do something rhythmic that the whole group participates in, a wild and energetic game

Hussein Janmohamed: Just start singing a booming vocal based song. Since I'm a classical singer it's like surprise em with opera type sound. It always gets their attention. Then I sit somewhere everyone can see me. And start quietly patting my thighs. In a regular pulse. Till one at a time everyone in the room is doing it

Nadia: Hussein what happens when you try this? what's the overall effect that you find? Does it work more than once?

Hussein: It often works. Specially if you have student allies and teacher allies in the group who you've said hi to mingling before or on the way in, over lunch etc. And when it does work it totally calms the room down. And unifies the intention of the room

Hussein: Absolutely Nadia. And then once the group has the intention and attention (it may take a while) - you start adding rhythmic layers and through that teach musical concepts which they use to create something of their own. Maybe say make a loop with their hand rhythms based on an inquiry that they record onto a looping software and produce a song to

Katie: That's cool Hussein - I have never seen that done before. I like the fact that it starts quietly and subtly and then builds. There is something magical about that.

Nadia: Case Study #2: You are a teacher in a middle school classroom (twelve year old students). It is the first day of school. How do you start the school year in a creative way?

Nilisha Mohapatra: I am thinking getting the class to make something like boats or hats as gifts for their classmates. Each student makes one. Or even getting them to pair up after welcoming them, and asking the pairs to make name tags for each other. Then definitely discussing goals. And agreements depending of their previous years experience. And then singing an inspiring song!

Or even getting materials so that together we can create the inviting classroom where we want to come to each day. Spend some time deciding how we want it.. And set it up.

Annamarie Mitchell: I think I may start with a "social media" style activity. Asking different questions and allowing them to respond anonymously in a "tweet" or "post" on a Post it note. Often tweens are so apprehensive to share but once they realize they tend to have a lot more in common than they think; they feel comfortable. Reading their responses and not identifying who they are from may encourage trust and comfort. Most important you must establish the no judgment rule first.

Nadia: nice one Annmarie. I haven't tried that before!

Annamarie: Nadia, it's very fun! I use it frequently when I want their opinion on a difficult topic.

Hussein Janmohamed: Listening - ask students to pull their books or journals out. Then play a piece of instrumental music they may not have heard and ask them to draw what comes to their mind as they are listening. Do this regularly with different types of music. I've done this with a class where over time the images go from concrete ones showing say pictures of the instruments used to more abstract pictures.

Michele Health-Promoter: I don't know. Sadly I just yell over top of everybody how much I appreciate everyone being here today and that we're going to start. I'm not sure that would work on the first day of

school but since participating in CF1 and 2 I do the finger snap or clap activity and that usually works but that's not on the first day of school... I love everyone's suggestions though...

Hussein: Pass around an iPad with a popular digital game known by most of the students (if that's relevant I don't know) and during the class each student gets two minutes on the electronic game. The one with the highest score gets a prize or something like that.

Tim Turner: "Welcome students, please get out your math text books - turning to page 21 - recite after me..... physical exercise, team games, done in a fun way.....check out rock and water program from Holland. great strategies for working with kids on communication and collaboration.

Arindita Gogoi: I had visited a Montessori School in Florida (USA) where the first day of the session would be about thinking about creative ways to design the class. The students can collaboratively decide what they would like to display or have in their classroom. They are also responsible for maintaining that display. The teacher would also sometimes give them a pile of junk and give them a theme - say Gothic art, or space technology, or periodic table and give them say, one week to come up with an installation using all that junk pertaining to these themes. The class I visited had a pile of old mosaic tiles from a construction site and they had created a Cubist painting out of that, and then they had a small presentation on Cubism and Pablo Picasso!

Nadia: Case Study #3: You are designing a language-skills project for a class of high school students. You will be working alongside their teacher for 3 months. What kinds of activities and assignments might you include? What will you do if the students are bored or confused?

Hussein Janmohamed: Get the students to break up into small groups and come up with a language system. Then set up a game or goal where the different groups have to communicate but don't have any idea about each other's language.

Nadia: Ooooh! I like that last one, Hussein. Gotta try that.

Hussein: The game Rafa Rafa or Bafa Bafa - a cultural game.

Hussein: Teach them a song and how to sing it say 5 different ways to give students musical skills like unison, round, drone, ostinato, articulations in singing. Then give them a problem idea or image they work in small groups to communicate using the song I taught and any combination of those musical elements. Then have a discussion about how they chose what they did and why to communicate. And talk about similarities between groups differences. Any standard musical idea that emerged as a symbol for a particular expression etc.

Tim Turner: High school students can be a tough crowd.... we have used hip hop as a way to engage ; dance = maths (count the beat / steps - get's tricky with two left feet) emceeing = public speaking and language (rhyming etc) music = production of hip hop music graffiti = urban art, themes. Maintain focus by working toward event / battle. This approach was used successfully to address bullying across a network of schools (3000 students across 6 schools etc)

Nilisha: Very interesting case study! I would love to be in one such workshop. MY suggestion is purely based on my imagination. For me language is about expressions. And I have learnt languages better when I've understood the feeling, intention behind what is spoken. So I would play video clips from different languages.. songs, movies. And then ask the class to share what they heard. Beyond the words. They can interpret it on what they feel is happening. Would that work?

Arindita Gogoi: I had a similar thought in fact...if we first have the kids blindfolded and let them hear a dialogue of a film...and ask them to interpret it simply on the basis of the sound and expression... And then remove the blindfold and let them watch the movie clip and now interpret the story...may be identify familiar words?

Hussein Janmohamed: I have a question for you all. You have a group of 90 business students at a local university. It's set up like a classroom environment. What kinds of creative approaches can be used in the post secondary business school environment not only to engage the students in that way of being but also to enable connections between say business and their elective science or English class.

Emma-Jane Crace: Change the seating into the round!

Nadia Chaney: open with small creative risks, music and rhythm and get them laughing.

Emma-Jane: I like where I read in Catch the Fire about each has to introduce themselves metaphorically

Hussein: What do you mean by small creative risks

Nadia: anything that they can do and succeed at without too much risk, but still engaging the creativity (like leg patting, but maybe a little more challenging)

Hussein: Emma-Jane I don't know that book thanks for the tip

Emma-Jane: Here you go Hussein pg 188 Metaphoric writing - 8 words or less, look to the natural world for ideas, close your eyes and see if an image presents itself, doesn't have to be fancy..simple is good, doesn't have to represent everything about you, it just has to be true, think about the feeling you are trying to express and come up with an image that represents that feeling. Give them some examples..."I am a car in 5th gear with the break on" " Inside me is a stadium full of people ready to stand and cheer"

Nilisha: Any ideas from Case Study #2 that you're drawn to?

Hussein: Yes Nilisha I like the idea about the social media post it post and making something to gift which I might adapt into a design a musical composition that communicates to others what that item is and it's benefits. I'd likely end up doing that as a large group collaboration. Awesome. Thanks everyone! This really gets my thoughts flowing in magical ways!

Nadia: Thanks for bringing a real case study!

Nilisha Mohapatra: Awesome! Great that you found what you were looking for It is interesting to apply this work to different scenarios. Thanks for sharing the case with us!


Tim Turner: The use of picture cards depicting upto 100 scenarios of old people who have presumably retired and ask them to pick a card which they relate too and get them to tell a story why, or ask them to pick a card which somehow captures their aspiration for the future and get them to tell you or a partner about their life journey and how they came to be that picture on the card..... Alternatively (an this can be a creative process) get them split between their electives (science vs english) and ask them to write a mission statement with underpinning values, a JDF as a business student defining the KPI's and finally ask ask them to explain how they would manage the class through a probation period of employment "as a student". Given you have a split between science and english electives between students how both groups approach and interpret the request / challenge could be very different and this allows you to draw upon left and right brain theory, strength based management, etc etc Fun question.

Hussein: Amazing Tim. Thanks!

Nadia: Okay good people. This has been a most incredible discussion. Thank you for your wisdom, experience, compassion and all your hard work and big love in the world. Our next month's topic is: [VOICE AND BODY IN FACILITATION](#) and we would be delighted to see you again. Please tell your facilitator, teacher, and social artist friends!

Nilisha: It indeed was a very rich discussion. Thoroughly enjoyed all the sharing and ideas! Thanks for hosting it, Nadia!

Michele Health-Promoter: Thanks Nadia and Katie and everyone who participated... I learn so much and am pushed to think more deeply about bringing creativity into programming.



Katie: Thank you gorgeous people for your insight and inspiration. If you took part in the assembly and have any feedback for us we would be so grateful if you could take the time to fill out this survey. We read and discuss every response and it is totally anonymous.

Emma-Jane Crace: Thanks Nadia & Katie & all here....it was a first for me...feel a bit scattered chasing posts, yet heart warming and inspired on the global and collaborative front. Peace x

Katie: Thanks so much Emma-Jane - so great to connect with you here. Don't worry about chasing all of the points, it's a big hectic melting pot. The conversation stays here on this page and I will post the transcript in the next couple of days so you can digest it all slowly.

Annmarie: Thank you all for a fabulous introduction to a Facebook professional development. It was a pleasure and I am looking forward to reading all the posts I missed (I was multitasking). Have a beautiful day filled with laughter and happiness!