

My Creative Space

When you start something from scratch, which is driven by you and your personal interests, you suddenly enter a world of incredible potential. Every person has something unique to offer, so it's hard for another to determine what this might look like except you! That's why we've created 'My Creative Space'.

It's possible you will encounter opinions about what you are doing, which may make you feel less confident to venture into the unknown. But, be reassured, it's these very things that set you apart as an adventurer, creator, dreamer, and changer.

Of course, you need to make sure what you choose to do is within the broad bounds of basic respect, understanding, and ethically appropriate for your setting.



1. Create your own project



This is a space which is open to all ideas. This means you don't need to follow a specific path for learning, but you do need to complete some basic goals which will support your journey to express your ideas clearly to your peers, teachers, community or world.

Tasks

- **Create** a list of basic ideas.
- **Choose** an idea from your list.
- **Set** general goals (what do you think you want to achieve?)
- **Think** about what the final outcome of your idea might lead to.
- **Write** your thoughts into a notebook or into YPI.
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Things to consider

- You can work on your own, but it is better if you work with a group
- Set your achievement goals (if you can use YPI you will find a menu of possible achievement objectives. These can either personal goals or academic goals.

2. Brainstorm - Getting the storm started!

This is all about creating new ideas possibly never thought about before.

You will have some ideas already in your mind which no one else has an inkling of so you need to get these down onto paper or something similar.

If you prepare these before you start this project, then the chances are that a brainstorm session with someone or a group will be successful and valuable.



Share
ideas
Start
something
good

Tasks

- **Brainstorm** ideas independently (on your own),
What have you been thinking about? Don't judge the thinking, just let it flow. Even if it seems crazy, still include it. Who cares? The craziest people can come out with the best ideas. You can cull it later if need be.
- Create. Creativity requires outside influences to produce something of value, but also individual thinking that is free of criticism or judgment.
- Bring these ideas to someone or a group. Brainstorm ideas with your group - Don't judge anyone. You can laugh, encourage, and build on the ideas.
- Write a summary of your thoughts.

Balance your instincts with your inner critic!

3. Pull ideas together

How did your brainstorming session go? Were others in your group on the same wavelength as you or were you completely surprised by other peoples' ideas?

Tasks

- **Create** a learning goal.
- **Identify** what success would look like when you finish this project.
- **Think** about other possible skills you will be using to complete this project. Ask someone or discuss in your group what type of skills you could develop and use throughout this project. **Example:** writing skills, negotiation, administration, etc.
- **Think** about possible learning areas you might like to explore as part of this project. **Example:** Social Science project, Math, Science, etc.
- **Write** a summary of your thoughts.

The point of this subject is to have an attitude that anything is possible.

Combining individual, creative ideas within the group enables you to expand your boundaries beyond the routine. You are on your way to creating something you can be proud of, and others may depend upon. Who knows? Good luck!

Things to think about

- What are your goals? Think: what do I want to achieve?
- Gather the facts you already know.
- Make a list about things you need to find out more about.
- How is that information going to be collected?
- How are you going to record that information?
- Who can you approach in your community to help you expand your ideas?
- Set tasks to be completed.
- Is there anything else that needs to be done? Who is going to do this?



4. What are your instincts telling you?

You need to think about what is achievable and what isn't?

Task

- Create a plan and timeline for your project.



Things to think about

- What is the time frame you have to finish this project?
- What types of activities will be required?
For example; writing reports, explanations, technology unit, social sciences, etc.
- Who will do what? - spread the jobs around so that you can focus on, one-job at a time. One person could prepare an interview while someone else is formulating a technology unit or searching for resources and literature. Ask your teacher for clarification if you need it.

Good luck! Don't forget to seek help from someone you know has the knowledge to support your work.

5. Sharing my ideas with the world



There is still more investigation needed!
You are going to spend time looking at the materials you have gathered and decide what you will use.
This is where you choose which materials will make your ideas come alive.

Tasks

- **Write** or make a recording of the work you have completed so far.
- **Talk** about your idea and what you want to do with it.
- **Record** the conclusions from your discussion (What have you learned from others? How will this support your idea or project?)
- **Provide** a full record of your resources.
- **Think** about how you are going to communicate your thinking to the world, your school, family, or community.
- **Talk** to someone about your choices and get feedback to make sure you have chosen the best possible way of sharing your ideas. Ask for help if you need it.
- **Prepare** your work for presentation.

Things to think about

- Keep Investigating your idea.
- Engage deeply - this means talking with others to understand their thoughts and use some of their ideas to support your project.
- Question everything you have gathered or thought about (start writing your conclusions for use later).
- Evaluate sources of information. Is what you have collected reliable? Can you trust the information you are reading?



Possible Achievement Objectives

Key Competencies

Key Competencies - **Participating and Contributing**

I have communicated my ideas with composure, confidence, and purpose with the intention of having an impact on my community, whanau, school, or family. I have created an opportunity for others to participate and contribute to significant issues affecting the lives of our community, whanau, school, or family.

Key Competencies - **Using Language, Symbols, and Text**

I have applied my knowledge, research, experience, and intuition to express my opinions with clarity and strength. I understand how the words, images, language, and symbols affect people's interpretation of my work and how this determines the impact for my listeners or readers.

Key Competency - **Managing Self**

I have shown that I am a resourceful and resilient learner throughout all the stages of my project. I always had a positive, can-do attitude towards making plans and managing my project, and was always motivated to reach the high standards or goals I had set for myself.

Key Competency - **Relating to Others**

I have worked alongside a lot of different people in different ways to come up with new thoughts and ideas. I understood my role in the team and was able to share ideas, listen to different points of view, and negotiate when I needed to. I was a cooperative and valuable member of a team

Key Competencies – **Thinking**

The work shows I have thought critically about my work and as a result was able to solve problems, ask questions, draw on personal knowledge and intuitions and challenged myself on the assumptions and perceptions I held.

My Voice

I am pleased with my self-management skills and was able to freely express myself over important matters. I found my own resources (used others), ask questions, found people to support me, created solutions, involved others in questioning my work, and collaborated with my peers and teachers. I feel I took significant responsibility and worked independently only asking for help when I got stuck!

Reflections

I have made meaningful, purposeful reflections on what worked well during my inquiry, and what I would change for next time. I have given a well-rounded view