Creative Strategy:

**Play with the Creative Positives**

The Checklist of Creative Positives is a set of non-test indicators of creative traits and talents prevalent and valued among disadvantaged youth. The intent of the following lessons is to stimulate the Creative Positives. Stimulating the creative positives serve disadvantaged students’ interests and needs and provide talent development for their strengths to improve educational outcomes.

Context:

The lesson below includes a creative positive and a thinking tool. This lesson exemplifies ways to effectively engage and stimulate the creative positives of high potential disadvantaged youth.

- The primary Creative Positives used in the example below include: *use of socio-drama* (symbolic play), and *responsiveness to the kinesthetic/concrete (reasoning)*
- The Thinking Tools used to stimulate the creative positives includes: *body-thinking, imaging, and playing.*

Activity:

**Subject:** Math  
**Grade Levels:** Elementary Upper grades (2nd, 3rd, 4th, 5th)  
**Content:** counting money  
**Sub-content:** social interactions, making transactions  
**Brief description:** Students are to recreate a financial transaction at a store of their choice. Students should appropriately make conversation as either the clerk or the customer. Another student will play the alternative role. Students should actively solve world problems involving bills, quarters, dimes, nickels, pennies and symbols. Students should also display proper use of communication skills appropriate for the setting including use of manners. Student should make sense of problems and preserve in solving them and

Materials:

The focus of this activity should not be on products of the students, but the process in which the student may take to demonstrate their understanding. It is not necessary, but may be beneficial, if teachers can provide props for the activity. Providing props can expose students to concepts they may be unfamiliar with and enhance the experience. Teachers should take advantage of the creative positive of disadvantaged students is the ability to make use of commonplace items. Students should be clear of the expectations of the sociodrama piece. It can be expected that students can set the stage using whatever is available to clearly depict the intended lesson. If teachers can provide props, they should have an object that sets the stage for the lesson such as a cashier or a voting ballot.

**Optional Material for the Math Lesson:**
- Fake money
- Attire that fitting to the restaurant
- Items to purchase
- Wallets

Teachers should focus on:
- Did the student use reason to purchase items?  
- Did the students use correct verbal cues to interact with people in the setting?  
- Did the student organize their money well?  
- Did the student use the correct amount of money?
express regularity in repeated reasoning. This activity should be used as a closing or review activity.

Possible Scenarios to guide students:

- You are the cashier at a store. A customer claims you did not give the correct change. The customer bought cheese and crackers at a total of $4.73, paid with a $5 and expected to receive $1.27.
- You have ten dollars and decided to buy your mother a gift. Seek help from the salesperson to see what you can buy. After conversation, complete the financial transaction.
- The bus ride cost $2.50 and you only have a $10 bill. If the machine only dispenses quarters, how many coins should you receive after purchasing a ticket?

Adaptations:

Ideas for how the activity might be adapted for other grade levels or contents.

Subject: Math  
Grade levels: High school (9th - 12th)  
Content: Perceived socio-economic status in a luxury item purchase  
Sub-content: Figuring financing of major purchases  
Brief description: Students will act out visiting a Ferrari-Maserati Showroom where they will play 3 different ethnicities and interact with other students playing white male sales associates. All three ethnicities represented have the same actual, annual income and can easily afford this vehicle. All three will decide to purchase a Maserati Coupe costing $126,500. Students will rotate ethnic roles.

For example:

- Assist a single, white female in figuring a monthly payment with: $15,000 down, APR 3.6, over 36 months.
- Assist a married, African-American male in the same transaction with: $24,000 down, APR 2.9, over 36 months.
- Assist a single, Latino male in the same transaction with: $50,000 down, APR 1.7, over 36 months.

Resources:

Websites, books, articles, videos, etc. should be listed here so that the participants can find out more about this creative strategy if they wish.

Good Reads: Sparks of Genius: The Thirteen Thinking Tools of the World’s Most Creative People by Robert and Michele Root-Bernstein

Non-test Indicators of Creative Talent Among Disadvantaged Children by E. Paul Torrance

The Effects of Sociodramatic Play on Disadvantaged Preschool Children by Sara Smilansky

Evaluation:

This should be left blank on the handout. After you demonstrate the activity, you should write about how it went, what you would do differently, and what the reactions of the participants were.
GAGC Bizarre Bazaar

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