

## SKILLS4SUCCESS AREAS ADDRESSED:

COLLABORATION & GLOBAL THINKING

## CREATIVE SEQUENCE AREAS ADDRESSED:

OBSERVATION

## FROM RANDOM TO RELEVANT AREAS ADDRESSED:

OPENING: UNDERSTANDING HOW YOU CAN ASSIST STUDENTS WITH THEIR INVESTIGATION (FORMING TEAMS, HELPING STUDENTS IDENTIFY THEIR STRENGTHS, ETC.)

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## OVERVIEW:

This concept is best introduced to students within the Observation phase of the Creative Sequence or during the beginning of the year or a semester when students are just getting to know one another.

## TIME NEEDED:

30 Minutes

## SETUP:

When utilizing this protocol you will want to have sticky notes or equally sized paper in colors that correspond to each stage of the Creative Sequence (Observation - Orange, Investigation = Green, Incubation = Purple, Solution = Blue, Decision = Pink, and Validation = Yellow). Overall, you will want to make sure that you have enough sticky notes or paper that each student can have at least one of each color.

## INTRODUCTION (5 MINUTES)

Introduce the concept of the Creative Sequence to the students so that they understand what each of the stages is.

## MAPPING OUT YOUR CREATIVE DNA (5 MINUTES)

Using the sticky notes or colored paper, have the students depict where they feel the most comfortable in the Creative Sequence using only 6 sticky notes or pieces of paper. For example, if I preferred to observe and investigate, I could have two whole sticky notes in those colors and only half of a sticky note in each of the other colors. Tell the students that they are only allowed to divided the sticky notes and papers into halves if they need to.

## SHARING OF CREATIVE DNA (10 MINUTES)

In small groups of three - four, have students line up their creative DNAs. Afterwards, have the students discuss, if they were a team (1) where would the process of working together be easy, (2) where would you likely experience some trouble, or (3) what might you want to do at certain points in the creative process to make sure everyone is on the same page.

## REFLECTION

After having students share their Creative DNAs, discuss with the students their reactions and reflections on the experience.

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