

## Introduction to the Teacher's Guide

The ImagineIt in the Classroom Teacher's Guide provides materials to guide instructors through each of the modules contained in the curriculum. The Guide should be used in conjunction with the PowerPoint (PPT) decks and the student workbook provided on DVD.


The Guide is presented in the form of a storyboard based on the slides in the PPT presentation associated with each module.

The format is as follows. On the left side of the page is a thumbnail of a PPT slide. To the right of the thumbnail are suggested scripts and instructions/comments for the teacher.

Suggested teacher dialogue is presented in regular type.

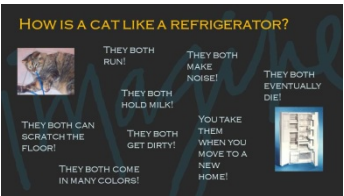
*Comments and instructions are provided in blue italics.*

Example from "Rediscovering Your Inner Child"

	<p>Of the 1,600 children, what percent do you guess were classified as creative geniuses?</p> <p><i>You can approach this as a game of warmer/colder with your students. For example, if the first guess is 70 percent, you say warm. If the next answer is 75, you respond, "Warmer." And so on, until the student gets within five percent of the actual answer.</i></p> <p><i>Clicking again will reveal the answer.</i></p> <p>That's close; the answer is 98 percent.</p>
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Individual or group exercises are completed in space provided in the student's workbook. In the left column of the teacher's guide, there will be a thumbnail of the associated slide, thumbnail of the worksheet or both. As with any PPT, instructions, comments and suggested teacher dialog will be provided to the right of the thumbnail.

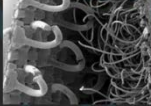
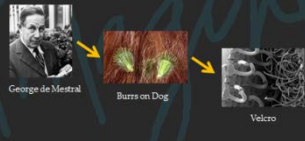
The following is another example from “Rediscovering Your Inner Child.”

 <p><b>HOW IS A CAT LIKE A REFRIGERATOR?</b></p> <ul style="list-style-type: none"><li>THEY BOTH RUN!</li><li>THEY BOTH MAKE NOISE!</li><li>THEY BOTH HOLD MILK!</li><li>THEY BOTH EVENTUALLY DIE!</li><li>THEY BOTH CAN SCRATCH THE FLOOR!</li><li>THEY BOTH GET DIRTY!</li><li>YOU TAKE THEM WHEN YOU MOVE TO A NEW HOME!</li></ul>	<p><i>Initially, this slide will only show the title and the pictures of the cat and refrigerator.</i></p>
 <p><b>EXERCISE 1.4</b> <b>How is a cat like a refrigerator?</b> Instructions: You have three minutes to write down as many answers as you can to this question.</p>	<p><i>Ask students to turn to Exercise 1.4 in their workbooks where they are asked to come up with as many answers as possible. Give the student three minutes to work on this exercise.</i></p>
	<p><i>Then go around the room and write the responses on the board. Once everyone has provided input, you can click on the sequenced answers on the slide. It is fun to see which ones the students identified, which ones they did not and ones they came up with that are not on the slide.</i></p>
	<p><i>If the student comes up with one that is NOT on the slide, be sure and take the time to talk about it, asking, “What made you think of that?” Then discuss the purpose of this exercise.</i></p>
	<p><b>Why do you think we did this exercise?</b></p>
	<p><i>The answer is, as will be explained in more detail in the module “Who Would Have Guessed,” a powerful creative tool is to make connections where none seem to exist.</i></p>
	<p><i>We have done this exercise with both adults and children and it is one of the best examples of “adulthoodification.” Adults at first laugh at the exercise because it does not make sense to them. “Un-adultified” children have a totally different reaction. We recently did this exercise with fourth graders at A. B. Combs Elementary School in Raleigh, NC. Ten year olds had no problem with this question. In fact, we had to shut down the discussion before all of the students had a chance to share their responses. So this is a good indication of how “adulthoodified” a student has already become. If they have fun with this exercise and come up with lots of answers, their inner-child is still very much present. If they are older and find this difficult or annoying, you may want to share the A.B. Combs experience with them.</i></p>
	<p><i>NOTE: Always try to make the content interactive. By asking “why do you think...,” you engage the student in a conversation rather than force-feeding the content.</i></p>

Occasionally, the Guide will include examples to illustrate how a technique or principle may be applied. These examples are generally introduced using a PPT slide with an

image of the example. As with other PPTs, these examples are provided as a “safe harbor” when explaining a concept. Teachers are encouraged to use examples from their own expertise and experience, if appropriate.

The following example is from the module, “Who Would Have Guessed.”

<p><b>What do you think this is?</b></p> 	<p><i>Ask the students, “What do you think this is?”</i></p> <p>It is an extremely close-up picture of Velcro.</p> <p><i>Then ask, “How do you think someone came up with the idea for Velcro?”</i></p>
<p><b>Result of Stimulus/Response</b></p> 	<p><i>After the discussion share the following slide and the story of how Georges de Mestral came up with the idea for Velcro.</i></p> <p>Velcro represents one of the best examples of unrelated stimuli and detailed observation. Swiss engineer Georges de Mestral came up with the concept while hunting in the Alps. His hunting dog was covered with burrs from a burdock plant.</p> <p>Although De Mestral might not have used these exact words, he implicitly asked the two reflective questions that transform an observation into a potential solution. “What is this trying to tell me? And how might it be relevant to something I’m working on?”</p> <p>De Mestral was fascinated by the cohesive properties of the barbs on the burr and his dog’s fur. Duplicating the characteristics of the two components using synthetic materials, he developed the first Velcro prototype.</p>

We hope you find this format easy to navigate and useful as you guide your students through the ImagineIt in the Classroom modules. Questions or feedback about training materials should be emailed to [support@imagineitproject.com](mailto:support@imagineitproject.com).