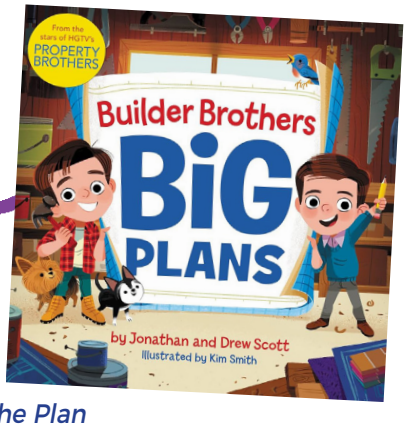
Building Together
Teacher's Guide
Color Inspires Creativity



PREPARE

This guide helps teachers **PREPARE** for the Crayola Creativity Week daily theme *Building Together*. You can print the two downloadable Thinking Sheets: *Sketch the Plan* and *Create a Birdhouse* as handouts for students or you could use the Thinking Sheets as your guide while students work on plain paper. Either way, they can use a variety of art materials you have on hand.

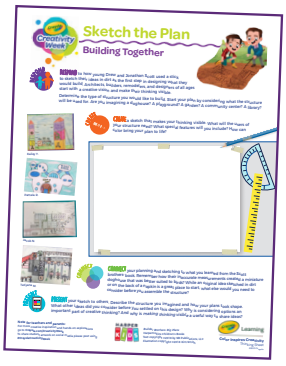
In their book *Builder Brothers: Big Plans,* Drew and Jonathan Scott share stories from their childhood experiences about how their creativity was nurtured and they were encouraged to learn from their mistakes. They say that the early support they received is a major reason why their creative businesses and television shows thrive today, emphasizing the importance of boosting children's creative confidence, a mindset that people never outgrow!

The authors shared that one of their favorite beliefs, as mentioned in the book, is "Every big plan starts with a dream." Ask students what that statement means and why these innovative builders consider dreaming to be an essential first step in creating and implementing a plan.

How do the ideas that the Scott brothers discussed in their Creativity Week video, such as the importance of putting imagination into action and using color to inspire creativity, connect to your curriculum? How might students apply these messages to real-life opportunities to sketch plans and build upon what they imagine?

LEARNING OBJECTIVES—Students will:

- be inspired by Drew and Jonathan's lifelong passion for playful designing and building,
- adopt innovators' mindsets as they ponder, brainstorm, design, and then improve projects,
- reflect on times when they have learned from mistakes, and
- identify their personal strengths, as well as those others contribute, as they collaboratively generate new creative solutions.



RESPOND

Using the ***Sketch the Plan*** Thinking Sheet, students will **RESPOND** to the notion that architects, builders, remodelers, and designers of all ages start with a creative vision. Ask what *making thinking visible* means to them.

Students can engage in personal reflections, have a small group brainstorming session, or engage in a full class discussion to identify aspects of buildings they find interesting.

CREATE

Before students **CREATE** their sketches, have them consider several different types of structures they could design. Explain that creativity involves both divergent thinking (coming up with many ideas) and convergent thinking (curating ideas to identify those which will be used). As they plan their structures, remind them that color inspires creativity. Ask them to keep an open mind to unusual features, design elements, and novel color use that seems beyond the typical.

CONNECT

Students can **CONNECT** what they learned from the Scott Brothers with real-life experiences. What mistakes have they made that were similar to those Drew and Jonathan made? How did they learn from measurement, communication, or design mistakes and apply those lessons to other projects? Extend the connections by inviting local professionals or experienced community members to visit the class, in person or remotely via video chat, to discuss their creative process and how they have learned from mistakes.

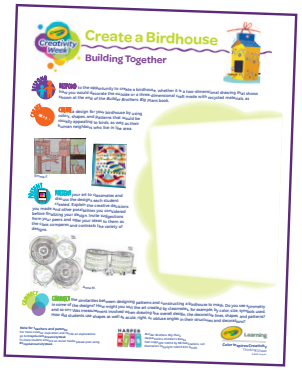
PRESENT

As students **PRESENT** their sketches, ask them about the thinking behind the art. Thinking divergently, what were some of the many structures they considered before deciding on one? Thinking convergently, what considerations led them to focus on this one? What does the phrase "sketch the raw idea on the back of a napkin" mean and why is it a useful way to flesh out and then share ideas?

HARPER KIDS
Builder Brothers: Big Plans
HarperCollins Children's Books

Building Together
Teacher's Guide

Color Inspires Creativity



Using the ***Create a Birdhouse*** Thinking Sheet, students will **RESPOND** to the story of how the structure Drew and Jonathan planned ended up being a birdhouse.

Students could start their birdhouse exploration by planning a two-dimensional sketch of the patterns and images that could decorate a birdhouse. If you extend the lesson they could design a three-dimensional birdhouse using recycled materials. Since the birdhouses would be decorative, not functional, they could use recycled milk cartons that have been washed and dried. Students could help decide on the other materials they would need for the three-dimensional project (construction paper, ruler, scissors, string, and so on).

As students **CREATE** the exterior structure and decorations for their birdhouse, have them consider what shapes, colors, and patterns would attract birds. Their research would likely reveal that birds tend to be attracted to homes that are colored blue, green, or purple or that match their feather colors. They also like homes that blend in with features in the environment, such as tree branches. This is an opportunity to discuss camouflage. Ask them to use shapes and patterns that they feel would encourage birds to feel at home and safe.

Emma F.

To inspire sketches with innovative structural elements, you may want to show students some interesting building designs such as the Smithsonian's National Museum of the American Indian, the National Museum of African American History and Culture, or the Solomon R. Guggenheim Museum.

As students **PRESENT** their art to classmates, have them describe their decision-making process. Invite discussion as students notice unique features and visually interesting ideas that classmates used.

When students **CONNECT** their structures and designs with math they will see how concepts such as shapes, lines, angles, symmetry, patterns, and symbols have real-life applications. What additional mathematical connections do students make with their art?

After students have completed the ***Building Together*** activities, discuss the **LEARNING OBJECTIVES** with them. Ask students to reflect on their planning process. Younger students may use tangible objects (blocks, interconnecting bricks) as part of their creative play. Older students might examine buildings under construction or renovation as opportunities to apply this session to experiences found in the community. Regardless of age, we can find examples of how flexible, creative thinking applies and can be found all around us.

Note for teachers and parents:
For more creative inspiration and hands-on explorations go to **Crayola.com/CreativityWeek**
To share student artwork on social media please post using **#CrayolaCreativityWeek**