

CREATE Friendships

Back to School



RESPOND to opportunities to meet new people and develop new friendships in the new school year. Think about ways the **CREATE® Relationships** tips can help you get to know others in meaningful ways.



CELEBRATE STRENGTHS and personal qualities.
RESPECT DIVERSITY by learning what is unique and universal.

ENGAGE FULLY while honoring multiple voices and learning styles.

ACCEPT MISTAKES AS HUMAN LEARNERS since mistakes build growth mindset.

TRUST ONE ANOTHER with positive intent.

EXTEND LEARNING with high expectations.



CREATE a sketch that represents a way you could use one or more of the tips to develop a new relationship or deepen a friendship with someone you'd like to get to know better. Title your art with a description of the scene or an inspirational quote that addresses why that tip matters in a relationship.

SHOW A **CREATE RELATIONSHIPS TIP** IN ACTION AND TITLE YOUR ART.



Celebrate Strengths



Sasha S.

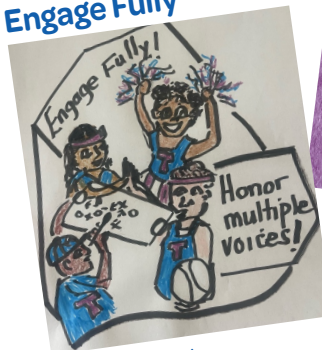


PRESENT your art and explain what inspired your drawing and its title. Describe behaviors you have observed or tried that demonstrate how one or more of these tips can help students move from being new acquaintances or classmates to caring friends.



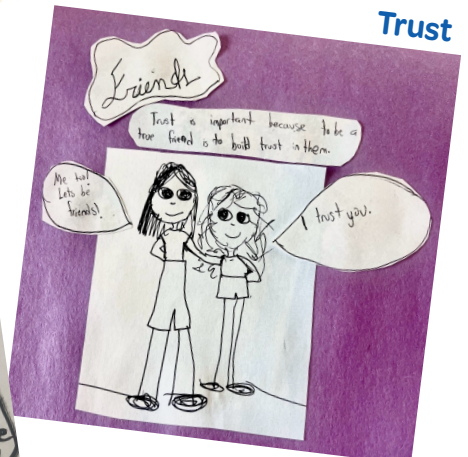
CONNECT how your art is similar to and different from the sketches that other students drew. If your school has goals to increase kindness, social and emotional learning, or diversity and inclusion, discuss how these are supported by the **CREATE® Relationships** tips. Discuss how these relationship resources could be useful throughout the learning community and in the broader circles of neighborhoods and towns.

Engage Fully



Collaborative Art

Trust



Breelyn S.



Education

THINKING SHEET

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Imagine What You'll Learn

Back to School



RESPOND to the excitement of starting a new school year knowing that you will have many new learning opportunities. **How and what** do you think you will learn this year? Did your thoughts go beyond academic knowledge to include learning about other people, new books, art techniques, and ways to be kind and civic-minded? What else?



I will discover more about myself and others.



CREATE an illustration of yourself as you learn something new. For the setting, think of the many places where you learn. Perhaps you will be holding a book or picking one off a library shelf. Or you might be in the playground learning a new skill, or in the art room broadening your creative experiences.



DRAW YOURSELF LEARNING. ADD A TITLE TO YOUR SKETCH.

TITLE: _____



I'd like to write about new places and people.



CONNECT your illustration with some key words that describe **how** you will learn—perhaps through flexible thinking, exploration, discovery, improvement, or curiosity. Topics such as friendship, responsibility, leadership, cultural insights, and appreciation might describe **what** you want to learn.



I will explore how imagination can take us out of this world!



I want to learn about languages used around the world.



PRESENT your art and learning plans to classmates. Explain the reasons for your choices and describe other **how** and **what** descriptive words you considered. Compare and contrast the ideas each classmate presents. Finding peers who share your interests helps you establish new friendships and deepens your understanding of others.

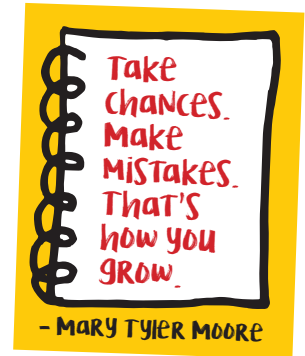
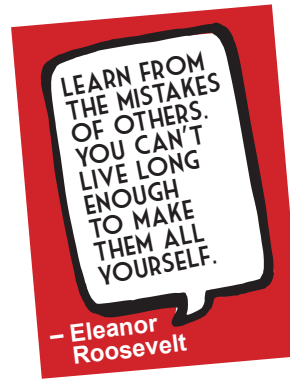
Learning From Mistakes

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RESPOND to these quotes about how mistakes provide natural learning opportunities.

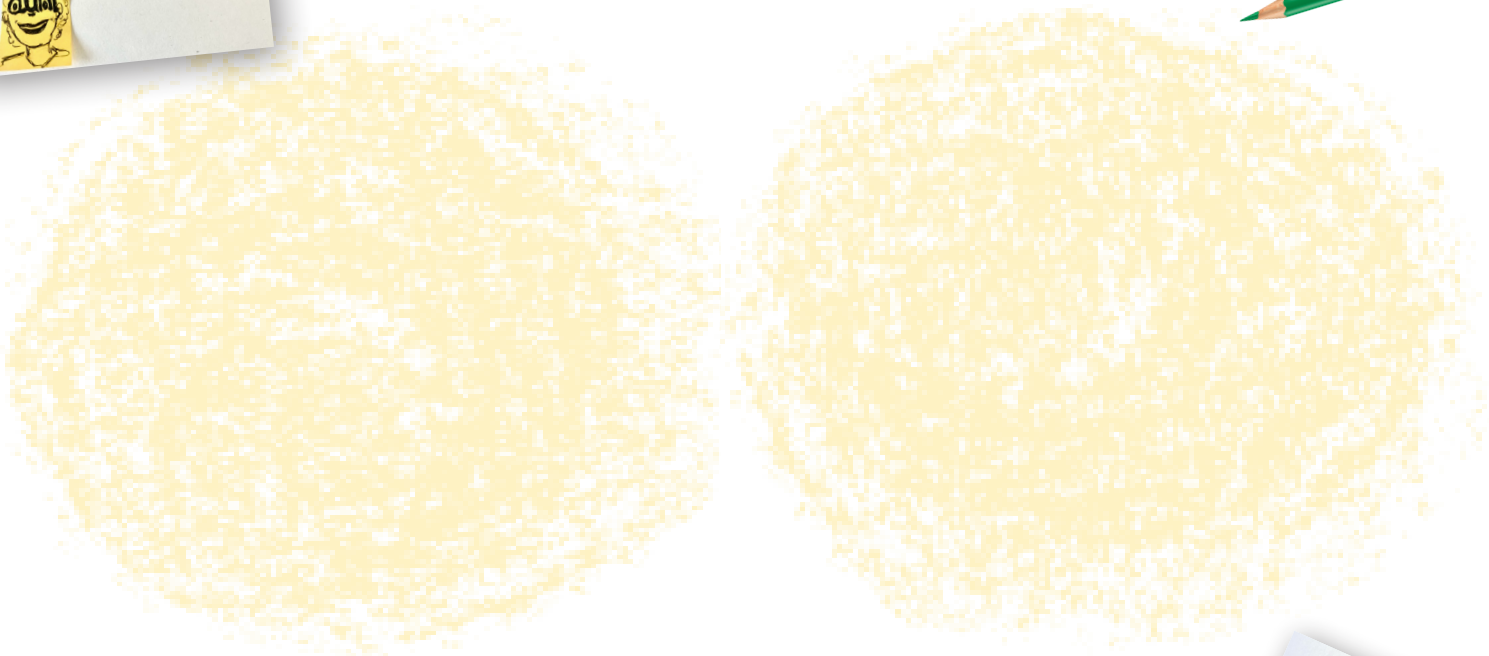
Discuss your thoughts about these quotes with a classmate or family member or find other inspirational phrases or quotes that suggest mistakes help people learn. Describe a mistake you made and learned from.



CREATE an intentional spelling mistake in the drawing space and then add a sketch that demonstrates a creative and informative way to fix the "oops." You might write a commonly misspelled word that sounds different from how it is spelled (like Wednesday or laugh) or similar sounding words that are spelled two different ways (ant/aunt, dear/deer, flower/flour, or bear/bare). Then add a small illustration that fixes the spelling and shows what the word means.



WRITE A SENTENCE WITH A COMMONLY MISPELLED WORD. THEN ADD AN IMAGE THAT NOT ONLY FIXES THE "OOPS" BUT ALSO SHOWS WHAT THE WORD MEANS.



PRESENT your mistake and corrected image to family members or classmates. Describe how you selected that word and how you created the visual correction. Invite others to write your word and correct it in their own unique way.



CONNECT your writing/spelling mistake experience with the overall idea of embracing mistakes as opportunities to learn. Have a family or class discussion about how your feelings about making mistakes might shift when you lean into the learning opportunities.