

Sample: Creative Challenges Scripts

Introduction:

At [Doodles Academy](#), we create curricula and support educators and organizations with integrating high-quality art projects with core subject areas. We've conceived the following 'Creative Challenges' as an extension supporting the learning being done in the [NAME REMOVED FOR PUBLIC VERSION] 'on-air' curriculum, at the primary level. These would be separate, shorter broadcasts.

With the lower primary levels, these would be written to support the learning done in the literacy and math broadcasts. The stories shared in the literacy lessons would be used in the creative prompts. However, the prompts would also incorporate, reiterate, and expand on the content that students have been learning in the other segments, such as phonics and counting.

With the upper primary levels, they would be written to support the learning done in the literacy broadcast, specifically the 'text' segment. There would be a focus on reinforcing the knowledge and vocabulary that they learned in this segment, building on that knowledge, and challenging students to connect and interpret it in a new way. Below you'll find samples for both to give you a better understanding of how this would work.

When conceiving this, we were cognizant that students won't always have access to supplies. So, the challenges are creative exercises that leverage creative thinking using pencil and paper (the same materials students use during their other studies) to reinforce learning. The benefit of offering these creative challenges would be that:

- By authentically applying their understanding of a concept to a new situation, students deepen their understanding
- Students have increased engagement around topic areas.
- Students are encouraged to be creative and innovative in how they approach, interpret, and connect the content.
- For younger students, their motor skills will be reinforced through drawing, an important component in learning to write effectively.
- Finally, the creative challenges will encourage students to adapt and build on concepts and ideas.



SAMPLE SCRIPT: Primary, Lower
[NAME REMOVED FOR PUBLIC VERSION] -Doodles Academy

Creative Challenge:

10-15 minutes

Supporting the following Module:

- Lower Primary, Math & Literacy Modules 1, Lessons 1 & 2

Specifically addressing:

- Literacy: Phonics, Phonemic awareness of C (+more in a full lesson)
- Literacy: Structure of a story: Understanding Beginning, middle, end
- Math: Counting (1-5)

Art Concepts:

- Shapes coming together to create a whole
- Creative thinking

SCRIPT:

(follow cadence of other segments, with an introduction and public service announcement, and indicate that they will need paper and pencil).

Teacher: I wonder...have you ever been on a picnic? A picnic is when you pack a lunch and bring a blanket, or a piece of cloth, to sit on, and you sit on the cloth outside with your friends and you eat! You also laugh and have a great time. Would you like to go on a picnic with me today?

Kids: Yeah!

Teacher: Great! We are going to draw a rectangle in the middle of our page. This is going to be our cloth where we place our food. Around the cloth, we will invite some friends so leave space to draw our friends next to the rectangle.

Open your notebook, and I will pause while you draw a rectangle. Remember that a rectangle has two long sides and two short sides.

(pause for 15 seconds)

Excellent. During our picnic, we are going to sit around the rectangle cloth, and put our food on top of it. First, though, we need to add the most important guest–you! Go ahead and draw a picture of yourself sitting by the cloth. I'll wait.

(pause for 1 minute, play music)

If you haven't, put your final details on, because I am about to move on.

(pause for 10 more seconds)

Great! Don't worry if you don't finish a step. You can always come back to it later.
Now, we have a rectangle cloth to put our food on, and we've drawn ourselves. What else does a picnic need?

Kids: Food?

Kids: Friends?

Teacher: Yes! A picnic needs both food and friends! I have an idea! Let's invite some of the animals that we learned out during our literacy lessons.

Who should our first guest be....hmmmm.....

(One of the kids or another adult: Meeeeooooow)

Ah! Our friend cat would like to be our guest. Hello cat! Artists, can you take a moment to draw cat at your picnic? Put cat around the outside of your cloth. Cats have a round, circle, face, and you can make their ears with triangles.

(Pause for 30 seconds)

Now, what should we feed cat? I have an idea! Cat starts with the sound 'c' so let's feed cat something that also starts with the sound 'c'. Hmmmm....what foods start with the sound 'c'?

(pause a moment--start with foods and then get more goofy)

Kids:

Carrots!

Cantaloupe!

Cucumber!

Coconut!

Caterpillars!

Teacher: Haha! Those are all good ideas that start with the sound 'c'. Why don't you choose something that starts with the sound 'c' and draw two of them in front of cat. So, if you choose carrots, you will draw two carrots in front of cat for cat to eat. If you choose something else, you will draw two of them in front of cat for cat to eat. I will pause while you do that.

(pause for 30 seconds, play music)

If you haven't, finish up, because I am about to move on.

(pause for 5 more seconds)

<REPEAT FOR 2 OTHER KEY SOUNDS, VARYING THE NUMBER OF FOOD ITEMS DRAWN. SCAFFOLD THIS SO THAT THEY 'DO TOGETHER' DURING THE SECOND EXAMPLE AND THEN COME UP WITH THEIR OWN FOOD ITEM IN THE LAST EXAMPLE.>

Teacher: Oh, boy! What a great picnic. They are having a fantastic time. They are talking, they are laughing! They are playing! But....something happens! Oh no! Their picnic is ruined! Flip the page and draw what ruined their picnic. I will pause while you draw this.

(pause for 1 minute, play music)

If you haven't, finish up, because I am about to move on. You can always come back to finish this drawing.

(pause for 10 more seconds)

Oh. This is so sad. The picnic is RUINED. I bet you and your guests are very upset.

But...I'm remembering the story that we read about. Do you remember it?

Kid: The lion lost his laugh

Teacher: Yes! And how did he find it?

Kid: He was tickled. It was always inside of him.

Teacher: Yes! So we all have laughter inside of us, even when something making us sad or upset. Maybe we can save the picnic with laughter! Why don't you turn the page and draw something that can make you and your friends laugh to save the picnic!

(pause for 30 seconds, play music)

I am going to leave you now. Please feel free to keep drawing on your story. Remember that we first invited some friends, and then the picnic got ruined, but we were able to save it by finding our laughter.

Thank you for going on a picnic with me today.

SAMPLE SCRIPT: Primary, Upper
[NAME REMOVED FOR PUBLIC VERSION] -Doodles Academy

Creative Challenge:

20-25 minutes

Supporting the following Module:

- Lower Primary, Literacy Module 1, Lessons 1-5

Specifically addressing:

- Reiterating Ideas:
 - Natural resources are found in the rainforest
 - Rainforests have a high amount of rainwater
 - Plants and animals grow there that don't grow anywhere else
 - We export materials from the rainforest to make medicine, food, and other everyday good.
- Key Vocabulary:
 - rainforest, natural resources, ecosystem, export
- Expanding:
 - Protection
- Art concepts:
 - Symbols

SCRIPT:

(follow cadence of other segments, with an introduction and public service announcement, and indicate that they will need paper and pencil).

Teacher: You have been learning about the rainforest, and the natural resources that can be found there. You have learned about how rainforests have a high amount of rainwater, and that because of it's very special ecosystem, it does so much for us! All sorts of animals and plants live and grow there that don't live and grow anywhere else in the world. From them, we get medicine, food, and materials to make things that we use everyday. But, so many people want to export things from the rainforest, that it is causing a lot of damage to them. Luckily, there are ways to farm and export that cause very little damage.

Today, we are going to play a game. You are going to be a farmer, you will design a farm and make money from exporting your natural resource!

BUT....this is the challenge. You need to design your farm in a way that doesn't hurt the rainforest, and if you do...in this game, you will become *very* wealthy.

I will lead you through a series of drawing prompts, and you will have choices to make! Every time you make a choice that is good for the rainforest, you will earn extra money!

Let's get started! Get out your pencil, and piece of paper. (pause)

As I walk you through the prompts, we are going to make a map of our farm. Have you ever seen a map? What does it look like?

Student: There are lines and symbols to represent roads and places

Student 2: It is viewed as if you were looking down, like from an airplane

Teacher: Yes! A map tells you where one thing is in relation to another! It is as if you were looking down at the ground from very high up, where you can see everything! And the different places are shown with symbols, like, a lot of maps use a triangle with a rectangle at the bottom as a symbol for a tree.

We are going to make a map of our farm. We are going to plant our farm in the middle of the rainforest. First, make two lines that are right next to each other that go from one side of the paper to another. This is a road that goes through the rainforest. You choose where you want it and how long. You can make it windy, you can make it straight, you can make it cut across a corner, or go all the way across the long part of your paper. I'll give you 15 seconds to draw the road through the rainforest. (pause)

Now, you will need to draw icons to show the protected areas of the rainforest. These are areas where it has been decided that nobody will plant, log, or hunt. Choose a symbol that shows you that you should not plant, log, or hunt in those areas. What symbol are you choosing?

Student 1: I will write NO!

Student 2: I will draw a symbol of a tree with a triangle and a rectangle at the bottom

Student 3: I will draw a big circle to show where that area is.

Teacher: These are all good symbols! Using whatever symbol you have chosen, create three protected areas on your map.

Now, this is our starting point. We need to choose what we want to farm. What natural resource would you like to farm?

Student 1: bananas!

Student 2: avocados!

Student 3: coffee!

Teacher: All excellent choices. Now...look at your map. You will mark where you would like your farm to be by drawing a small picture, or symbol, of the natural resource you will be farming.

Think about where you are placing your farm in relation to the road...and remember that you are trying to destroy as little of the rainforest as possible.

A symbol is normally pretty simple. So, for coffee, maybe you just want to draw a circle with a line down the middle to represent a coffee bean. For bananas, maybe you want to draw two curved lines that connect at either end. Keep your symbol simple.

I'll give you a moment to draw a symbol of your natural resource...

(pause for 30 seconds)

Alright my farmers! That was the first decision you made that could make you some money! Look at where your farm is in relation to the road. Will you need to build another road to get to your farm? If you do, draw that other road now, I'll pause.

(pause for 10-15 seconds)

Now, if you didn't have to draw a road, in this game, you just earned \$500.

If you had to draw a road that was smaller than your hand, you earned \$100.

If your road was longer than your hand, you did not earn anything.

Go ahead and write down how much you just earned on the back of your paper (pause).

Now, students, why did you earn the most money if you did not have to build a road?

Student: I think it is because when you build a road you destroy part of the rainforest. So it is better to start a farm by a road that is already built.

Teacher: Excellent! Alright my farmers, let's move on to our next decision...

<REPEAT FOR 2 ADDITIONAL DECISIONS.>

Great, my farmers! I hope you made decisions today that were good for the rainforest AND made you very wealthy. It is important that we are careful about how we farm the rainforest, so that it can continue to offer us materials we need for medicine, houses, and our everyday products.