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Creating in the Clubhouse

Tools for Conversations & Portfolio Development

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in the
Clubhouse



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& Portfolio Development

EDC/CENTER FOR
CHILDREN AND
TECHNOLOGY
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Creating in the Clubhouse

Thinking About Creativity

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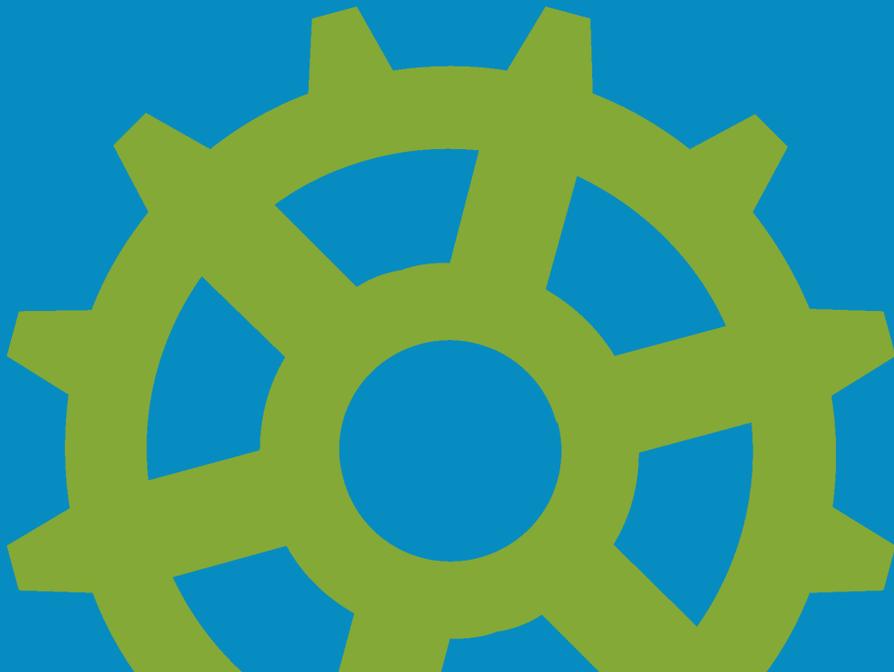
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Thinking
About
Creativity



Overview: How to Use these Resources to Share Work

As part of our independent evaluation of the Intel Computer Clubhouse Network, EDC's Center for Children and Technology (CCT) has created tools that we hope will contribute to the richness of the Clubhouse experience. The tools that make up the **Creating in the Clubhouse Toolkit** are based on two years of field-based research, which gave CCT many opportunities to talk with Coordinators, Members and Mentors, as well as to conduct observations in Clubhouses throughout the Network.

While doing this research, we heard many conversations about two challenges: how to have productive, motivating conversations about Clubhouse work and how to help Members develop their interests and talents over time. These resources are one response to these challenges.

You can use the individual tools and background reading to foster conversations in Clubhouses among Members, Staff and the local community. You also may use these tools to develop a portfolio system, which may be helpful in documenting how Clubhouse regulars develop and grow over time.

For ease of use, many of the tools can be pulled from this folder and photocopied or printed from the electronic version available on the ComputerClubhouse.org website. Though we have tried to make the tools simple and helpful, this toolkit is not designed to be a cookie-cutter. We recognize that Clubhouses have a huge range of contextual strengths and issues, even within a single Clubhouse; not every idea will work for everyone.

Some of the tools encourage the sharing of work — illustrations, designs, writings and other creations — while other tools invite feedback, reflection and conversation about the work. Here are six ideas for sharing and discussing individual creations and collaborative projects that the resources in this book are designed to support:

GREEN TABLE TALKS

1

These are informal conversations around the Green Table in which individuals talk about their work and get feedback from the group. Recurring, casual talks like these are great opportunities to reflect on ideas and works-in-progress. Some Coordinators have suggested that these talks happen regularly (e.g., one a week or once every two weeks). Others have felt regular informal talks lead to developing a culture of discussion, and that this kind of ritual, or routine, is a good beginning.

GO-ROUNDS

2

A Go-Round can be less formal and a more immediate way to share work because the entire group doesn't have to stop and gather at the Green Table. Instead, small groups go to someone's workspace — look at a computer screen or stand near the sound equipment, for example — and are able to see and offer feedback on an individual's work in progress.

ART OPENINGS/OPEN HOUSES

3

Putting work on display in a group Art Show or during an Open House is another way to show off work, especially for those who may be shy about talking in a larger group. It's also an opportunity to involve outside guests, like parents and other family members, as invited attendees. Ideally, an Art Opening would be a regular event — such as the last Thursday of each month.

DEMOS

4

A Demo is any presentation by an individual or team that describes work — that's either finished or in progress. It is an opportunity to get some helpful feedback from others. Demos can happen at a regular time each week or on a volunteer basis.

ORIENTATIONS

5

One way to introduce potential new Members and Mentors to what the Clubhouse is about is through orientations. In addition to leading newcomers through a physical tour of the Clubhouse, regulars can explain the Clubhouse's history as well as show examples of the creative projects they have produced.

PORTFOLIOS

6

A portfolio, which is a collection of samples of individual and group projects, is a lasting way to collect and share work. Items in a portfolio can show how someone's skills and talents have developed, documenting how a Member's interests and creative abilities have changed over time.

Starters: Thinking Like Designers

Sometimes getting started on a project is one of the biggest challenges. The tools in this section are designed to help — both in jumpstarting an individual's creative process and in helping to send the message that the Clubhouse is a creative environment for everyone.

PROMPTS



What are you making and why?

- » Who is your audience?
- » Why did you decide to make this piece?
- » How did you get the idea?
- » How did you figure out how to do it?

What's working?

- » How does this express your feelings/opinions/ideas? Which parts capture them best? How are these feelings/opinions/ideas connected to certain choices you made?
- » Looking at it now, how has it changed since you started?
- » What kind of impact do you think your piece could have on other Members, and on you?
- » How else might you express those feelings/opinions/ideas?
- » What did you like about making it?
- » Does the work capture or express what you hoped it would?
- » How did you decide what to do? Did you already know how, or were there things you needed to learn?
- » Once you decided what to do, what did you do next?
- » How did you go about learning new skills? Did someone show you how? Did you use the manual?
- » How does your piece make you feel — are there parts that make you proud?

dimensions of a project or piece of artwork as well as the technical skills and tools Clubhouse regulars will need to move forward.

The **Prompts** tool is a way to guide conversations about artwork and design. The questions are meant to encourage individuals and groups to think about what they are creating and to reflect on their goals and choices as they are working. The prompts are built around basic questions, like “What are you building?” “Why are you doing it?” “Who is it for?” and “How are you doing it?” They encourage thoughts about the expressive or communicative



Any blocks?

IF BLOCKED:

- » What do you most want to do next?
- » How might you go about figuring out solutions to this challenge?

IF BOPED:

- » What would make this look/sound cool?
- » What have you always wanted to try doing in the Clubhouse?
- » How much of this piece is bits built into the program, and how much is stuff you designed/made?
- » What did you learn so far while doing this?
- » When you got stuck on this piece, how did you figure out how to move forward?
- » Have you asked other Members for help? What are their ideas? What would they like to see?
- » What is the most striking thing about this piece?
- » Have you been stuck this way before? What did you do?
- » How is this different from other work you've created?

What's next?

- » Who would you like to share this with? (a bigger audience?)
- » What challenges do you want to focus on?
- » What would you like to be better at doing?
- » Does this project tie into larger goals — either what you want to learn here or outside the Clubhouse?
- » What kind of work do you want to make next and why?
- » How could you use these skills to help support the community?
- » Are there things you would like to do to make this piece different?
- » Are there other directions you'd like to go in using the same ideas?

CLUBHOUSE CREATIONS POSTER

To help everyone have a shared understanding that the Clubhouse can be a place for creative expression, it may be useful to make a **Clubhouse Creations Poster**. When working on a project or piece of art, it's easy to forget the basics. Making a visual reminder of guiding questions can help.

STORYBOARD

A **Storyboard** also can be a useful tool. It is a visual representation of an idea, event, or experience in the order that it happens or unfolds. To storyboard an idea, event, or experience is similar to a series of single film shots making up a dramatic unit or episode of a story. When developing a project or drawing out a budding idea, creating a storyboard can help to visualize the order or sequence by illustrating what comes first, second, etc.

**TOOL** **STORYBOARD**

WORKING TITLE: _____

NAME: _____ **DATE:** _____

CLUBHOUSE CREATIONS

WHAT ARE YOU MAKING?

GAME > ILLUSTRATION > SONG > GIFT
EXPRESSION · BLUEPRINT

WHY ARE YOU MAKING IT?

TO ENTERTAIN > TO PERSUADE > TO CHALLENGE
TO BE HEARD > TO LEARN

WHAT'S WORKING?

IT LOOKS COOL > I'M SAYING WHAT I WANT TO SAY
MASTERED A NEW TECH SKILL

ANY BLOCKS?

TECH SKILL TROUBLE > I'M STUCK > DON'T KNOW
WHO CAN HELP ME > NOT ORIGINAL ENOUGH

WHAT'S NEXT?

ENHANCE IT > MOVE ON > REDESIGN
GIVE THIS AS A GIFT > SHOW IT TO MY FRIENDS
BECOME AN ARTIST/PRODUCER

Reflections: Thinking And Talking About Creative Work

Once the creative process is underway, it's good to think about all the aspects, stages of work, blocks and breakthroughs of a project. The tools in this section are meant to encourage reflection, and keep the creative process going. They also can help develop communication skills — something many Coordinators have expressed an interest in doing. After all, filmmakers, music producers, web designers and other artist-producers recognize that an ability to communicate with others, in creation or in revision, is a crucial element in developing their craft.

QUESTIONS FOR CREATORS

Questions for Creators are questions Clubhouse regulars can get in the habit of considering while they are working on a project. (They also are aligned to the **Stages of Creativity** in the Portfolios section of this Toolkit.)

▶▶ SELF-EXPRESSION

How does this represent something about me?

Am I making this on my own? Am I doing things I haven't seen in the Clubhouse before?

Does this creation mean something to me personally? How or why?

▶▶ COLLABORATION

How am I putting this together? Am I doing it alone?

Will I be sharing this with anyone? Is this for the community or another audience?

Has anyone helped or taught me how to do any piece of this?

Will I teach anyone else my techniques?

▶▶ SELF-ESTEEM

How do I feel about this work? Am I proud?

What am I getting out of doing this work?

What am I learning about myself?

▶▶ PROBLEM-SOLVING

What are the challenges I encountered while doing this?

In considering new areas or problems I encountered, are some of the solutions I came up with surprising?

Would I solve future problems in similar ways?

▶▶ PLANNING AND EXECUTING COMPLICATED PROJECTS

What are/were my goals?

How many attempts did it take me to do this? Did I set out with a plan/strategy for doing this?

Did I come up with a strategy on the way?

What people did I go to and/or what other resources did I try?

Did it come out like I expected?



DEMO PREP

Name: Jasmine T.

PRODUCTION

My piece is a...
(drawing, painting, download...)

I'm trying to get across...

- my opinion
- my interest
- a mood
- an idea
- a feeling
- information

I made this...

- for fun, to entertain
- to give to someone
- to let others know how I feel
- to show my support for others
- to master a new skill
- to get others thinking
- because it was a good place to start

PROCESS

I went through these steps...

- brainstormed
- talked with other Members
- saw something similar
- decided to try something new
- made a plan
- showed it to others
- made revisions
- asked for advice
- experimented (trial & error)
- spent lots of time
- dealt with unexpected things

Looking at my piece, I can explain....

- what tools I used
- how I made this my own
- what I learned from Staff/Members
- where I was challenged

Don't really know why I started, but then when I got into it, I realized that I was making this storybook for my little sister.

I want to entertain her. Also, I want to learn how to use Microsoft Word and Photo Deluxe.

Thought of the idea, made some pictures, first on paper, then scanned them (added color), then began writing, wrote one chapter, then made it, then wrote another.

Realized I needed to know a lot about programs, so asked mentor for help.

Went back and re-read it a couple of days later. I thought that it was stupid, but my friend said it was good.

I learned to stick with it. It's special 'cause it's from me, for my sister.

DEMO PREP

The **Demo Prep** tool can help individuals prepare to talk about their work, giving them a written record of their thoughts about a particular piece of work and the steps they went through while creating.



DEMO PREP

BREAKTHROUGHS

When making this piece, I had a breakthrough when I discovered...

- I could finish a big project
- how to overcome obstacles
- how to work with others
- I had acquired more tech skills

The best things about this piece are...

- it looks how I want it to look
- it's imaginative
- I'm saying what I want to say
- it was fun to create
- it's technologically advanced

The thing I most like about this piece is...

BLOCKS

I'm blocked because...

- I'm not sure what to do next
- I want to make it more original
- I'm having technology trouble
- I don't know who can help me

I'd like help with...

- trying something new
- working on a group project
- learning a new tech skill

NEXT STEPS

My next steps for this piece are to...

- redesign it
- work with someone else
- show it to others/bigger audience
- spend more time enhancing it
- ask for help
- learn more technical skills
- move on and start another project

Beyond this piece, I plan to...

- tackle more complex work
- try to go for simple, sleek designs
- work with others
- become a professional (artist, music producer...)

Don't really know why I started, but then when I got into it, I realized that I was making this storybook for my little sister.

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Feedback: Ways to Be A Constructive Audience

No one designs in a vacuum. Producers, engineers, graphic designers, webmasters, filmmakers, animators and musicians all design and create for audiences. By their nature, the activities in the Clubhouse are communicative, and developing a sense of audience is an important part of the growth of technological fluency skills. That is why a Demo, Go-Around or Art Show is not just about presenting work. Instead, they also are about inviting others to offer constructive feedback about that work. The tools and ideas in this section are meant to help create an environment for expressing constructive feedback.

AUDIENCE PARTICIPATION POSTER SAMPLE

Keep it positive.
use words of support
Beautiful
Stylish
Cool
Colorful
Hot
Fabulous
Slick
Creative
Experimental
Unique
Different

Ask questions! (instead of giving criticism)

Take notes (rather than interrupting the speaker)

Offer tips and suggestions
what works; favorite parts; technical tools that could enhance the piece;
people who can collaborate/help bring it to the next level

AUDIENCE PARTICIPATION POSTER

One common approach for audience members in everything from writing workshops, alternative-school assessment processes, to art or architecture critical sessions, is to start with what you like about the piece, and request more of the same. As in, “I really liked the way you added that outline to that figure. That kind of design element stands out — could you try more things like that?” Or: “I like the experimental music you added to that scene, have you tried adding more?” This approach places an emphasis on **warm feedback**.

It’s very likely some people will feel nervous about presenting, or afraid they’ll get negative feedback. To ease their fear, you’ll most likely want to spend some time prepping the group — probably even creating a poster for types or standards of feedback. You may want to make a poster together — then you can point to the rules everyone developed when a question comes up about giving constructive feedback. Some Clubhouses have begun to make posters for words they can use to

describe work (such as art or music) and their feelings about it. By pushing themselves, the young people go beyond words like “cool” into deeper, more specific words, creating their own descriptive language.



AUDIENCE FEEDBACK

My Name: *Xavier*
Demo-er's name: *Shara and James*

PRODUCTION

This piece is a...
(drawing, picture, download...)
Architectural blueprint

- The audience is...
- Clubhouse Members
 - family
 - community
 - school
 - others

- I'd like to know...
- more about the process
 - how you made the sound
 - how you got it to look that way
 - why you didn't do something else

WARM FEEDBACK

- What I really like about this piece is...
- how it looks
 - how it sounds
 - how it makes me feel
 - how you worked with others

My reaction to this piece is...

- What's interesting about this piece is...
- it's not like anything I've seen
 - it went through lots of changes
 - it shows off your tech skills
 - it makes me think

TIPS

- I could see you
- turning it into a bigger project
 - adding sound
 - playing with the look and feel
 - combing it with another project

- Next, I encourage you to...
- experiment
 - do more of the same
 - seek out other tech skills
 - show it off to other people
 - hang it on the wall

Not sure who the audience is - they did it for themselves

how they made it - with so many angles. I want to learn how to do that.

I wonder why they didn't put in a door or more elevators.

it looks really cool - so many levels, it's elaborate. Also, it looks like it could be a real building, it's very clever.

They seemed to work really well together.

I didn't know we could make stuff like that here.

it reminds me a little of Sims. I like the way they thought about the people using the building, it looks like it took a lot of tech skill.

They could make a whole city or a bigger complex. Also, they could turn it in for building competitions.

maybe they could get a group together, then the team could try to build this Lego, or animate parts of it.

We should have an architecture competition.

AUDIENCE FEEDBACK

Often, young people and adults may know what they like about a piece of work, but have a hard time expressing exactly why they like it. The **Audience Feedback** form may help Clubhouse regulars communicate their reactions in specific, concrete, ways. (Coordinators may want to take more detailed notes on a **Demo Prep** form.)

These are designed to encourage note-taking and careful listening during a Demo or Green Table Talk. They also are intended to get the audience (Members, special guests, Mentors, Coordinators) thinking about the kind of responses and questions they want to share with Demo-ing Members.

These forms also are good for **jotting down follow-up questions and identifying challenges**, which are an important part of an exchange between a presenter and an audience. Audience members can think about how every answer can lead to more questions and listen to what the Demo-er is



DEMO PREP

FEEDBACK

Name: BILL (COORDINATOR)

PRODUCTION

My piece is a...
(drawing, painting, download...)

I'm trying to get across...

- my opinion
- my interest
- a mood
- an idea
- a feeling
- information

I made this...

- for fun, to entertain
- to give to someone
- to let others know how I feel
- to show my support for others
- to master a new skill
- to get others thinking
- because it was a good place to start

PROCESS

I went through these steps...

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- talked with other Members
- saw something similar
- decided to try something new
- made a plan
- showed it to others
- made revisions
- asked for advice
- experimented (trial & error)
- spent lots of time
- dealt with unexpected things

Looking at my piece, I can explain...

- what tools I used
- how I made this my own
- what I learned from Staff/Members
- where I was challenged

- SCAN OF PENCIL DRAWING
- HE ADDED COLORS, DIMENSIONS

DID FOR FUN
HAS IDEAS ABOUT AN INTENSE MOOD

THOUGH NOT REALLY SAID, I NOTICE HE'S DONE A LOT MORE SCANNING SINCE LEARNING IT FOR THIS, AND IS TEACHING OTHERS HOW TO DO IT.

- SAW ANOTHER MEMBER SCAN A DRAWING
- GOT PART OF IDEA FROM A SHARE
- BROUGHT IN DRAWING, SCANNED IT (W/ HELP FROM JUNIOR MENTOR), THEN ASKED FOR HELP LEARNING HOW TO CONNECT THE LINES, SO THE COLORS WOULDN'T BLEED, SPENT HOURS PICKING AND PLACING COLORS

- HAS TROUBLE EXPLAINING THE STEPS HE WENT THROUGH

I THINK HE WOULD LIKE TO CONVEY MORE IDEAS AND FEELINGS WITH THIS, BUT DOESN'T KNOW HOW



DEMO PREP

MORE FEEDBACK

BREAKTHROUGHS

When making this piece, I had a breakthrough when I discovered...

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- how to overcome obstacles
- how to work with others
- I had acquired more tech skills

The best things about this piece are...

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- I'm saying what I want to say
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- it's technologically advanced

The thing I most like about this piece is...

BLOCKS

I'm blocked because...

- I'm not sure what to do next
- I want to make it more original
- I'm having technology trouble
- I don't know who can help me

I'd like help with...

- trying something new
- working on a group project
- learning a new tech skill

NEXT STEPS

My next steps for this piece are to...

- redesign it
- work with someone else
- show it to others/bigger audience
- spend more time enhancing it
- ask for help
- learn more technical skills
- move on and start another project

Beyond this piece, I plan to...

- tackle more complex work
- try to go for simple, sleek designs
- work with others
- become a professional (artist, music producer...)

SEES BREAKTHROUGHS AS TECHNICAL - MOSTLY THEY WERE. DOESN'T SEEM TO HAVE MUCH PRIDE IN LEARNING THOSE SKILLS, THOUGH HE LOVES THE PICTURE, AND LIKES SHOWING IT OFF.

NOTE: HELP HIM TO FEEL PRIDE IN TECHNICAL ACCOMPLISHMENTS / NEW SKILLS

HE MOST LIKES UNIQUE STUFF, ABOUT THE IDEA BEHIND IT... HE WASN'T DONE MUCH LIKE THIS. MAYBE HE COULD HELP HIM TO DO MORE ART, BE MORE OF AN ARTIST, DEVELOP HIS FOCUS / ENTHUSIASM FOR THE (UNORTHODOX) IDEAS? MAYBE IF DEVELOPED THIS ROLE, WOULD HAVE MORE PRIDE IN ACCOMPLISHMENTS?

QUITE GOOD AT GETTING OVER HIS BLOCKS - ONLY NOT SO MUCH FOR FINDING A NEXT PROJECT.

KEEP HIM HELPING OTHERS LIKE HE DOES, AND HELP HIM TO MOVE ON AND ALWAYS HAVE SOMETHING OF HIS OWN BEYOND MORE ELEMENT-BASED ART? MORE SCANNED DRAWINGS? (MAYBE A SIMPLE 3-PAGE COMIC BOOK?)

DOESN'T HAVE ANY MORE IDEAS FOR NEXT STEPS ON THIS PROJECT - OR, REALLY, ON FUTURE PROJECTS. THE MEMBERS SUGGEST MORE DRAWINGS, SOME OF SAME CHARACTERS. HE SEEMS TO REALLY LIKE THIS.

HE PLANS ON HELPING PEOPLE MORE MAYBE INSTEAD OF JUST AS-NEEDED TECHNICAL HELP, HE COULD HELP BECOME AN IDEA GUY?

HELP HIM TO KEEP MAKING INTERESTING ART.

saying — and showing through his/her art. Their questions might address technique (How did you *do* that?), personal interest (*Why* did you do that?), creative possibility (This makes me think about another idea — What about doing *this* next?) or some other curiosity. The audience also may offer suggestions for how a piece can be strengthened or expanded.

YOUR ART: MY RESPONSE

An Art Show or Open House, where artwork and sound projects can be proudly displayed and featured throughout the Clubhouse, is a great opportunity to collect written feedback. The **Your Art: My Response** cards are good for gathering suggestions and ideas from Clubhouse regulars and outside visitors alike. Respondents can drop the cards in envelopes hanging beside each piece of work or sound station.

TOOL YOUR ART: MY RESPONSE

Your name: JOEY S.

Artist-Creator Member's name: ARTHUR Date: 5/16

Project name: PHOTO POSTER

POSITIVE FEEDBACK:

What do you like about this piece? Most interesting/fun/dynamic/surprising?
 IT LOOKS COOL - IT'S FUNNY, THE FACE SO LARGE - ALMOST INTENSE - YOU FEEL LIKE ACTION IS GOING ON - ALSO, THE WAY IT'S FUZZY AROUND THE EDGES, IT'S TOTALLY DIFFERENT. IT MAKES ME THINK OF ARTHUR, THE KIND OF PICTURES HE'D TAKE.

Think about what it's good at, or what you like best. Of those things, which would you like to see or hear more of?
 IT REALLY CAPTURES JANE AND DYLAN, THE SUBJECTS, BUT MAYBE THE ANGLE'S THE BEST THING. I'D LIKE TO SEE MORE WHERE HE PLAYS WITH THE ANGLE.

TOOL YOUR ART: MY RESPONSE

QUESTIONS:

What does this remind you of, or make you think about?
 IT MAKES ME THINK OF FALL (IT FEELS LIKE A COLD RELIEF).

What's good about this work? COOL TO LOOK AT - IT'S DIFFERENT.

What's interesting about this work? IT'S UNIQUE, ALSO, THAT IT'S SO LARGE.

Based on what's interesting or good about the work, write down 1 or 2 questions that you would like to ask the artist.

DID YOU THINK ABOUT THIS BEFORE YOU TOOK IT? HOW DID YOU GET THE SUBJECTS TO DO THAT?
 HOW DID YOU MAKE IT SO LARGE - AND FOCUSED IN THE MIDDLE BUT FUZZY ON THE EDGES?
 WHY IS IT BLACK AND WHITE?

Portfolios: How to Keep Track of Work

The tools and information in this section are intended to help Coordinators, Staff and Members establish systems for saving work. Setting up systems for saving the creative work that Clubhouse regulars produce is valuable for a wide range of reasons:

- ▶ To save the work is to place an inherent value in it — it signals to Members and others that the work matters.
- ▶ It helps to track individual progress and experimentation over time, which can serve as the basis for evaluation. Preserving creative work samples is a way to demonstrate to those outside of the Clubhouse, like potential supporters, the growth and skill development Members have experienced over time. For instance, Coordinators may wish to include sequences of portfolio pieces in proposals.
- ▶ It is a place to turn when a Member is stuck and has difficulty coming up with new activity ideas. Staff can look in the folder of work, and think of follow-up activities that the Member might not have thought of.
- ▶ Incoming Staff and Mentors can review portfolios to familiarize themselves with Members, to get an “in” into the work.

DAILY CREATIVITY LOG

Being aware of everything going on in a bustling Clubhouse is a challenge. Because of this, it is important to find strategies that can help you keep track of what's going on.

One strategy is for Staff (Coordinator, assistants, Mentors, jr. Staff) to meet at the end of every day for 10 – 15 minutes, and do a little “Wrap” session, discussing what they've seen: what kind of stuff Members are doing, who's working on what, what Members newly discovered that day, etc.

Another strategy is to use the **Daily Creativity Log**, which a Staff person can complete in a few minutes each day. Not only is this useful for “charting” what Clubhouse regulars are learning, it also can help Staff and Mentors know how to follow up in future conversations.

 DAILY CREATIVITY LOG	
DATE: 5/12/03	
NAME	PROJECT TYPE, NOTES
JOE S.	SIMS - ROLLER-COASTER HAS MADE SEVERAL BEFORE
JASMINE T.	USING KIDPIX, PHOTODELUXE, AND WORD, TO MAKE STORYBOOK (2ND DAY)
CARL F.	JUST HANGING OUT
TODD G.	DISCUSSING PHOTOSHOP WITH OTHERS
MICHAEL H.	TALKING WITH FRIENDS
SHARA P.	ARCHITECTURE PROGRAM, DESIGNING BUILDING
EMILY P.	PRACTICING (LEARNING) TYPING
MIKEE D., JOEY M., & JUAN D.	SOUND STUDIO - MAKING ORIGINAL MUSIC TRACK - NEARLY COMPLETE

STAGES OF CREATIVITY

Another way to think about the creative process and portfolio development is to consider where an individual piece of a Member’s work falls along the **Stages of Creativity**. This document discusses five important dimensions of potential growth in the Clubhouse and is organized across three stages that describe a Member’s increasing awareness and accomplishment. You may wish to use these **Stages** to guide conversations about which pieces of work Members want to include in their portfolios. Together, you can talk about which projects represent particular skills and growth. (To see how researchers at CCT evaluated individual pieces of Members’ work, see our Year Two Evaluation Report. Search “Intel Clubhouse” at the CCT website: [http://edc.org/CCT/.](http://edc.org/CCT/))

STAGES OF CREATIVITY

Goal 1: Ability to Express Oneself with Technology

	STAGE ONE	STAGE TWO	STAGE THREE
Personal Connection	Member’s primary focus is on doing something technical, like learning a new piece of software.	Member uses his/her technical skills to begin to make something relevant to his/her life and interests.	Member makes something that demonstrates his/her personal investment in a topic or style.
Originality	Member’s piece is very similar to what others have done in the Clubhouse.	Member’s piece mostly imitates what others have done (in or outside the Clubhouse) but has some original elements as well.	Member’s piece is original and/or innovative.
Process	Member is primarily focused on what s/he is making — the thing itself — rather than the process of making it.	Member can do a process walk-through, explaining what happened, but still focuses mainly on the product.	Member describes the value of the creative process and what s/he has learned overall.

Goal 2: Collaboration, Team Work, and Contribution to the Community

	STAGE ONE	STAGE TWO	STAGE THREE
Teamwork	Member works in a group where there is little or no collaboration. A single person makes most decisions and the others work alongside one another.	Member works in a group where everyone is responsible for a specific task that contributes to the overall project. Group members share their work with each other and are influenced by one another.	Member works in a group where decisions and learning involve everyone. The entire project is jointly created with all members contributing to the decision-making.
Collaboration	Member works alone, not seeking assistance from anyone.	Member seeks help from others when a challenge arises. Member’s piece reflects this assistance and/or guidance.	Member acquires significant new knowledge as a result of asking others for assistance and feedback.
Sharing	Member expresses no interest in sharing the piece with others.	Member displays and/or saves the piece in a folder or portfolio.	Member presents the piece to and/or shares it with an audience. This may be an audience of peers or the larger Clubhouse community.

STAGES OF CREATIVITY

Goal 3: Building Self-Esteem and Self-Efficacy

	STAGE ONE	STAGE TWO	STAGE THREE
View of Self	Member views him/herself primarily as a user of technical resources.	Member feels s/he has mastery of some technical skills and is beginning to see him/herself as a designer and creator.	Member demonstrates flexibility as a learner and is comfortable drawing on different skills. Member may be acknowledged as a helpful person to go to in the Clubhouse for certain kinds of help.
Knowledge	Member works on projects that require skills that s/he already knows.	Member works on projects that require some knowledge and skills s/he has and some skills and knowledge that s/he must learn.	Member identifies new skills and knowledge s/he would like to have and pursues projects that will allow him/her to acquire them.
Sense of Accomplishment	Member is content to start and stop multiple projects without completing any.	Member demonstrates some allegiance to the process and commitment to the completion of a product.	Member derives a sense of accomplishment from seeing a piece of work through from start to finish.

Goal 4: Ability to Solve Complex Problems

	STAGE ONE	STAGE TWO	STAGE THREE
Audience	Member primarily creates for him/herself.	Member considers who will view a piece s/he is creating and is interested in how others will perceive it.	Member is creating a piece for a particular audience and knows why.
Challenges	Member doesn't identify any challenges.	Member identifies one or more challenges and how s/he may address them.	Member talks about challenges and considers which solutions might be effective in dealing with them.
Choices	Member focuses on one solution and/or one software application.	Member is aware of multiple tools, programs, and/or resources, and has some knowledge of why some are better suited than others for various purposes.	Member understands the merits of various programs, resources, and tools, and can explain why s/he seeks different ones out to meet different needs.
Advanced Program Features	Member is aware of advanced program features (e.g., visual effects and sound recording) but does not use them to enhance a piece of work.	Member uses advanced program features to enhance a piece and support its content.	Member uses advanced program features for specific reasons, thinking about their properties and what they convey.

Goal 5: Ability to Develop, Plan, and Execute Complex Projects

	STAGE ONE	STAGE TWO	STAGE THREE
Goal-Setting	Member says that the activity itself is the goal of doing a certain piece.	Member talks about a larger goal, and sees creating a piece as something related to that goal.	Member not only discusses a larger goal apart from a specific project but is able to describe different alternatives and directions that s/he might go next.
Planning & Persistence	Member creates a piece that is a single attempt, unconnected to any other attempts.	Member creates a piece that is part of on-going attempts working towards a goal.	Member creates a piece that is the result of systematic planning, testing and re-doing. Member is moving through a creative process with a clear strategy and goals.
Resourcefulness	Member does not identify different resources available to him/her, like technical tools and other people in the Clubhouse.	Member identifies more than one resource he/she is aware of, and how it may contribute to creating a piece.	Member is able to identify and connect with a broad range of resources, of different types, to support different stages of a project.

Tools



What are you making and why?

- ▶ Who is your audience?
- ▶ Why did you decide to make this piece?
- ▶ How did you get the idea?
- ▶ How did you figure out how to do it?

What's working?

- ▶ How does this express your feelings/opinions/ideas? Which parts capture them best?
How are these feelings/opinions/ideas connected to certain choices you made?
- ▶ Looking at it now, how has it changed since you started?
- ▶ What kind of impact do you think your piece could have on other Members, and on you?
- ▶ How else might you express those feelings/opinions/ideas?
- ▶ What did you like about making it?
- ▶ Does the work capture or express what you hoped it would?
- ▶ How did you decide what to do? Did you already know how, or were there things you needed to learn?
- ▶ Once you decided what to do, what did you do next?
- ▶ How did you go about learning new skills? Did someone show you how? Did you use the manual?
- ▶ How does your piece make you feel — are there parts that make you proud?

Any blocks?

IF BLOCKED:

- ▶▶ What do you most want to do next?
- ▶▶ How might you go about figuring out solutions to this challenge?

IF BORED:

- ▶▶ What would make this look/sound cool?
- ▶▶ What have you always wanted to try doing in the Clubhouse?
- ▶▶ How much of this piece is bits built into the program, and how much is stuff you designed/made?
- ▶▶ What did you learn so far while doing this?
- ▶▶ When you got stuck on this piece, how did you figure out how to move forward?
- ▶▶ Have you asked other Members for help? What are their ideas? What would they like to see?
- ▶▶ What is the most striking thing about this piece?
- ▶▶ Have you been stuck this way before? What did you do?
- ▶▶ How is this different from other work you've created?

What's next?

- ▶▶ Who would you like to share this with? (a bigger audience?)
- ▶▶ What challenges do you want to focus on?
- ▶▶ What would you like to be better at doing?
- ▶▶ Does this project tie into larger goals — either what you want to learn here or outside the Clubhouse?
- ▶▶ What kind of work do you want to make next and why?
- ▶▶ How could you use these skills to help support the community?
- ▶▶ Are there things you would like to do to make this piece different?
- ▶▶ Are there other directions you'd like to go in using the same ideas?



STORYBOARD

WORKING TITLE:

NAME:

DATE:



STORYBOARD

Name: _____

PRODUCTION

My piece is a...

(drawing, painting, download...)

I'm trying to get across...

- my opinion
- my interest
- a mood
- an idea
- a feeling
- information

I made this...

- for fun, to entertain
- to give to someone
- to let others know how I feel
- to show my support for others
- to master a new skill
- to get others thinking
- because it was a good place to start

PROCESS

I went through these steps...

- brainstormed
- talked with other Members
- saw something similar
- decided to try something new
- made a plan
- showed it to others
- made revisions
- asked for advice
- experimented (trial & error)
- spent lots of time
- dealt with unexpected things

Looking at my piece, I can explain....

- what tools I used
 - how I made this my own
 - what I learned from Staff/Members
 - where I was challenged
-

BREAKTHROUGHS

When making this piece, I had a breakthrough when I discovered...

- I could finish a big project
- how to overcome obstacles
- how to work with others
- I had acquired more tech skills

The best things about this piece are...

- it looks how I want it to look
- it's imaginative
- I'm saying what I want to say
- it was fun to create
- it's technologically advanced

The thing I most like about this piece is...

BLOCKS

I'm blocked because...

- I'm not sure what to do next
- I want to make it more original
- I'm having technology trouble
- I don't know who can help me

I'd like help with...

- trying something new
- working on a group project
- learning a new tech skill

NEXT STEPS

My next steps for this piece are to...

- redesign it
- work with someone else
- show it to others/bigger audience
- spend more time enhancing it
- ask for help
- learn more technical skills
- move on and start another project

Beyond this piece, I plan to...

- tackle more complex work
- try to go for simple, sleek designs
- work with others
- become a professional (artist, music producer...)

PRODUCTION

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(drawing, painting, download...)

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- how I made this my own
- what I learned from Staff/Members
- where I was challenged

WHO IS YOUR AUDIENCE?

HOW DOES IT EXPRESS YOUR FEELING/OPINION/IDEA?

WHAT DID YOU LIKE ABOUT THE PROCESS OF MAKING THIS PIECE?

DOES IT CAPTURE OR EXPRESS WHAT YOU HOPED IT WOULD?

SOMETIMES THINGS SEEM DIFFERENT AFTER TIME PASSES - DOES THIS PIECE SEEM DIFFERENT THAN BEFORE?

CAN YOU THINK OF WAYS THAT YOU MIGHT DRAW ON YOUR OTHER INTERESTS IN THE THINGS YOU MAKE HERE?

WHAT KIND OF IMPACT DO YOU THINK YOUR PIECE HAS?

HOW DID YOU DECIDE WHAT YOU WANTED TO MAKE?

HOW DID YOU DECIDE WHAT TO DO? DID YOU ALREADY KNOW HOW OR WAS THERE SOMETHING NEW YOU HAD TO LEARN?

HOW DID YOU WORK WITH OTHERS? WHO DID WHAT AND HOW DID THE GROUP DECIDE TO BREAKDOWN THE TASKS?

HOW DID YOU DECIDE TO USE CERTAIN TOOLS/SOFTWARE? IF YOU WERE TO DO IT AGAIN, WOULD YOU TRY SOMETHING ELSE?

HOW DID YOU GO ABOUT LEARNING NEW SKILLS? DID SOMEONE SHOW YOU HOW TO DO IT? DID YOU USE THE MANUAL?

HOW MUCH OF THE PIECE IS BITS BUILT INTO THE PROGRAM, AND HOW MUCH IS STUFF YOU DESIGNED/MADE?

BREAKTHROUGHS

When making this piece, I had a breakthrough when I discovered...

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- learn more technical skills
- move on and start another project

Beyond this piece, I plan to...

- tackle more complex work
- try to go for simple, sleek designs
- work with others
- become a professional (artist, music producer...)

HOW IS THIS DIFFERENT FROM OTHER WORK YOU'VE CREATED?

WHAT ARE SOME OF THINGS THAT YOU DIDN'T KNOW HOW TO DO WHEN YOU STARTED? WHEN YOU GOT STUCK ON THIS PIECE, HOW DID YOU FIGURE OUT HOW TO MOVE FORWARD?

WHAT IS IT ABOUT THE PIECE THAT YOU LIKE? WHY IS THAT?

DO YOU FEEL LIKE AN EXPERT AT THIS NOW?

IF BLOCKED: WHAT DO YOU MOST WANT TO DO NEXT? HOW MIGHT YOU GO ABOUT FIGURING OUT SOLUTIONS TO THIS CHALLENGE?

IF BORED: WHAT WOULD MAKE THIS LOOK/SOUND COOL? WHAT HAVE YOU ALWAYS WANTED TO TRY DOING IN THE CLUBHOUSE?

HAVE YOU THOUGHT ABOUT ASKING OTHERS FOR SUGGESTIONS?

TO OTHER MEMBERS: WHAT IS THE MOST STRIKING THING ABOUT THIS MEMBER'S WORK?

HAVE YOU BEEN STUCK THIS WAY BEFORE? WHAT DID YOU DO BEFORE?

WHO WOULD YOU LIKE TO SHARE THIS WITH?

WHAT CHALLENGES DO YOU WANT TO FOCUS ON? WHAT WOULD YOU LIKE TO BE BETTER AT DOING?

DOES THIS PROJECT TIE INTO LARGER GOALS - EITHER WHAT YOU WANT TO LEARN HERE OR OUTSIDE THE CLUBHOUSE?

WHAT KIND OF WORK DO YOU WANT TO MAKE NEXT AND WHY?

HOW COULD YOU USE THESE SKILLS TO HELP SUPPORT/GIVE BACK TO THE COMMUNITY?

ARE THERE THINGS YOU WOULD LIKE TO DO TO MAKE THIS PIECE DIFFERENT?



AUDIENCE FEEDBACK

My Name:

Demo-er's name:

PRODUCTION

This piece is a...
(drawing, picture, download...)

The audience is...

- Clubhouse Members
- family
- community
- school
- others

I'd like to know...

- more about the process
- how you made the sound
- how you got it to look that way
- why you didn't do something else

WARM FEEDBACK

What I really like about this piece is...

- how it looks
- how it sounds
- how it makes me feel
- how you worked with others

My reaction to this piece is...

What's interesting about this piece is...

- it's not like anything I've seen
- it went through lots of changes
- it shows off your tech skills
- it makes me think

TIPS

I could see you

- turning it into a bigger project
- adding sound
- playing with the look and feel
- combing it with another project

Next, I encourage you to...

- experiment
- do more of the same
- seek out other tech skills
- show it off to other people
- hang it on the wall



YOUR ART: MY RESPONSE

Your name:

Artist-Creator Member's name:

Date:

Project name:

POSITIVE FEEDBACK: _____

What do you like about this piece? Most interesting/fun/dynamic/surprising?

Think about what it's good at, or what you like best. Of those things, which would you like to see or hear more of?



YOUR ART: MY RESPONSE

Your name:

Artist-Creator Member's name:

Date:

Project name:

POSITIVE FEEDBACK: _____

What do you like about this piece? Most interesting/fun/dynamic/surprising?

Think about what it's good at, or what you like best. Of those things, which would you like to see or hear more of?



TOOL YOUR ART: MY RESPONSE

QUESTIONS:

What does this remind you of, or make you think about?

What's good about this work?

What's interesting about this work?

Based on what's interesting or good about the work, write down 1 or 2 questions that you would like to ask the artist.



TOOL YOUR ART: MY RESPONSE

QUESTIONS:

What does this remind you of, or make you think about?

What's good about this work?

What's interesting about this work?

Based on what's interesting or good about the work, write down 1 or 2 questions that you would like to ask the artist.



NAME:

What are you making?

[Drawing? Photoshop? Scanned piece? Animation? Video? Music track?]

Why did you make this? [Who is it for?]

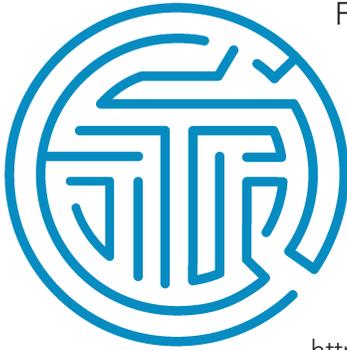
It is: complete
 still working/looking for feedback

Any blocks you're having?

Any breakthroughs you've had?

When/if you Demo this piece, what would you like to discuss?

About the Center for Children and Technology



For the last two decades, the Center for Children and Technology (CCT) has been at the forefront of educational technology research and development. We seek to create and understand new ways to foster learning and improve teaching through the development and thoughtful implementation of new technologies in a wide range of educational settings. Since 1993, CCT has been a part of the Educational Development Center, a non-profit organization that promotes human development through education.

More information about CCT's work and projects are available on our website at <http://www.edc.org/CCT>.

Questions about these resources can be sent to:

Terri Meade (tmeade@edc.org) or **Shelley Pasnik** (sp@edc.org)
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New York, NY 10014
212.807.4200

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