**How would you describe the relationship between creativity and the integration of the cognitive, affective, physical, sensing and intuitive aspects of the human mind? What are some ways to nurture that relationship. In what ways do the ideas shared either by Amy Tan and Adora Svitak model this integration?**

As I read through chapter 5, the overwhelming thing that stuck out to me was how complex the concept of creativity is and how varied the philosophies are regarding creativity and the human mind. To me, it seems like creativity relates to problem solving (in some way) to the cognitive, physical, sensing, and intuitive aspects of the human mind. Related to the cognitive, “problem solving and divergent thinking are the central focus for the development of creativity” (pg. 161). This type of rational thinking (identifying a problem and coming up with a logical solution) allows creativity to be used to create unique solutions to problems. People may be very intellectual in a particular domain, but if they cannot access that creative mindset when solving problems, they will probably never be a leader in their field who is able to move that subject along in society and create new innovations.

Although Clark writes, “…creativity can occur through self-expression and personal development and may not address a problem at all” (pg. 162), I would like to argue that creativity and the affective aspects of the human mind are still solving a problem. When we are using creativity to explore our own beliefs and emotions, we are still solving the problem of who we are. I think, however, that this kind of creativity is less rational and linear, but still just as important in the process of discovery.

Clark briefly touches upon the relationship between creativity and the physical/sensing aspect of the human mind since it is the area of creativity that most people think of when they think of creativity. Visual artists, musicians, and writers are using creativity to solve the problem of how to express themselves; although I thought it was interesting when Amy Tan brought up the idea that innate artistic ability is not necessarily artistic creativity. I’m intrigued what others think about that statement. Can you be artistic and not be creative?

In chapter 5, Clark writes, “Samples (1976) believed creativity produces an attitude that nurtures diversity, change, optimal involvement, and self-regulation” (pg. 164). The intuitive aspect of the human mind requires creativity to solve the problem of how a human can tap into the larger universe and the less conscious mind.

The most frustrating aspect of the content this week was the idea of how we can nurture creativity in the classroom. Clark writes, “…far more attention should be paid to the development of our creative abilities…[and we should] help you children learn techniques of relaxation, stress reduction, and the incubation of creative thought” (pg. 164). I agree fully with these ideas, and probably incorporate more creative thinking and creative production into my classes than many of the other teachers at my school. However, when there are no standards in the curriculum that mention (or even use the word) creativity, it makes it very challenging to nurture creativity school-wide. In my classroom, however, I try to include assignments that nurture creative writing and innovative thinking. For example, I give students a society problem from an ancient civilization and have them create a 3D solution to that problem (prior to learning about the actual solutions that society came up with). Clark suggests that teachers, who successfully develop creativity, “..give opportunities to use knowledge creatively…[and] value originality” (pg. 176-177). This type of assignment allows students to do both of these things within the confines of the content and standards. Teachers must also be creative in creating ways for students to develop their creativity.