



L Force Search Teacher's Guide



WELCOME DEAR INSPIRER OF YOUNG MINDS:

In order to participate in the L Force Search, please, in all seriousness, read this information with a sense of play and imagination. Complete the instructions as creatively and uniquely as you find within yourself to be. Always remember to believe in yourselves, because you have within you immeasurable worth. Let's create a world of love, because we can. We are creators.

And now, it's time. Gather your tribe. Take a deep breath. Listen. And, of course, have fun!
It's all about love and love is all about-

The Project CreO Tribe

L.FORCE SEARCH

OVERVIEW

Project Creo is launching a creative social entrepreneurial competition for students internationally. The project provides the opportunity for classrooms to be awarded mini-grants in order to turn creative ideas that benefit others into a reality.

The competition includes a user-friendly curriculum featuring a project-based learning model that utilizes the arts (music, theater, dance, visual art, film). This curriculum can be used to incorporate core subject themes and standards, while fostering the development of both right and left brain hemispheres.

It is a fun way to promote love and creativity in the classroom, while empowering students to creatively serve their community.

www.projectcreo.com



Project Creo's mission is to empower children* to change the world through creativity and love.

*if you have a body, you have a child in there somewhere.



L FORCE SEARCH

Check out the Appendix "Curriculum Connections." Connect your project to classroom curriculum with easy-to-use planning tools & rubrics.

To be considered in the search, one must follow these steps:

1. **INITIATION:** Gather your tribe (i.e. your classroom) and guide them through the L FORCE SEARCH, as directed in this guide, or online at projectcreo.com. Be sure to create your own group profile page on our L Force Search network found on the website.
2. **TRAINING:** Choose the training activities that would work best with your tribe. Share your training journey on your profile page by posting videos, photos, blog entries, or whatever other creative means you can think of to share your story. A minimum of two posts per color (one post per activity) is required to be considered for a grant prize. Have fun as students around the world share their stories with each other! PLEASE NOTE: It is extremely important that you honor school and government policy at all times when sharing photographs of students and their work.
3. **MISSION:** Create a short film or music video with your class using the music provided on our website & complete a survey to share how your tribe wants to inspire love in the world, and your classroom could be considered for a grant of up to \$1,000 US Dollars. Empower students to make a positive difference in their community! Dates of the L FORCE SEARCH grant competition are as follows:

SEARCH BEGINS SEPTEMBER 1, 2016
SEARCH CLOSES DECEMBER 1, 2016
GRANT AWARDS ANNOUNCED JANUARY 1, 2016





PART I: DISCOVERY



OPENING

Materials: Writing surface and utensil

Watch the video sent to us from the Tribal Council (**wink, wink**) entitled “The Lovelution is Here.” If you prefer, you can also read the text from previous page, adapting the verbiage to the age group of your students. Next, create a tribal agreement (a contract) between each other that establishes how you will work and play together throughout the mission. Create and agree upon it together - you can even have the students sign it if you'd like. The Project Creo tribe likes to start all of our contracts out with the following principles (use these and create your own):

1. We are here now.
2. We practice kindness with ourselves and others.
3. We listen with an open mind.
4. We protect each other's hearts, minds, and bodies.
5. We explore the unknown.
6. We have fun!



ICEBREAKER

Materials: 1 sheet of paper and 1 colored drawing utensil for each tribal member; If you have some music and a means to play it, this is extra fun.

Sit in a circle, giving each member enough space to draw. Explain to everyone in the tribe that the intention of the game is to collectively create various creatures. There are no rules as to how the creature should look. Every member begins by drawing an abstract shape or line on the sheet of paper with their colored drawing utensil. Give 10-15 seconds of drawing time, and once the time is up, every one in the circle passes their sheet of paper to the left. Repeat the process, going completely around the circle at least 2 times (you can go around as many times as you like, but typically 2-4 times are plenty).



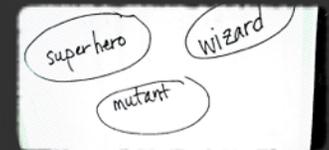
SPARK & INVESTIGATION

Materials: Video player, writing surface, and writing utensil

Watch the super-creature montage online, or read the Tribal Council Message “Remember Who You Are” in the appendices. Enjoy. :)

Materials: Writing surface and writing utensil

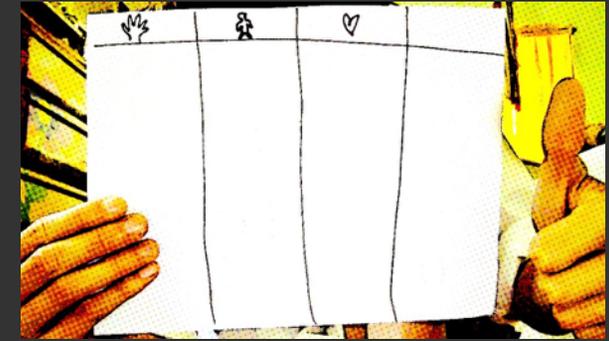
1. Write the following words on a writing surface everyone can see: Superhero, mutant, wizard
2. Circle each word.
3. Idea blast: Discuss among your tribe what you know about each word, what types of things you would find in the 'world' of each of these characters. You could ask yourselves questions like, “What's the first thing that comes to mind when you think of a superhero or x-men mutant? How about a wizard? Who are they? What do they do? Why do they do it? What are they known for? Things like that.
4. After fully 'fleshing out' your ideas for each word, find the things listed that each type of 'creature' have in common. Superheroes, mutants, and wizards are just examples of super-creatures that we currently tell stories about...they are a fun start! And a fun question to ponder: What if there are more super creatures among us that haven't yet been discovered? What would they look like? What would they do? Why would they do it? What type of superhero are you? What can you do to help the planet?



Materials: Writing surface and writing utensil for each student

Make sure each tribal member has a sheet of paper. Here is an example →

This is a creative writing exercise. The student should get 1-2 minutes to write in each column according to the prompts below. The goal is to allow as many words to flow in a shorter amount of time. The first thing that comes to the brain is what should be included. If it helps, one can keep repeating the same word over and over until the next word comes. Also, no one should see this list but the student, unless he or she chooses to share it with someone - so it's safe to be honest and let the ideas flow. Invite them to have fun as they write!



MAIN GAME



PROMPT FOR HAND COLUMN

The hand represents your abilities and your talents. In this column, take 1-2 minutes to list all of the things you love and appreciate about what you can do.

Examples:

singing, I'm good with math and numbers, organization, dance, skilled with words, feel how other people are feeling, help friends to feel better, run fast, play soccer, I can come up with exciting ideas.

Notice that this list includes all kinds of special things that you appreciate about yourself.



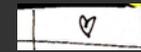
PROMPT FOR BODY COLUMN

The body represents your physical attributes. In this column, take 1-2 minutes to list all of the things you love and appreciate about your body.

Examples:

I like that I'm short, tall, I like my nose, mouth, eyes, ears, hair, I'm fast, flexible, able to walk, run, smell, etc.

Notice that this list includes all kinds of special things you appreciate about your body (and can include what you appreciate about what your body can do).



PROMPT FOR HEART COLUMN

The heart represents your personality, your being, or your essence. In this column, take 1-2 minutes to list all of the things you love and appreciate about who you are as a human being. Typically these come in the form of adjectives that someone who loves you might use to describe you.

Examples:

kind, smart, compassionate, sweet, loving, adventurous, passionate, generous.

Notice that this list includes all kinds of special things you love about who you are.

After completing the Love list, have your students go back through the three columns and circle the ideas that they feel represent them the most accurately. The characteristics or items that 'stand out.' They should circle 1-3 items in each column.

PROMPT FOR THE FINAL COLUMN:

Imagine that tonight as you are sleeping you experience a mutation. These items that you felt were most representative of your positive attributes, completely mutate to become even more amazing. You become your very own super-creature, with powers that go beyond the norm. If you love that you are really flexible, how would your superhero look? If you love that you are kind to others, how would that mutate if it were beyond what is considered normal? If you are really great at numbers, how would that mutate in a super-creature world?

In the final column, students write out the first rough draft of their super-creature.

List out the following:

1. Name (What is it called?)
2. Super abilities (What can it do?)
3. Physical attributes (What does it look like?)
4. Mission (Why is it on the planet?)
5. Weakness or kryptonite (what is it's greatest challenge?)

After you finish writing, create a sketch of your super-creature using any visual arts materials you can find.

Next, students create a sketch of their super-creature using any visual arts materials available.

Finally, share your super-creature with your tribe. They can do this by simply sitting in a circle and explaining the 5 things you created in your fourth column, as well as your sketch. They could also create physical frozen images (tableaux) with your body to illustrate an embodiment of your super-creature.

Once everyone has shared, create a group frozen image on how the super-creatures would look 'in action' in a poster for a movie. For examples of group images, check out a fun video on Image Theater on the online curriculum.

YOU MUST TAKE A PICTURE OF YOUR GROUP TABLEAUX AND SHARE IT ON YOUR L FORCE SEARCH PROFILE PAGE, INCLUDING THE HASHTAGS: #LOVELUTION #ALLABOUTLOVE #WEARELOVE #LFORCETRIBE

SHARE
YOUR
STORY!

Materials: Writing surface and writing utensil, 5-10 minutes

Tribal Discussion (we recommend in a circle, if possible):

Take a moment to notice the similarities and differences between the super-creatures in your group. How can they work together for a joint mission or purpose?

Written reflection prompts:

Recognize when and where you can already see your super-creature in action in your daily life. Take a moment to celebrate your accomplishments.

Superman's mission involved coming to the planet to help protect the human race. In your daily life, in what way can your super creature serve your surroundings on planet earth (i.e. in your personal life, family life, hobbies or jobs)?

The Creo Tribe likes to end our time together with a hand on the head and a hand on the heart repeating our motto as a group:

"I believe in myself because I have worth. I create a world of love because I am a creator."

We usually sing too, because making music feels great.

If you want a song to jam to, check out our Lovelution theme song "About" on our website!



REFLECTION



CLOSING





PART II : TRAINING

THE SPECTRUM OF LOVE

If you shine light through a prism, you can see the colors of a rainbow. There are different colors, yet all of them white light. If you look for love around the world, you can also see a lot of colors. There are different ways to practice love, yet all of them powerful tools to create positive change.

This is why we like to think of the spectrum of light (Red - Orange - Yellow - Green - Blue - Indigo - Violet) as the spectrum of love (Presence - Play - Courage - Compassion - Gratitude - Hope - Unity)

In order to prepare for your tribe's mission, you must first train your brain in the ways of the L FORCE.

In the words of Matthieu Ricard, "Mind training matters. This is not just a luxury. This is not a supplementary vitamin for the soul; this is something that's going to determine the quality of every instant of our lives. We are ready to spend 15 years achieving education. We love to do jogging, fitness. We do all kinds of things to remain beautiful. Yet we spend surprisingly little time taking care of what matters most: the way our mind functions." We believe in an intentional approach to train our minds to actively experience and create a more loving world for ourselves and for others.

Our brain has two hemispheres, the left and the right hemisphere, each of which has its own unique, and evolutionarily necessary functions and abilities. Our left brain is predominantly responsible for language, for our ability to remember the past and imagine the future, to plan, to analyze, to dissect details and use them to solve problems. It allows us to take initiative, and act on our thoughts. Pretty valuable, right? Our right hemisphere, on the other hand, is where creative thinking lies. It is what allows us to engage in divergent thinking. It is where our experiences of bliss, wonder, and awe lie; our connection to other people, our depth of experience in the present moment, empathy, compassion, and our perceptual experience of life's mysteries. It is, in short, where we find the experience of creativity and love.

It is important to utilize educational practices, that value, train, and refine both left and right brain hemispheres. Modern society is not so adept at valuing or developing the faculties of our right hemisphere. We are grateful that there is a groundswell of people (especially in education) who want to fully develop their own neurological capabilities in a healthier, more balanced, and ultimately, more loving ways. There are many ways to holistically develop our brains, and to practice the mysterious

YOUR TRAINING ASSIGNMENT

Your group of students must complete at least 2 spark activities from each of the colors in the spectrum of love and post your experience on your L Force Search profile page either through a message, photo, video (or all of the above) in order to be considered for the L Force Search grant.

2 posts per color is the minimum requirement. The more you post, the better. More love in your tribe and more love on the planet. Everyone wins.

To find the training activities, visit the Training page for the L Force Search on projectcreo.com



RED - PRESENCE

ORANGE - PLAY

YELLOW - COURAGE

GREEN - COMPASSION

BLUE - GRATITUDE

INDIGO - HOPE

VIOLET - UNITY



PART III: MISSION

1. CREATE A SHORT FILM TO INSPIRE LOVE

THE SOUNDTRACK HAS ALREADY BEEN DONE FOR YOU.

All you have to do is pick one track listed on the website, then create & edit a video to go with the music.

The short film video material must:

1. Include original footage that you created
2. Last for the entirety of the track
3. Be a creative expression of the aspect of love associated with the color (for example, a short film using the 'RED' track should have something to do with presence and/or inspires presence)
4. Be shared on your L FORCE Search profile page

NOTE: IF YOU DON'T HAVE ACCESS TO iMOVIE OR OTHER MOVIE EDITING SOFTWARE, CHECK OUT YouTube OR OTHER FREE ONLINE VIDEO EDITING OPTIONS TO HELP YOU ACCOMPLISH YOUR MISSION.

2. COMPLETE THE L FORCE SEARCH SURVEY

This online survey gives your group of students the opportunity to use words to express how they want to spread love in their community and how they would budget the grant prize money!





WRITING ACTIVITY

Use this writing activity to help your students complete the survey.

Materials: Video player, writing surface and utensils

You can use the following video to spark conversation with your students about how they want to change the world for the better.

1. Write the following words on a writing surface everyone can see:
Small things done with great love will change the world.” - Mother Theresa
2. Circle the phrase.
3. Idea blast: Discuss among your tribe this sentence means. You could ask questions like, What are small acts of love? What does it look like when we change the world? What purpose does a changing the world serve? What are ways we can make a difference as an individual? What issues are you passionate about and want to see improve? What about our passions as a group? Things like that.

WRITING PROMPT:

Taking a look at some of your ideas on how you can change the world - describe what kind of project you can imagine that will make a positive difference in your local community. This can be helping out within your classroom, or within a larger community like your school, your street, your neighborhood, your workplace, or your country. Think about your love training and all the ways you can show love to yourselves and others in order to make this world a better place.

If you need some help clarifying a challenge in your area, trying filling out this challenge and solution statement to put your ideas to words.

CHALLENGE STATEMENT:

Our community of _____
(i.e. school, neighborhood, town, city)

is faced with a challenge of _____
(social issue or problem).

This challenge is significant to our community because

(the reason it is a problem, how it affects the community).

SOLUTION STATEMENT:

If we _____ (chosen
action to be taken towards solution), **then the**
_____ (social issue or
challenge) **would be improved upon or resolved because**
_____ (the
reasons why and/or how the situation would be improved).



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APPENDICES

CURRIULUM CONNECTIONS

In order to facilitate an environment of investigation and integrated learning across curriculum, you can use the following visuals in your classroom to empower students to document their learning process and discoveries.

CURRICULUM CONNECTIONS CHART

The table pictured here is an example of how students can track their own learning throughout the project. A table similar to this, catered to your specific project can be displayed in the classroom for the entire group to interact with, or can also be created for each student to track his or her own learning achievements.

SUBJECT	WHAT DID WE LEARN?	HOW COULD IT CONNECT TO OUR PROJECT?
Vocabulary		
Social Studies		
Science		
etc.		

PARKING LOT

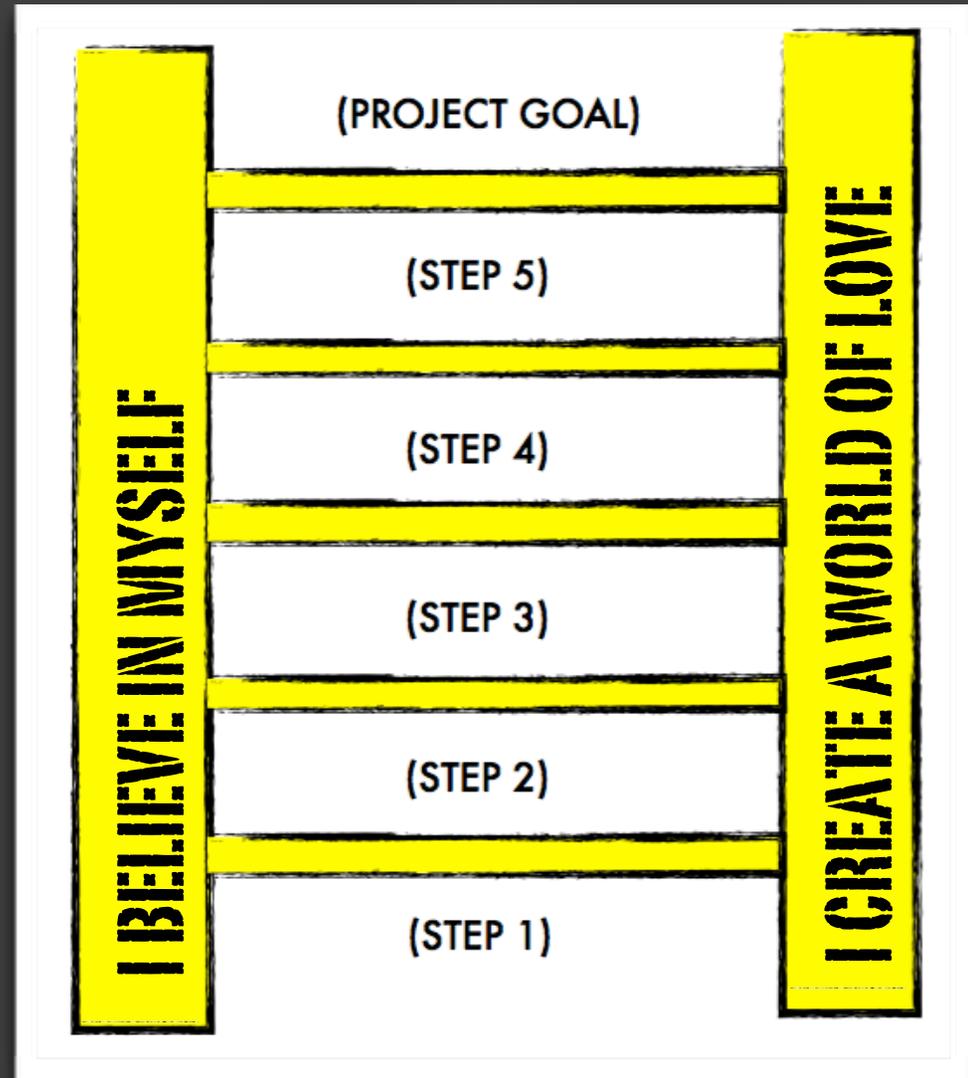
Create an area in the class where students can post questions that arise throughout the process. These can be reviewed daily or weekly in order to foster an environment for inquiry and further investigation as the project develops.

AH-HA! BOARD

Create an area in the class where students can post their discovery moments and review weekly or daily to celebrate what they have learned throughout the project.

PROJECT LADDER PLAN

The fun visual pictures here can be reviewed throughout the process in order for students to self-assess how their project plan is working and if any adjustments need to be made and documented. Adjust the number of steps according to your specific project.



PROJECT RUBRIC

The table below serves as a rubric to assess knowledge of content, 21st century skills, and character development. Some ideas on how to use the rubric in assessing your students include: video journals to verbally or visually express understanding of concepts, written assessments (i.e. journal entries, essays, explanation of vocabulary), teacher observations during session activities throughout the process, and student self-assessment (individual reflection, peer evaluations)

Area	Level 1 Not at Standard	Level 2 Approaching Standard	Level 3 Meets Standard	Level 4 Exceeds Standard
Curriculum Content	<ul style="list-style-type: none"> -Demonstrates limited knowledge and understanding of concepts -Demonstrates inability to answer questions or share information about the subject 	<ul style="list-style-type: none"> -Demonstrates some knowledge and understanding of concepts -Expresses answers to only rudimentary questions about the subject; ability to share only basic information 	<ul style="list-style-type: none"> -Demonstrates considerable knowledge and understanding of concepts -Demonstrates ease in expressing answers or sharing higher level concepts regarding subject matter 	<ul style="list-style-type: none"> -Demonstrates thorough knowledge and understanding of concepts -Demonstrates ability to answer call class questions with thorough explanation; ability to clearly express ideas and elaborate on the subject both verbally and non-verbally
Creativity and Innovation	<ul style="list-style-type: none"> -Demonstrates little to no participation in creative process -Demonstrates a lack of initiative to try out new ideas or experiment to test out a concept 	<ul style="list-style-type: none"> -Demonstrates little participation in offering ideas, but listens actively to other members -Demonstrates willingness to experiment towards success, but is easily discouraged by failure 	<ul style="list-style-type: none"> -Engages in idea creation individually and participates by offering ideas to the group -Experiments actively and demonstrates understanding that failed attempts can inform success 	<ul style="list-style-type: none"> -Engages in multiple idea creation techniques and fully participates by offering insightful questions and listening well to others in the group -Experiments actively and uses failed attempts as an inspiration towards further development
Collaboration	<ul style="list-style-type: none"> -Uses disrespectful statements, responses and/or body language -Rarely listens to, shares with, and supports the efforts of others -Displays lack of compromise with group to accomplish a common goal, and often interferes with group from meetings its full potential 	<ul style="list-style-type: none"> -Rarely uses respectful statements, responses and body language; Rarely listens to, shares with, and supports the efforts of others. -Attempts to compromise with group to accomplish a common goal, but sometimes interferes group from meeting its full potential 	<ul style="list-style-type: none"> -Sometimes listens to, shares and supports others. Uses respectful and appropriate statements, responses and body language. -Exhibits willingness to compromise with group to accomplish a common goal 	<ul style="list-style-type: none"> -Consistently listens to others. All statements, responses are respectful and appropriate. Consistently listens to, shares with, and supports the efforts of others. -Demonstrates compromise, allowing the group to meet its full potential
Communication	<ul style="list-style-type: none"> -Expresses and organizes ideas and information with limited effectiveness -Fails to communicate with others in a diverse environment using both verbal and nonverbal communication 	<ul style="list-style-type: none"> -Expresses and organizes ideas and information with some effectiveness -Communicates thoughts and ideas using both verbal and nonverbal communication 	<ul style="list-style-type: none"> -Expresses and organizes ideas and information with considerable effectiveness -Effectively uses both verbal and nonverbal communication to present ideas to others 	<ul style="list-style-type: none"> -Expresses and organizes ideas and information with a high degree of effectiveness -Listens actively, expresses ideas verbally and non-verbally using a variety of techniques and forms of media
Critical Thinking	<ul style="list-style-type: none"> -Consistently displays a lack of ability to reflect on learning experiences and processes and draw a conclusion -Displays unsuccessful use of problem solving techniques -Exhibits lack of ability to address the driving question or answers the driving question but in an oversimplified way or not in context. 	<ul style="list-style-type: none"> -Attempts to reflect on learning experiences and processes and draw a conclusion -Effectively problem solves but does not utilize multiple techniques -Can answer the driving question but only with one point of view or using limited explanation of why. 	<ul style="list-style-type: none"> -Reflects critically on learning experiences and processes and displays ability to draw conclusions -Effectively utilizes multiple techniques to engage in problem solving -Answer the driving question with more complexity, explaining the argument for and against different viewpoints 	<ul style="list-style-type: none"> -Exhibits the ability to look at complex information and successfully draw conclusions that can apply to a situation -Effectively develops and utilizes multiple techniques to engage in problem solving and can articulate reasons for choosing -Thoroughly reflects critically on learning experiences and processes and applies to the future work
Character	<ul style="list-style-type: none"> -Displays lack of empathy and respect for others -Exhibits discrimination and judgement of others and their ideas -Displays destructive perspective on self and others through words and actions 	<ul style="list-style-type: none"> -Rarely displays lack of empathy and respect for others -Rarely exhibits tolerance of diversity, though sometimes exhibits discrimination of others and their ideas -Rarely displays constructive perspective on self and others through words and actions 	<ul style="list-style-type: none"> -Sometimes displays empathy and respect for others -Sometimes exhibits tolerance of diversity, rarely exhibiting discrimination of others and their ideas -Sometimes displays constructive perspective on self and others through words and actions 	<ul style="list-style-type: none"> -Consistently displays empathy and respect for others -Consistently exhibits tolerance of diversity of others and their ideas -Consistently displays constructive perspective on self and others through words and actions



STUDENT ASSESSMENT

The table below can be used for student assessment throughout the project, based on the rubric provided in the page above.

Name		Age	Grade	
Area	Beginning of process	Middle of process	End of process	Comments
Curriculum Content				
Creativity & innovation				
Collaboration				
Communication				
Critical Thinking				
Character				
Overall Average				

YOU PROBABLY HAVE MANY REASONS WHY you value creativity and love in your classroom. We'd love to hear about them as you embark on this adventure! In the meantime, here are some of the **REASONS WHY FOR US...**

OUR GLOBAL FAMILY IS IN NEED OF CREATIVE SOLUTIONS, AND CHILDREN ARE THE ANSWER.

Worldwide abundance and prosperity. A healthy population. Environmental sustainability. A shared existence of tolerance and love among brothers and sisters. This is the type of world we imagine, and we believe that children have the creative answers to make this world a reality. They are the wisest investment of our time and energy. A child* conscious of his or her immeasurable worth and creative potential is a child who knows how to play, imagine, and create a new reality with others. We believe this is the child that can truly change our world in ways we might have never considered.

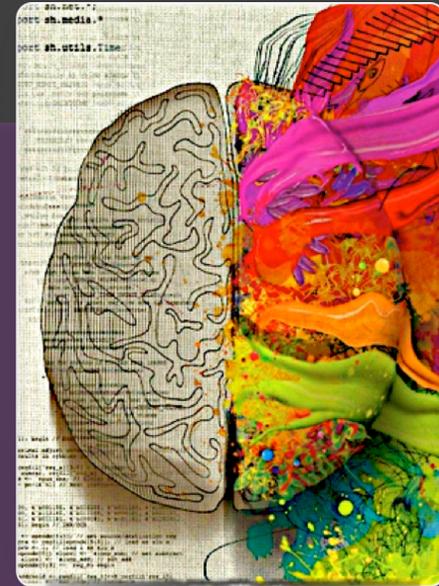
*Remember: If you have a body, you have a child in there somewhere

OUR THOUGHTS CREATE OUR WORLD

How we use our brains determines how we live our lives. Our system of personal beliefs, perspectives, and world-views that we develop throughout our lives determines how we treat ourselves and how we interact with the world around us. Unless we are aware of our own system of thinking and the results it produces in our lives, we are caught in a cycle of similar behaviors and thought patterns, whether negative or positive, throughout our lifetime.

OUR YOUTH'S EDUCATION IN CREATIVITY IS IMPERATIVE

If how we think affects how we act, then how we are training our children to think will greatly affect how our world looks. Our creative potential is an amazing phenomenon. We can imagine something in a unique way, and then bring it into a reality that others can see, experience, enjoy, and improve upon. Technology. Medicine. Business. Government. Community Service. When it comes to positive change, the right brain hemisphere (where our creative selves operate) is a force to be reckoned with - especially when assisted with its left brain hemisphere neighbor. Through a positive experience with creativity and critical thinking, the individual engages the imagination and begins to see new possibilities and choices that can be acted upon. These new possibilities build confidence and provide skills necessary for conscious actions toward positive change in self, community, environment and social issues.



-The 21st Century Skills Project claims that 'Critical thinking and problem solving, Communication, Collaboration, Creativity and innovation, Information and media literacy, and Contextual learning skills' are the essential learning and thinking skills for this century, all of which are recognized skills that are learned through the arts (www.p21.org)

-A traditional educational model caters heavily to the development of a child's left-brain hemisphere. In order to develop a child's complete neurological skill set, a child needs an educational model that also develops their right-brain hemisphere; the domain of creativity and arts-based learning. (Dr. Jill Bolte Taylor, *Stroke of Insight*)

-Harvard Business review has suggested that the MFA is the new MBA - that this new 'conceptual age and economy' requires individuals who are actively practicing the tools one gains through an arts-education (Pink, 2004).

TRAINING GUIDE STRUCTURE

This guide contains a series of group sessions that flow in the following progression in order to foster participation and creativity within your tribe. Use and adapt this structure to fit your group of earthlings (we've included a quick description of each part for your reference):



OPENING

Start off your training sessions by establishing and reviewing the tribal agreement in a creative and fun way. It is also important to share in a moment of gratitude and music making.



ICEBREAKER

'Break the ice' and generate participation and collaboration among your tribe. Smile, laugh, and have some fun with each other as you establish a positive energy for the training session (for fun icebreaker ideas, check out our icebreaker videos at projectcreo.com).



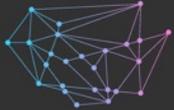
SPARK

Every fire starts with a spark. This moment is to inspire your minds and hearts as connected to the training session objective,



INVESTIGATION

A spark grows when we fan the flame. Through asking questions, sharing ideas, and taking charge of your own learning, you can train your brain along with your tribe to work towards your mission.



MAIN GAME

The principal activity to be accomplished during the session in order to work towards your mission. We call it a game, because work can be fun if we allow it to be so.



REFLECTION

A moment for your tribe to reflect and assess what was experienced, learned, and achieved during the training session. We encourage your tribe to give these moments 'weight' as they are important to your training.



CLOSING

Take a moment to celebrate what you've achieved together. To celebrate who you are and what you are capable of. The Creo Tribe likes to end our sessions with a hand on the head and a hand on the heart repeating our motto together: "I believe in myself because I have worth. I create a world of love because I am a creator." We usually sing too, because making music feels great.

A MESSAGE FROM THE TRIBAL COUNCIL: THE LOVELUTION IS HERE

To Our Earth Inhabitant Friends:

You find yourselves at a very important moment in the Earth's history. There is an increased activity of love across the globe. This movement on planet earth - an evolved revolution of love - has become known throughout a number of galaxies as THE LOVELUTION.

The Tribal Council has launched a search to locate human beings who are using the force of love and are willing to change their world. We ask you to pay attention to your instructions, should you chose to accept the mission before you.

We remind you that the Lovelution is now. The Lovelution Force is here. We have been expecting you, and we trust you will find your way.

On your journey, always remember:
It's all about love, and love is all about.

THE TRIBAL COUNCIL

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A MESSAGE FROM THE TRIBAL COUNCIL: REMEMBER WHO YOU ARE

To Our Earth Inhabitant Friends:

In your storytelling traditions, you have called powerful creatures that do good on your planet 'superheroes,' among other titles. We reach out to you to say that these creatures are more than characters in a story - they are among you. In the cosmos, these beings have become known as the L FORCE.

We are contacting you to help you remember who you really are. We encourage you to find that which makes you truly unique, or as your human brothers and sisters may call it, 'weird.' Embrace all that you are. Your gifts, talents, abilities, emotions, thoughts, potential, - they can and were meant to be used to enjoy life and to spread love on the planet.

We are sending this message to inform you that there are many galaxies who are in support of your mission of love.

We ask you: What kind of superhero are you? What can you do to help the planet?

Gather yourselves. Discover who you truly are. And always remember:

It's all about love, and love is all about.

THE TRIBAL COUNCIL

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SURVEY INFORMATION

The L Force Search Survey will be released for the public when the Search officially starts on September 1, 2016.

To help your classroom prepare for the survey, here are the questions that will be on the survey:

What is the first and last name of the teacher?

What is the official name of school?

What is the School District?

In what city are you located? State? Country?

How many L Force Search participating students are in the classroom?

What grade or level are the students currently at?

What is the age range of the students?

Which color track did you use to create a music video?

(multiple choice - must pick one)

You will be asked to submit a student generated response to the following questions:

1. How would you define the concept of the color you chose? For example, if you chose green, the concept connected to green is compassion. How would you define compassion?
2. What is a great challenge for your community (“community” can be your classroom, school, neighborhood, etc.)? Why is this a problem and how does it affect you?
3. What action can you take as a group of individuals towards a solution? How will this action improve or help the situation?
4. How would you use \$1000 (one thousand US Dollars) to inspire love in your local community? Please create a budget to show your strategy in utilizing the funds. Be as specific as possible.

There will also be an opportunity to write any additional comments or messages to the L Force Tribal Council.

L Force Search
Teacher’s Guide



It's all about love and love is all about.

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CREO
i believe. i create.

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