QUESTIONS
What evidence is there of creativity in science education?
How are students taught to think creatively and how is this expressed?
What are the overall attitudes and sentiments in a slower paced classroom?
What evidence is there that students can connect their understanding of science to the real world.  (synthesis)

METHOD
Through observations, interviews, and journaling I saw how the slow paced methodology was implemented. Quantitative data was taken by seeing what benchmarks students reached independently with their biomimicry project that indicated creativity including:
  - Selection of creature
  - Distinguishing their creature’s superpower
  - Perceiving a problem
  - Creating a biomimicry solution

INTRODUCTION
When children are given the time to explore, create, and investigate at their own pace, it sets up a foundation of creative thought and problem solving. This case study involved researching a school with a slow paced methodology already in place. A biomimicry unit was being taught to the students for science instruction. The goal was to see how a slower paced science curriculum allowed students to be creative with problem solving.

What I learned
Students in a slow paced classroom were independent and confident in choosing their creature to investigate

Students benefited from science brainstorming sessions

Most students struggled to come up with a problem and solution initially, but by week 8, an explosion of creative thinking enabled students to come up with a problem and solution