DISCLAIMER!

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Creativity Connections: Cultivating Creative Thinking in Gifted Classrooms

Strategies toward achievement of:

NAGC 3.4.2 (2010 Version) NAGC 3.4.3 (2019 Version).

J.P. Guiliford's FFOE model of divergent thinking offers teachers and students a shared vocabulary lens to know what it means to be "creative" (Shively, 2011). The four cornerstones of creativity included in the FFOE model are fluency, flexibility, originality, and elaboration. Fluency is the ability to generate multiple ideas. Flexibility is the ability to produce ideas that are varied and different from each other. Originality is the ability to create new, unusual, or uncommon ideas. Elaboration is the ability to generate many details to complete a creative idea, add to an explanation, or solve a problem. Activities and tools like picture sorts, tree maps, circle maps, and incomplete drawings can help students improve their ability to think creatively.

Presentation Link:
https://docs.google.com/presentation/d/19_A580h0q4-zCvZhkso8z3jCsgcdxUgZ45gdr0EsHBI/edit?usp=sharing

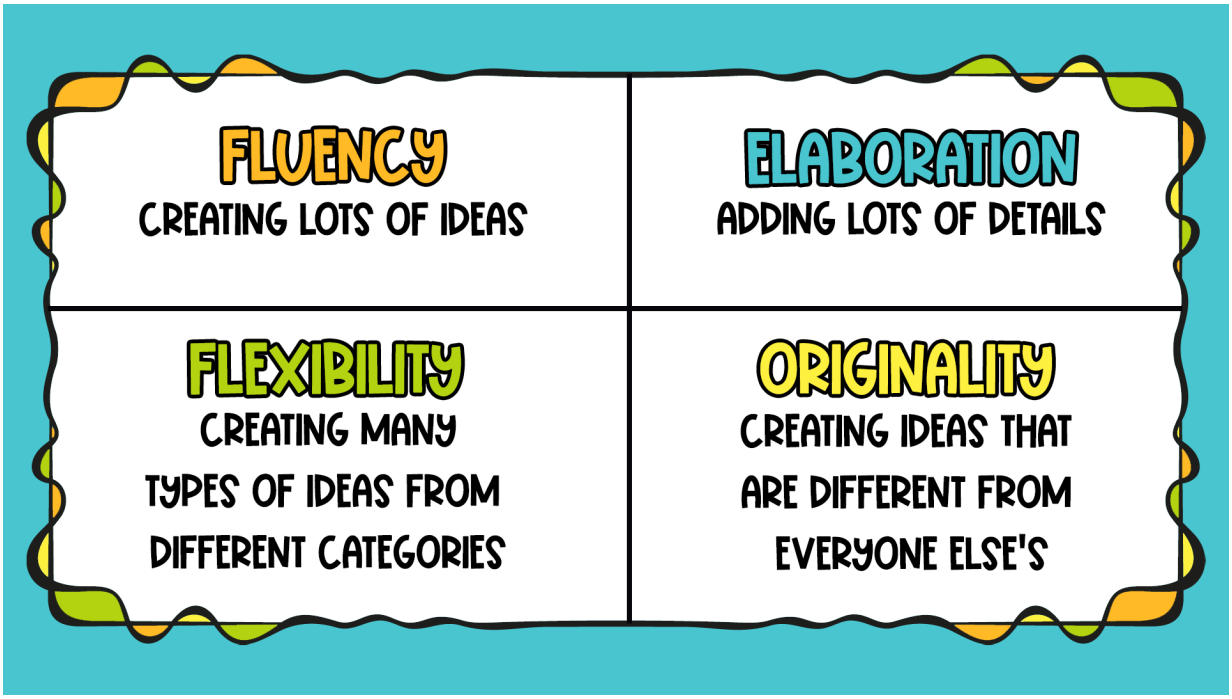
Picture Cards Link:
https://drive.google.com/drive/folders/1p8EGn7ysstvkO5doTkIbo8YueCEj0XlO?usp=sharing

Slide 1

- The educator will start the lesson by telling students that every person in the room is creative. The teacher will take the time to dispel the myth that the only creative people are those who can draw, paint, sculpt, or create beautiful pieces of art. Every student is creative because they can use creative thinking skills to do spectacular things!

Slide 2

- The educator will share the four dimensions of creative thinking and discuss the definitions.



Slide 3

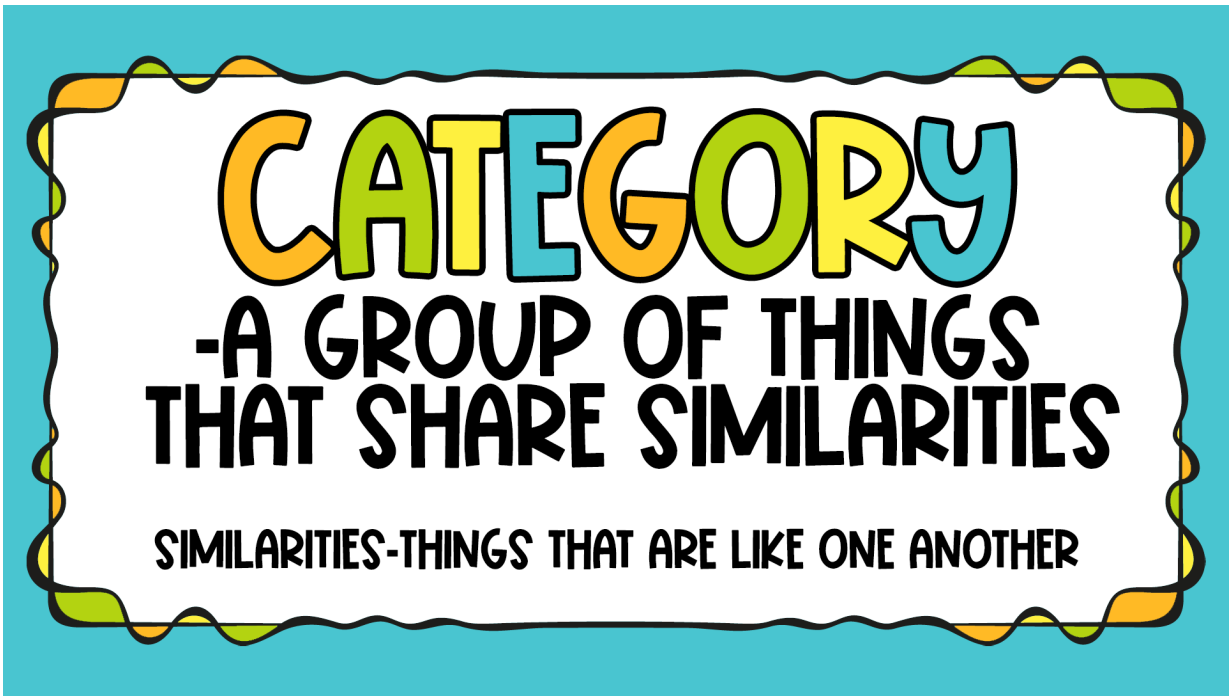
- Set a tone for collaboration and the welcoming of ideas prior to students engaging in creative thinking activities. When engaging in creative thinking to produce different ideas, all parties involved must suspend judgment and accept that no idea is wrong. All responses are welcome and valid, no matter how outlandish they seem.

Slide 4

- Tree maps, card sorts, and circle maps are great tools to use when helping students think fluently and flexibly. Teachers will develop students' aptitude for thinking in categories by having them organize picture cards into different groups as they think about how the pictures are alike. Students will use index cards to label each group of picture cards.

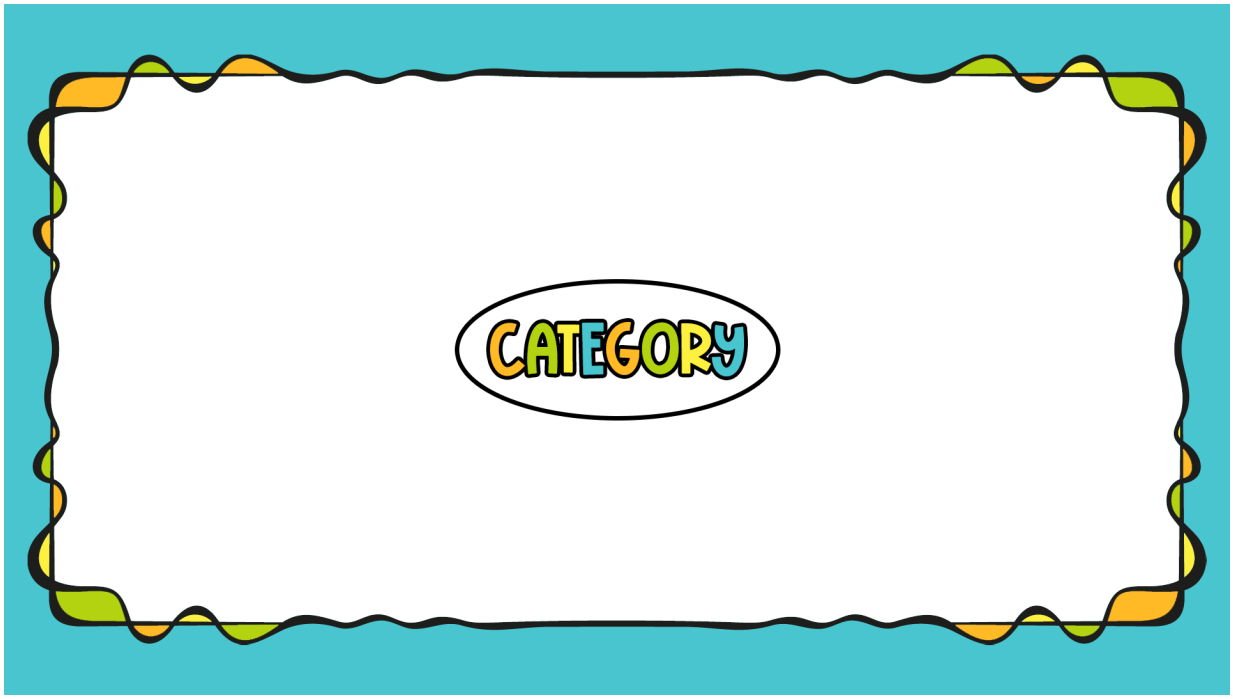
Slide 5

- It is important for students to understand what categories are. The definition of category is introduced on this slide and will be reinforced on the next slide.

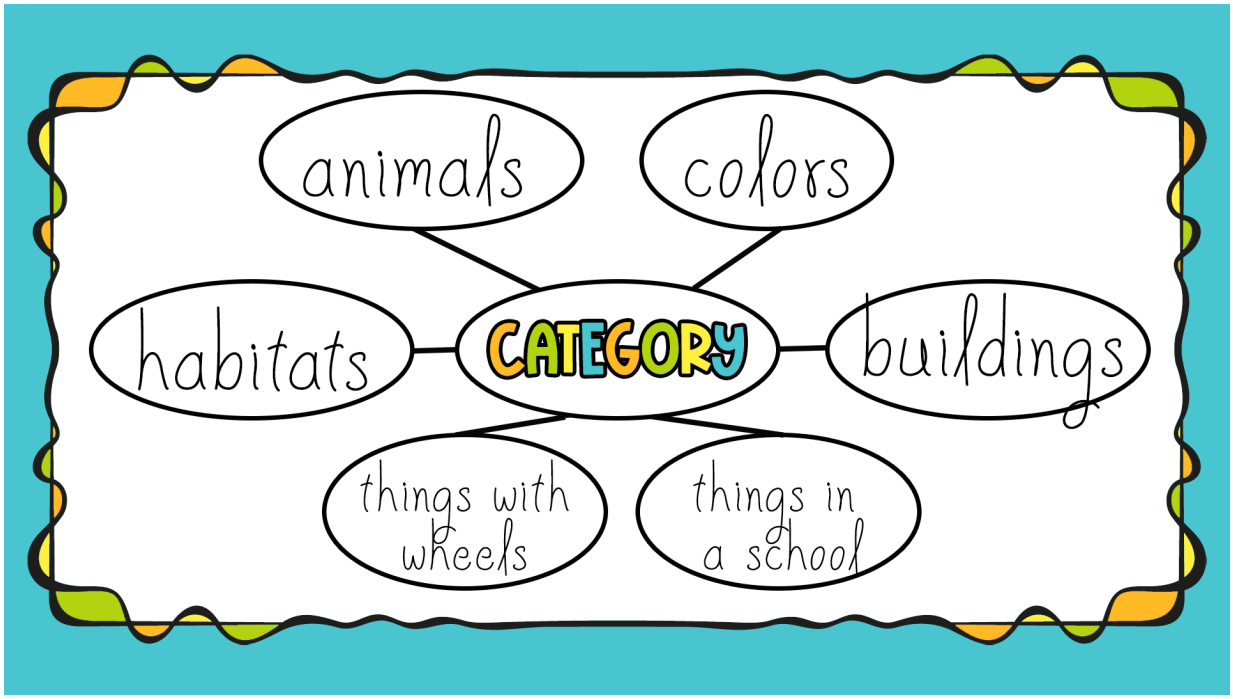


Slide 6

- The teacher will use the circle map to generate a list of categories that students wrote on their index cards. The educator will ask students to offer names of categories to add to the circle map and add some of his or her own.

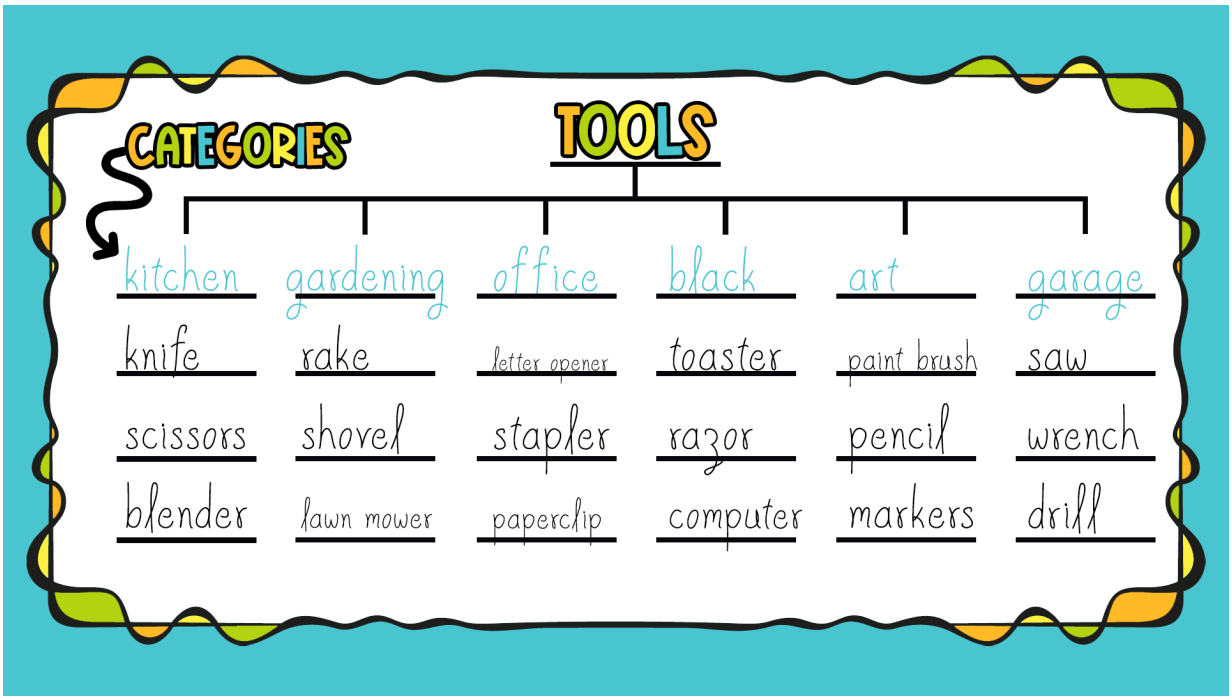


Completed circle map example:



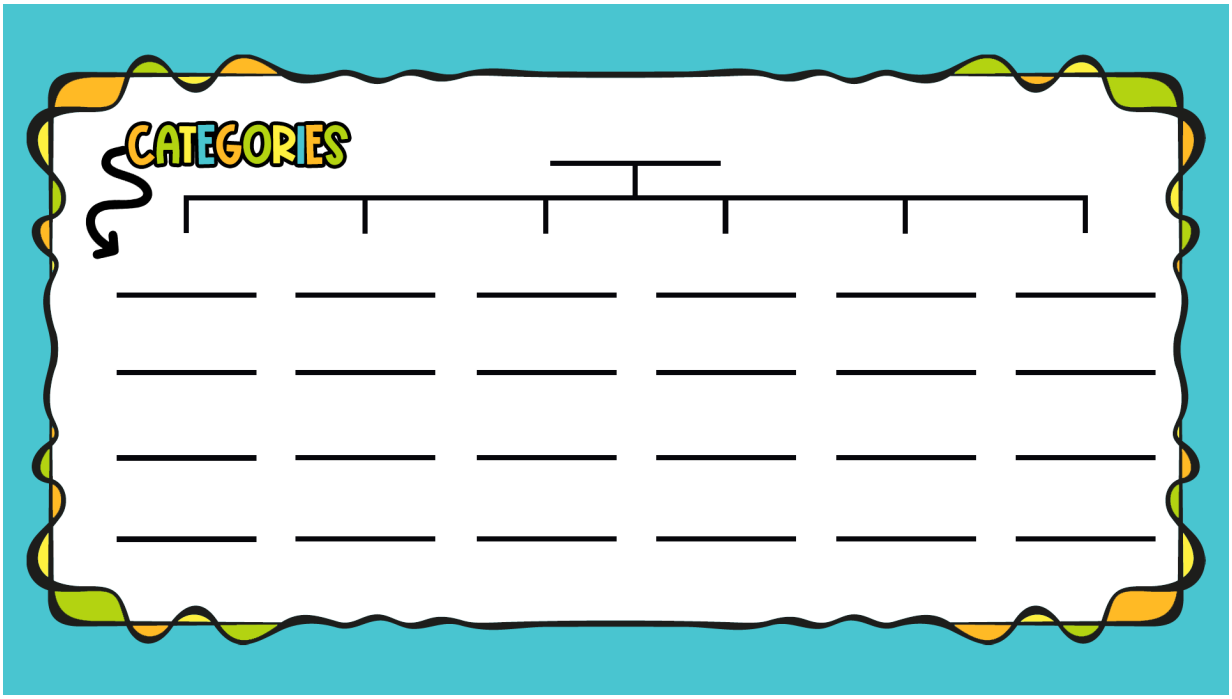
Slide 7

- The teacher will show students how to use a tree map to generate words from different categories.



Slide 8

- Students will work in groups to fill out their tree maps as they think fluently and flexibly. Topics can include animals, toys, food, habitats, or another topic that would yield several responses or categories.

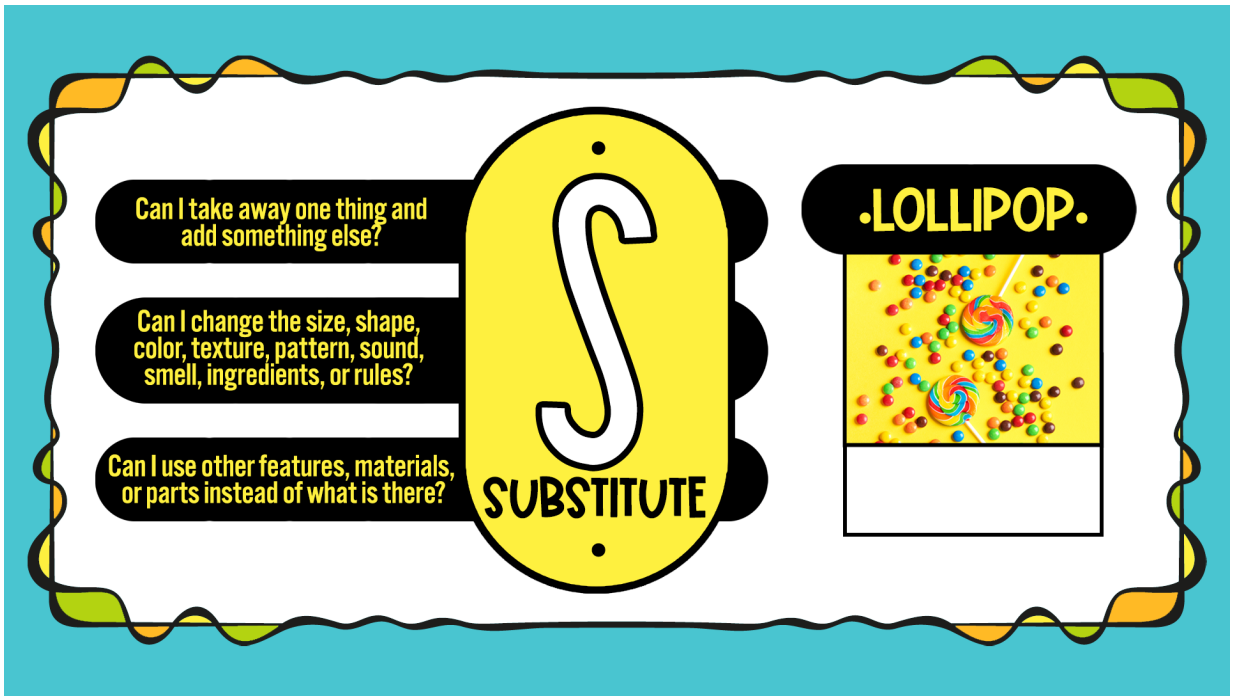


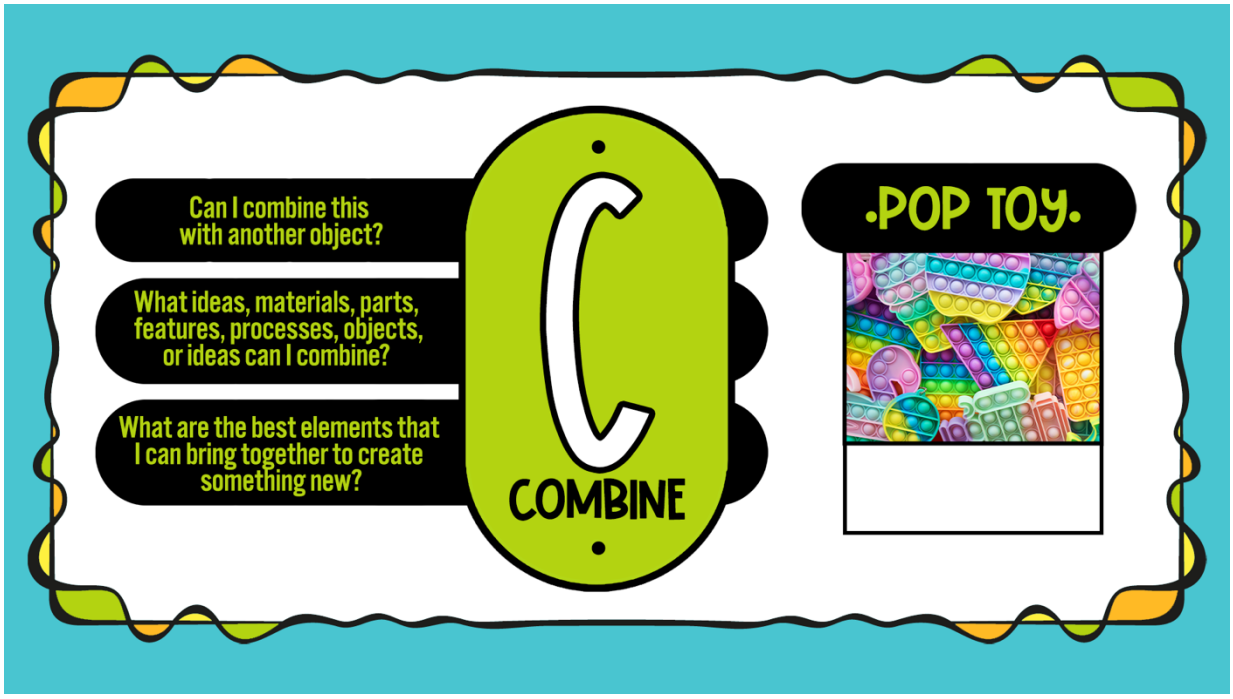
Slides 9-22

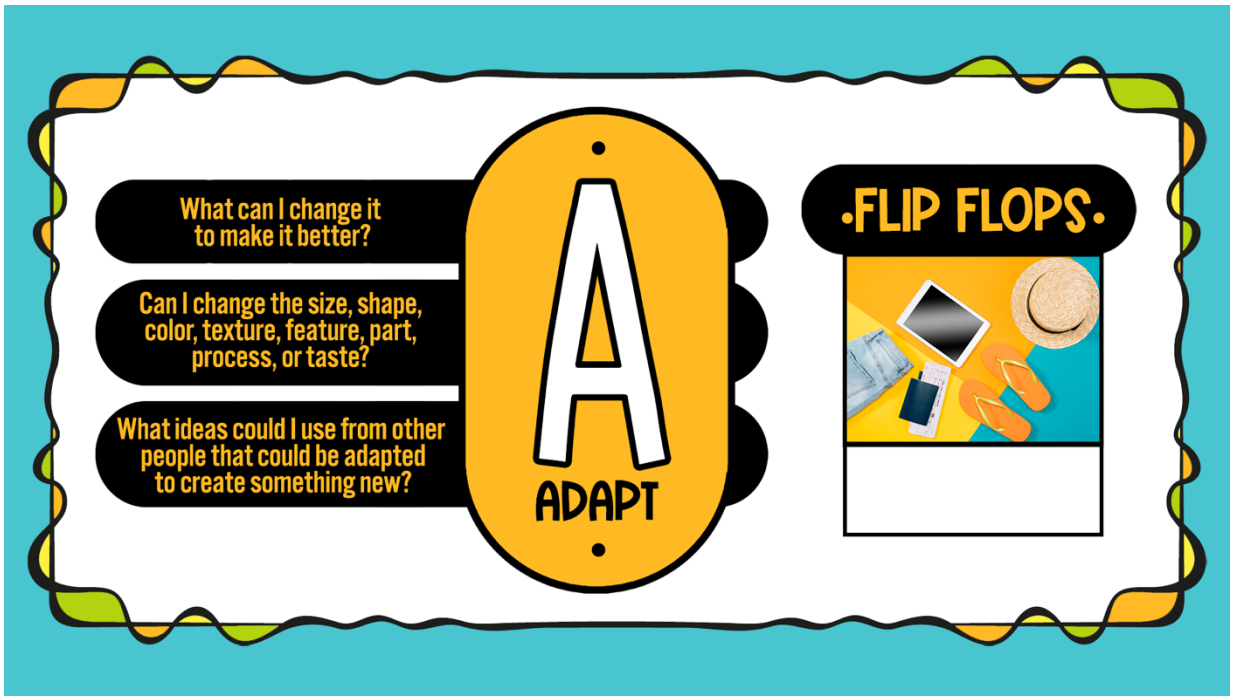
- The S.C.A.M.P.E.R. technique is helpful to use when creating original ideas. The teacher will follow the following format for each letter of S.C.A.M.P.E.R.:
  - Introduce the letter and word.
  - Read the guiding questions to the left of the letter/word that can be used to help one create an original idea.
  - Read the item's name on the right-hand side of the slide aloud. Choose a guiding question to create an original idea for the existing item in the picture. The teacher will model how to use the question to generate a new idea.
  - Type the original idea in the box.
    - Example for substitute: Take away the stick and substitute it for a light-up string. Then, someone can use the lollipop as a bracelet.

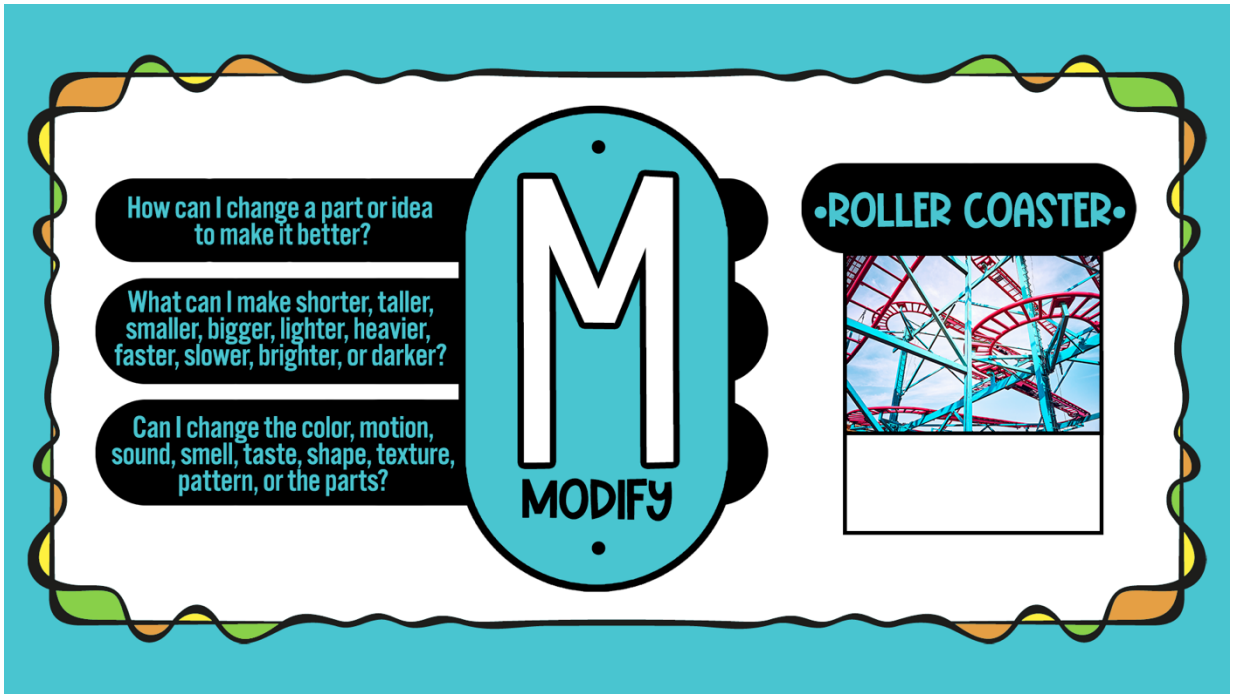
- Example for combine: Combine a pop toy with slime so that slime shoots out when the circles are pressed!
- Example for adapt: Change the size of the sole to make it larger. Then, add a retractable fan to the sole and a button on the side that can be pressed to dry off wet feet.
- Example for modify: Make the track longer so that it can go through an aquarium so that it looks like the riders are in an ocean.
- Example for put to other use: Turn the mug upside down and use it as a laptop stand.
- Example for eliminate or elaborate: Remove the pedals. Add an electric motor to move the wheels. Add colorful lights to the wheels that illuminate when the motor is turned on.
- Example for rearrange or reverse: Move one of the legs to the top of the desk to use as a hat stand. Rearrange the remaining three legs so that they hold the desk up.

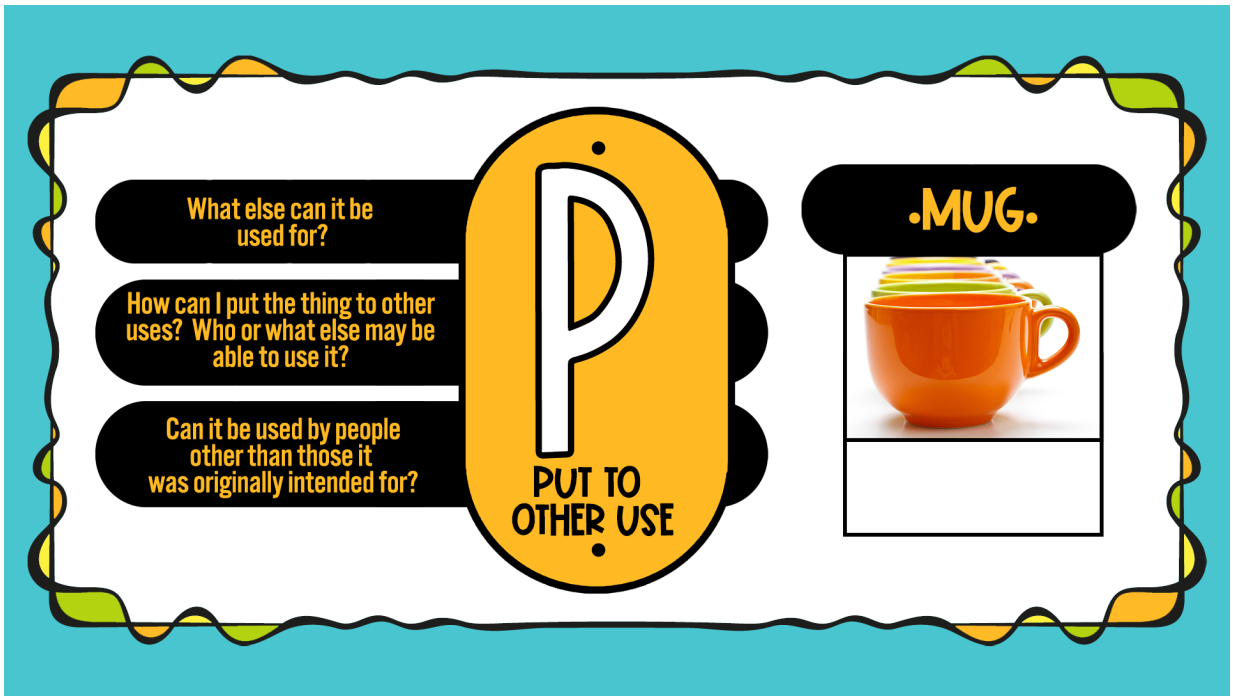
- Advance to the next slide. Students work in pairs to complete the S.C.A.M.P.E.R. letter the teacher just modeled using the same object but producing a different idea.

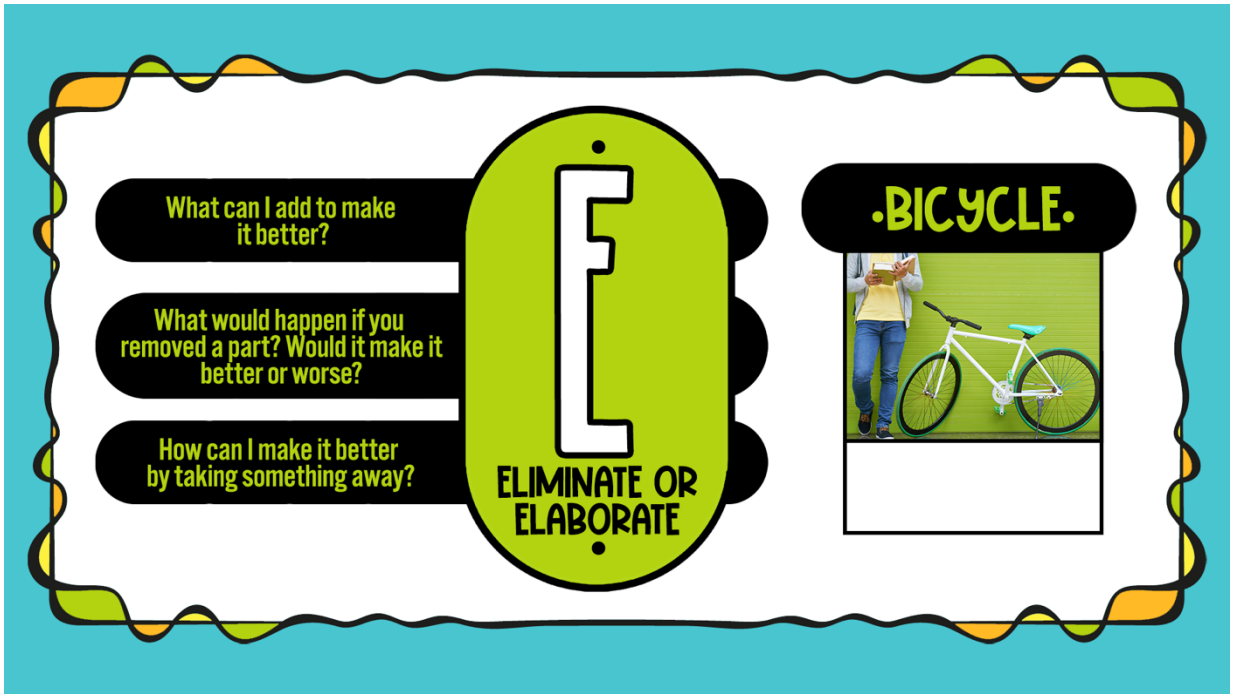


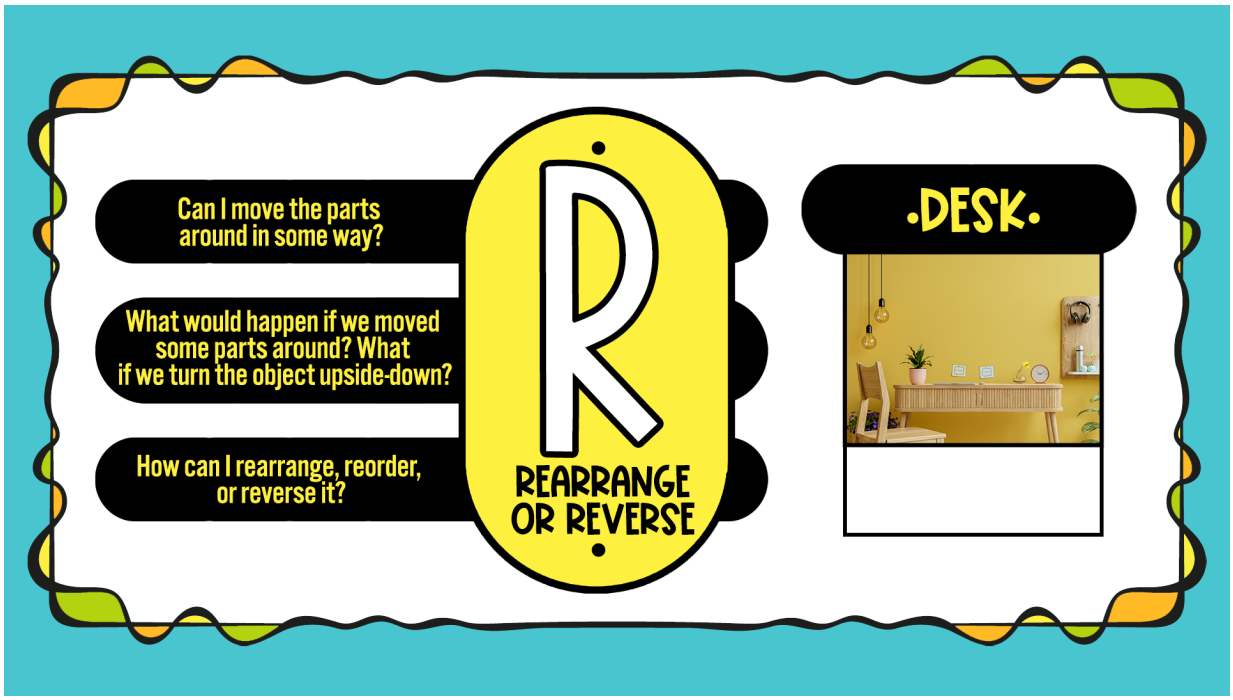

Can I combine this with another object?
What ideas, materials, parts, features, processes, objects, or ideas can I combine?
What are the best elements that I can bring together to create something new?
C
COMBINE
•POP TOY•


What can I change it to make it better?
Can I change the size, shape, color, texture, feature, part, process, or taste?
What ideas could I use from other people that could be adapted to create something new?
A
ADAPT
•FLIP FLOPS•


How can I change a part or idea to make it better?
What can I make shorter, taller, smaller, bigger, lighter, heavier, faster, slower, brighter, or darker?
Can I change the color, motion, sound, smell, taste, shape, texture, pattern, or the parts?
M
MODIFY
•ROLLER COASTER•

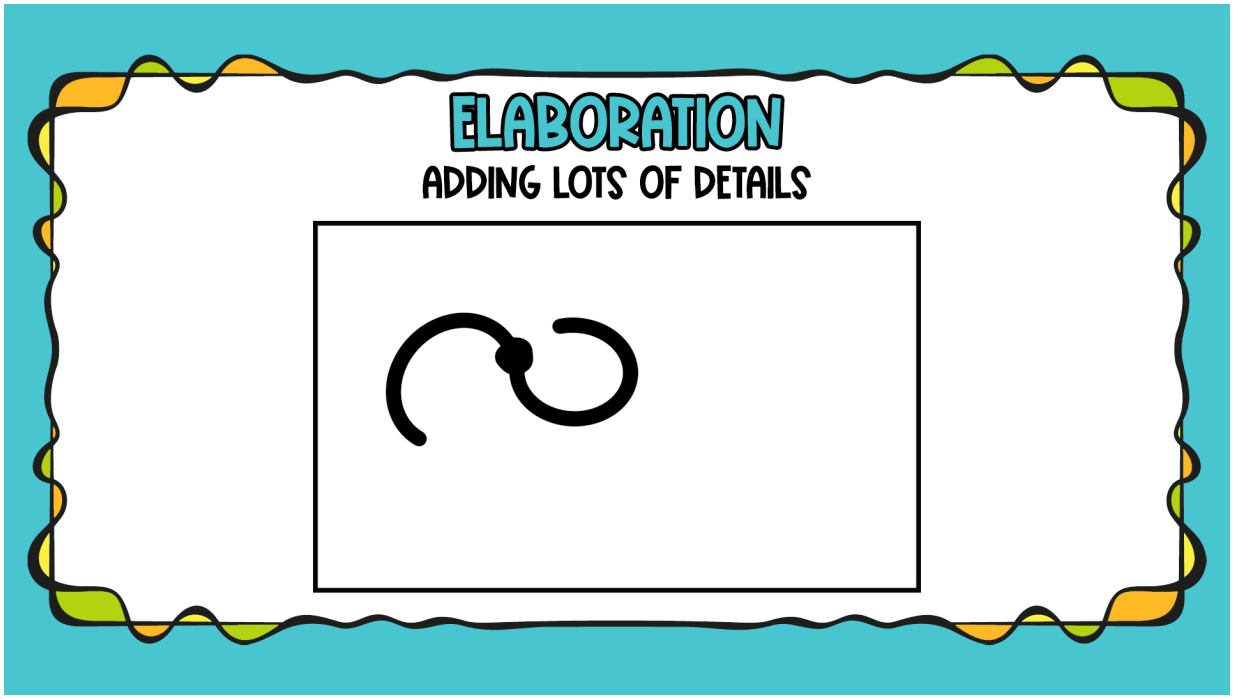

What else can it be used for?
How can I put the thing to other uses? Who or what else may be able to use it?
Can it be used by people other than those it was originally intended for?
P
PUT TO OTHER USE
•MUG•


What can I add to make it better?
What would happen if you removed a part? Would it make it better or worse?
How can I make it better by taking something away?
E
ELIMINATE OR ELABORATE
•BICYCLE•


Can I move the parts around in some way?
What would happen if we moved some parts around? What if we turn the object upside-down?
How can I rearrange, reorder, or reverse it?
R
REARRANGE OR REVERSE
•DESK•

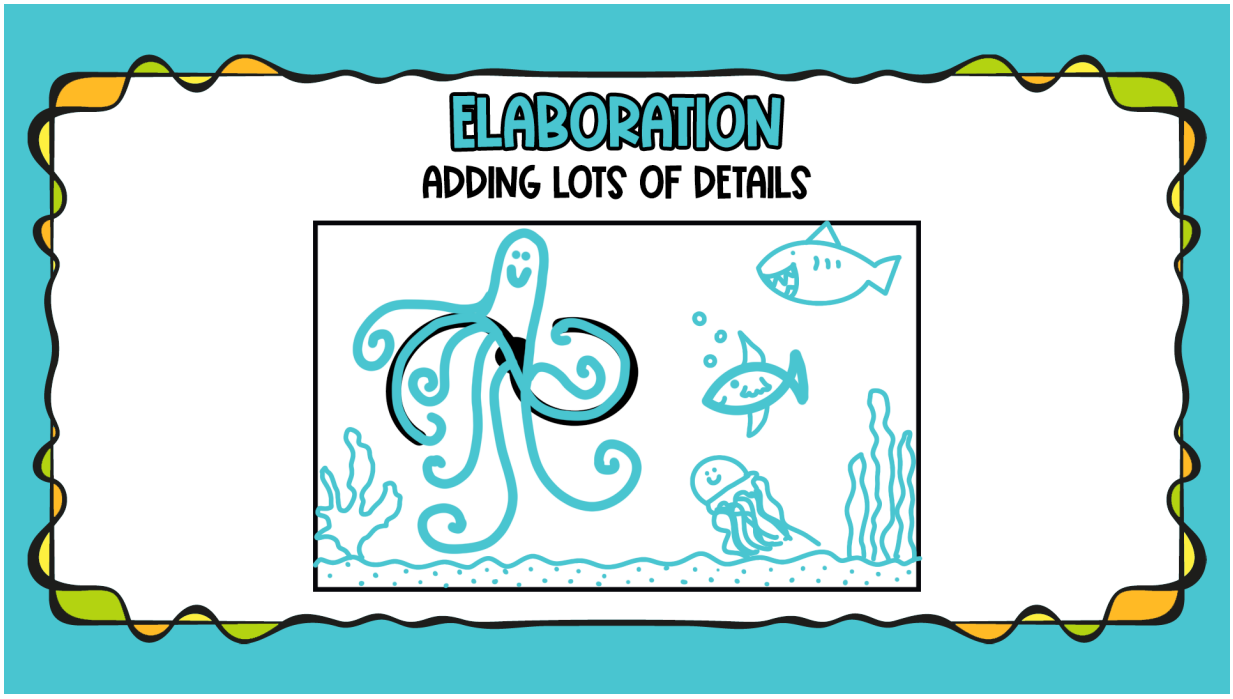
Slide 23

- The teacher will remind students that when one elaborates, one adds lots of details. Using an incomplete drawing, the teacher will model how to add many details to create an original drawing. Engaging in this drawing activity reinforces the idea that elaboration is adding many details.
- The teacher will say, “I am going to use the creative thinking skill of elaborating. I will add lots of details to finish this picture. This black drawing inside the rectangle reminds me of an octopus.”



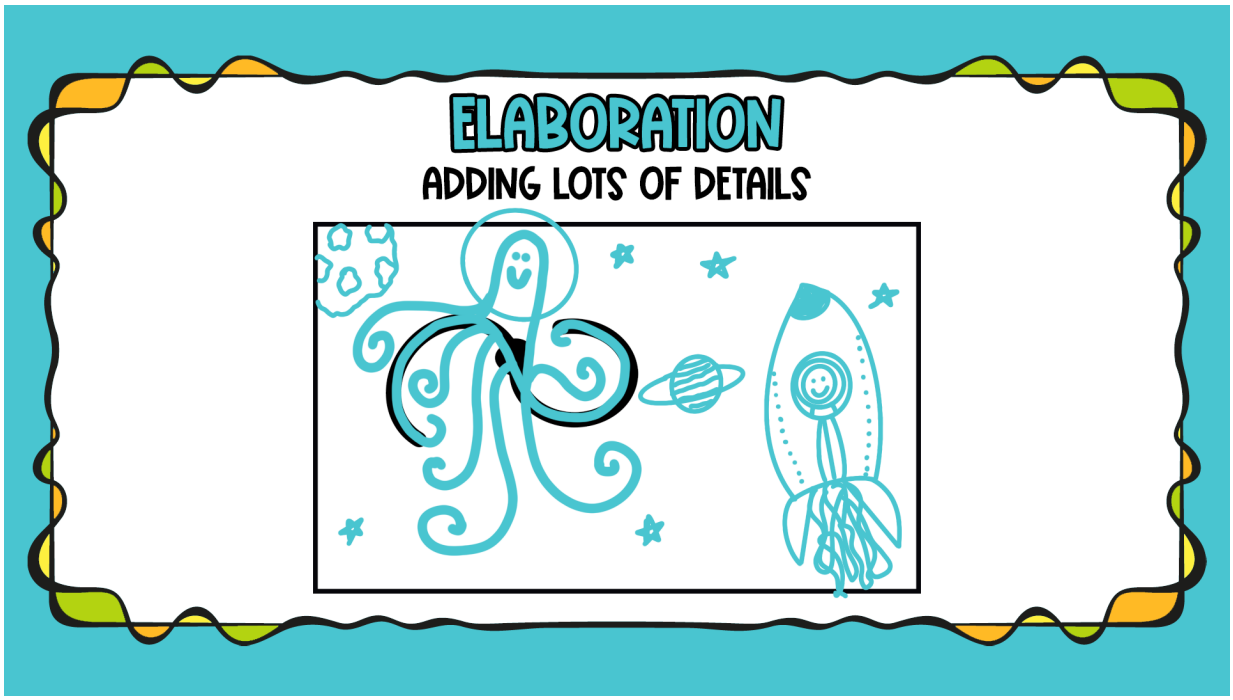
Slide 24

- The teacher will say, “I have used the black line to draw an octopus. I added many details around the octopus like coral, sand, ocean animals, and air bubbles. I accomplished my goal of elaborating. However, I’d like to make my drawing of an octopus different from other people who might draw the same thing. I can use the S.C.A.M.P.E.R method to create something original.”



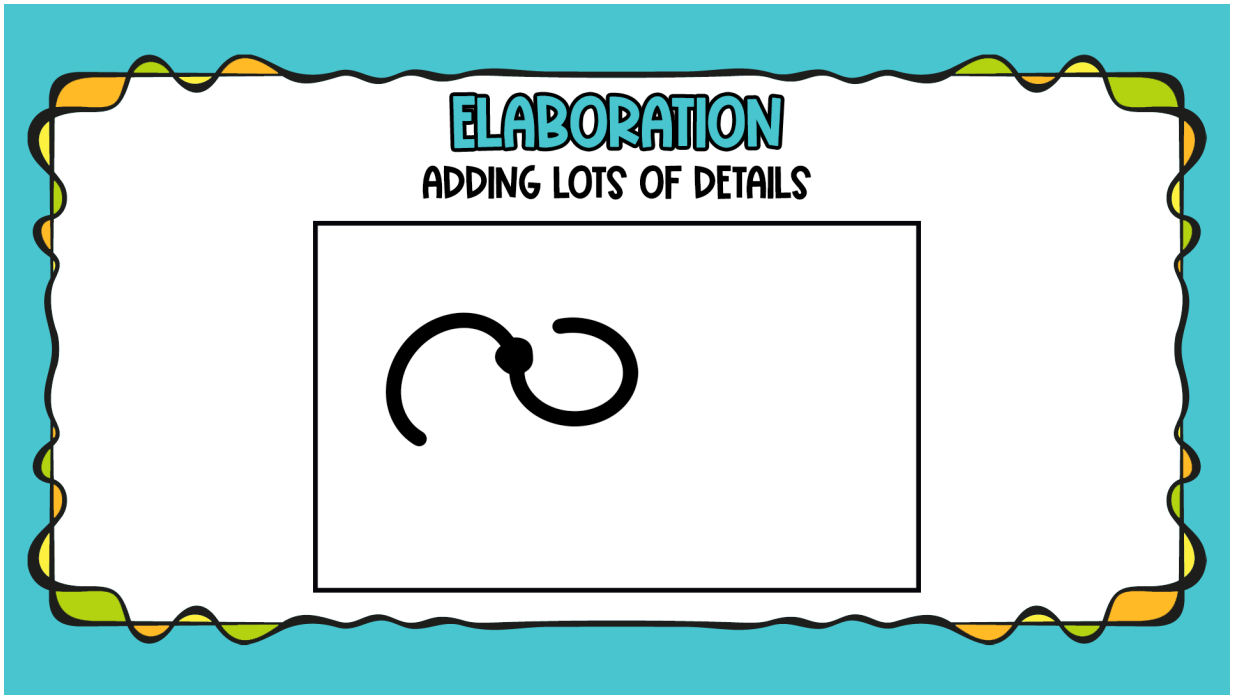
Slide 25

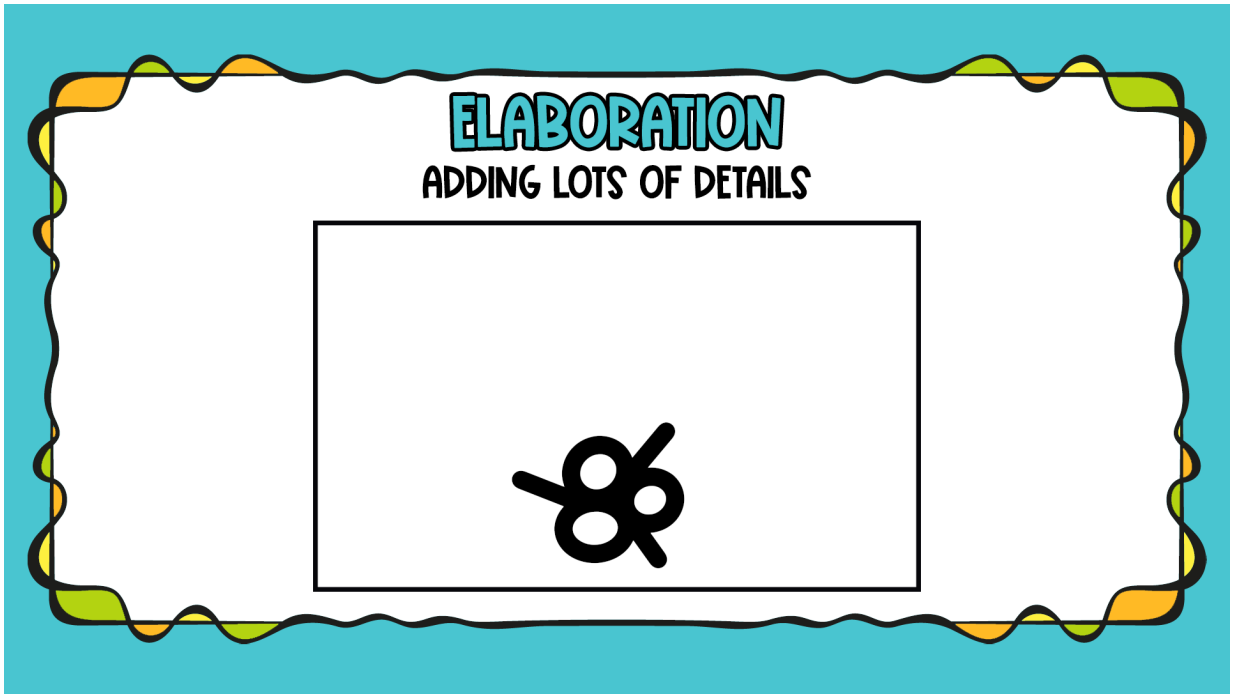
- The teacher will say, “I used the C in SCAMPER to combine the octopus with an astronaut’s helmet. I added details like stars, a rocket ship, and planets.”

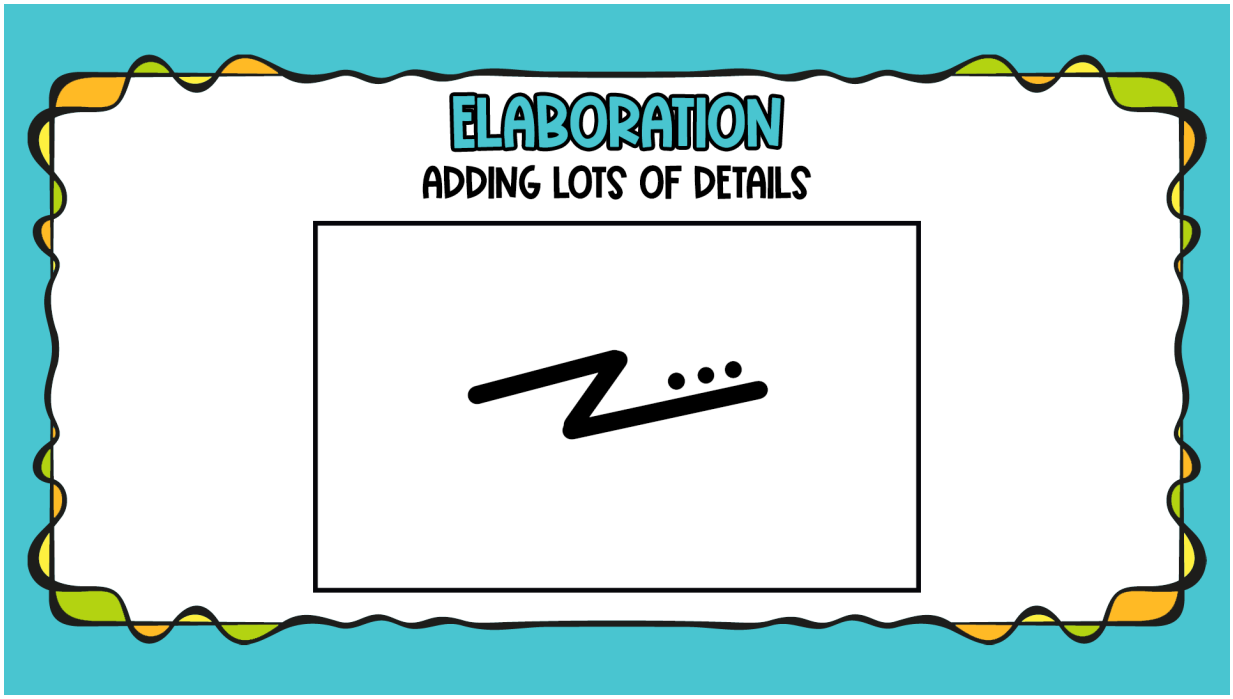


Slides 26-28

- The teacher will say, “Now I’d like for you to try. Add details to the figures in the rectangles to create an original detailed drawing.”




ELABORATION
ADDING LOTS OF DETAILS


ELABORATION
ADDING LOTS OF DETAILS

References

Shively, C. H. (2011). Grow Creativity! Learning and Leading with Technology, 38(7), 10–15.