

Creativity & Instructional Strategies: where fun & smart go hand in hand

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Where do you stand?

Please rate each statement below on a scale of 1 – 10, 10 being highest.
Circle your choice.

I believe that creativity has a strong role in the classroom. 1 2 3 4 5 6 7 8 9 10

Creativity is necessary in my content area. 1 2 3 4 5 6 7 8 9 10

When used appropriately, humor is beneficial in the classroom. 1 2 3 4 5 6 7 8 9 10

I add new instructional strategies to my repertoire frequently. 1 2 3 4 5 6 7 8 9 10

I believe it is important to learn from & share with other teachers. 1 2 3 4 5 6 7 8 9 10

Now, using the draw start below, create a drawing of anything!



Part 1: A Framework

Notes on the Intro:

After engaging in the introductory framework, I feel... (please choose all that apply)

- This is right up my alley.
- I am out of my comfort zone.
- I am looking forward to finding out more.
- I learned something about the role of humor and creativity in the classroom.
- I could write a creative question.

Part 2: The Fab Four

1. **Fluency** - (quantity) producing a large number of ideas or responses

- write down as many three syllable words as you can in 3 minutes
- name all the polygons you can in one minute
- in 3 minutes, write as many solutions to the problem as you can find
- write a paragraph about the grocery store without using the following words:

Set: <http://bit.ly/nytset>

Activity: **Pass the Word** (Bob Iseminger, Pieces of Learning)

Variation 1: Students form a circle. The teacher chooses a category and asks students to think of four words that could fit into that category. Students hand the ball to the person on their right. As the ball is passed around the circle to a student, he/she calls out a word to fit the category. Time the activity to determine how long it takes the class to complete passing the ball around the circle. If a student has trouble voicing a word that has not already been called, the person on either side may help him/her.

Variation 2: A verbal student steps into the middle of the circle. He/she calls out as many words as possible to fit the category while the class acts as a timer, quickly passing the ball completely around the circle. Another student or the teacher counts the number of responses generated.

Variation 3: A student or the teacher controls the ball by standing in the middle. This student randomly tosses the ball to anyone in the circle. When the person in the circle catches the ball, he/she calls out a word in the category. The ball is then thrown back to the student in the center who generates another word and throws the ball to a new person in the circle. The student in the center generates every other response.

Activity: **Expert Game** (Bob Iseminger, Pieces of Learning)

Variation 1: Two or more participants. Two students assume the role of the experts and speak to the audience by alternating one word at a time between them. They are experts in a field chosen by the audience or teacher. The students then answer questions in that field posed by the audience, speaking alternately one word at a time.

Vocabulary Variation: Three to five students create a sentence correctly using the given vocabulary word. The sentence is formed by each student's contributing one word at a time.

Mathematics Variation (called Math Roulette or Math All Around): This is a timed activity with teams of five students. Each team is given five basic math facts. They must state the problem and its answer, with each student only offering one word of the problem. Student five always gives the answer. As soon as the answer is given, Student 5 runs down and becomes Student 1. In this way, all students will give one of the answers. If the answer is incorrect, another team member may call "time out." The team huddles and the correct answer is given to the person who gave the incorrect number. The team must then restate the problem correctly. Each team is timed as to how long it takes to generate five problems, including the time outs. The team with the lowest time wins.

2. **Flexibility** - changing one's ways of thinking by producing alternative ideas or categories

Activity: **Synectics** "making the familiar strange"

General Examples:

- Which country is like your family?
- Is the main character more like McDonalds or Taco Bueno?
- Which is taller, science or math?
- Which is stronger, addition or subtraction?

Procedure:

1. Prepare a chart or overhead transparency of the Four Box Synectics organizer.
2. Put students into small groups of 3-4 each.
3. Next, ask for four items in an assigned category (e.g., commonly found household objects, animals, things found in a forest, recreational activities, and foods). Place one item in each of the four boxes.
4. Reveal the sentence "A _____ is like a _____ because..." and allow groups three minutes to brainstorm sentences using each of the four items at least once. Students should try to complete as many sentences as they can in the time allotted.
5. After three minutes, STOP. The final step is for each group to choose the two sentences they like the best to share with the rest of the class.

Lipton, L., & Wellman, B. (1998). Patterns and practices in the learning-focused classroom. Guilford, Vermont: Pathways Publishing.

Sample Four Box Synectics for Database

<p>Closet</p> <p>A database is like a closet because it is used for storing information.</p>	<p>Drawer</p> <p>A database is like a drawer because it helps to keep information organized.</p>
<p>Trashcan</p> <p>A database is like a trashcan because you can delete any information you no longer want.</p>	<p>Doorway</p> <p>A database is like a doorway because it is a portal to your information.</p>

3. **Elaboration** - expanding on a single idea by adding details, making changes, making ideas more interesting or complex

- Have students begin a winter drawing and pass (or a molecule or a state outline or a...)each student adds to the drawing.
- What are all of the possible attributes of the outside of a building?
- How could you change a square into a recognizable house?

Activity: **At the Fair**

Divide students into groups of manageable size for your grade level. Give each group five minutes to come up with a pantomime for an activity you would see at the fair (give each group the activity they are to create). Examples include: roller coaster, Ferris wheel, merry-go-round, house of mirrors, livestock judging, pie eating contest, and ring toss. After five minutes, call the class together and have each group act out their activity.

4. **Originality** - producing unique or novel ideas and responses that are new to oneself; not just lots of ideas: different or unusual ideas

Activities:

- Find an original use for_____.
- What would be the strangest way to get out of bed?
- Design a new_____ that is better than the one you have.
- Outdoor swimming pools are not particularly useful in Canada in the winter – think of what they could be used for

Shea Hembrey TED Talk: <http://bit.ly/TEDShaeH>

Activities that incorporate more than one of the four traits:

Scamper:

S	Substitute	What or who can be used instead? What other ingredients, place, or time? Other material? Other Process? Other power? Other place? Other approach? Other sounds? Who might take the place of? What might be used instead?
C	Combine	What materials, features, processes, people, products, or components can be combined? Could you bring something or someone else together with this?
A	Adapt, Add, or Adjust	Is there anything that can be changed? What else is like this? What could be copied? What is out of sync with the rest?
M	Modify, Magnify, or Minify	Can you change the meaning, color, motion, sound, smell, form, or shape? Can you distort it? What can be made larger? What can be changed that would affect the quality?
P	Put to Other Uses	Are there new ways to use or reuse it? Is there another market?
E	Eliminate, Elaborate	Can you reduce time, effort, or cost? Can you remove part of it? Can you make it more elegant? More useful?
R	Rearrange, Reverse	Can you interchange components or patterns? Can you change the pace or schedule? Can it be reversed? What can you turn around or put in the opposite place? Can you change the order?

modified from <http://resources.proprock.com/GiftedChildInformationBlog/tabid/57/articleType/ArticleView/articleId/260/SCAMPER-Your-Way-to-Creativity.aspx>

Part 3: Idea-o-Rama

Bizz, Buzz, Bopp

Create a sound to go into a pattern, and then count off to the pattern.

Guidelines:

- give students five seconds of think time.
- Can combine sounds.
- Can play elimination.

Symbol/Picture Forced analogy

eagle
anchor
light bulb
ladder
stoplight
telephone

globe
glasses
clover
telescope
key
crown

heart
suitcase
bell
scale
star
book

Game Theory

- give answers (like Jeopardy!)
- <http://bit.ly/pptgames2>

Contracts

Student Name: _____ Date: _____

I will have completed the following tasks successfully by the end of the week:

- ___ 1. I will write my words in alphabetical order. (10 points)
- ___ 2. I will take a practice test on my spelling words. (10 points)
- ___ 3. I will create a word finder puzzle or crossword puzzle using each of my spelling words. (20 points)
- ___ 4. I will create a secret code and write a message to a friend using at least ten of my words. (20 points)
(Then the test will be 20 points)

Student Name: _____ Date: _____

I will have completed the following tasks successfully by the end of the grading period:

- ___ 1. I will complete 80 problems in the unit. (10 points)
- ___ 2. I will take a practice test on the material. (10 points)
- ___ 3. I will create four test questions over the material at level 3 & up. (20 points)
- ___ 4. I will create a tutorial over one new topic and publish it. (20 points)
(Then the test will be 20 points)

Quotations/Response Cards/Tic Tac Toe

FISH!

<http://bit.ly/VQ5lau> & <http://bit.ly/WqE6Ve>

Wait Time 1 & 2

Criteria Cards by Carolyn Coil

<http://www.carolyncoil.com/criteriacards.pdf>

Ask yourself:

What would a perfect example look like?

What mistakes do a lot of kids make?

What are the key factors?

Mini-rubric

	Excellent	Average	Needs Work
Time on Task	The group forms immediately to work on activity until the teacher indicates otherwise; if group finishes early, members discuss topics related to TL. 10 9	The group forms fairly soon to work mostly on activity until the teacher indicates otherwise; if group finishes early, members are either silent or discuss topics not related to TL. 8 7 6	The group takes a long time to form; they do not work on activity (unless the teacher walks by); if group finishes early, members discuss topics not related to TL. 5 4 3 2 1 0
Participation	All group members participate equally throughout the entire activity. 5	All group members but one participate equally throughout the activity. 4 3	More than one group member does not participate equally throughout the activity. 2 1 0
Group Cooperation	All members cooperate to help each other learn; if anyone has been absent, the group helps him/her; no one acts "superior." 10 9	Most members cooperate to help each other learn; if anyone has been absent, the group sometimes helps him/her; no one acts "superior." 8 7 6	Members do not cooperate to help each other learn; if anyone has been absent, the group does not help; some members act "superior." 5 4 3 2 1 0
Use of TL	Members use as much TL as possible (also to greet and say farewells). 5	Members use some TL during activity (also to greet and say farewells). 4 3	Members rarely use TL during activity (neither do they greet nor say farewells). 2 1 0

from www.carla.umn.edu/assessment/VAC/.../rubrics/.../Petersen.doc

Adding Creativity to the Rubric

Creativity Skills (FFOE) assign only <i>THREE</i> for a score of 100	Working on it (1 pt)	Good (2-3 pts)	Excellent (4-5 pts)	Your score
Fluency: You collected lots of possible ideas for ways to do this project	You talked a little with another person about what you would put in your poster	You wrote down an idea or two before starting the poster	You made a written or computer brainstorm of ideas for your poster before you started it	
Flexibility: Poster “sells” the author to an audience other than student readers (Ex. animals, parents, aliens, bookstore owners, etc).	We can tell the audience is supposed to be different, but we are not sure who it is	We can tell who the different audience is, and most words and pictures fit this audience	We can tell who the different audience is, and all the words and pictures fit this audience	
Originality: Poster uses unusual/unexpected ways to show and tell about the author	One or two words or pictures are unusual or unexpected	Some of the pictures or words are unusual or unexpected	Your poster uses unusual or unexpected pictures/words to <i>show and tell</i> about the author	
Elaboration: Poster has extra details in both words and pictures that all fit the poster’s “message.”	One or two extra details (words or pictures) that fit the poster’s “message.”	Some extra details (words and/or pictures) that fit the poster’s “message.”	Many extra details (words and pictures) that fit the poster’s “message.”	
			Total score	

Creativity Skills (FFOE)	No evidence yet (0)	Working on it (1 pt)	Good (2-3 pts)	Excellent (4-5 pts)	Your score
Fluency	Project includes 5 or fewer descriptive explanations, images, or ideas about the setting.	Project includes 6-7 descriptive explanations, images, or ideas about the setting.	Project includes 8-9 descriptive explanations, images, or ideas about the setting.	Project includes more than 10 descriptive explanations, images, or ideas about the setting.	
Flexibility (Hint: different senses, visual and verbal explanations, different characters' words, etc.)	Project shows one perspective or "angle" on the setting	Project shows the setting from two perspectives or "angles"	Project gives 3 different views or "angles" on the setting	Project offers multiple angles on the setting so it helps the viewer "experience" what it would be like to be there	
Originality	Project is predictable or parallels examples very closely	There is a glimpse of an unusual idea or approach in the project, but it is not carried through	Some aspects of the project are unexpected or highly unusual, while still accurate	Project presents the setting through a unique and unexpected lens while still accurate.	
Elaboration	Project lacks creative detail of any sort	Some ideas expressed include creative details about the setting	Most ideas expressed include creative details about the setting	All ideas expressed include creative details in rich support of the information about the setting	
				Total score	

Creativity Skills (FFOE)	No evidence yet (0)	Working on it (1 pt)	Good (2-3 pts)	Excellent (4-5 pts)	Your score
Fluency	The timeline shows 3 or fewer aspects of the Cold War to be compared and contrasted	The timeline shows 4 to 6 aspects of the Cold War to be compared and contrasted	The timeline shows 7 to 9 aspects of the Cold War to be compared and contrasted	The timeline shows more than ten aspects of the Cold War to be compared and contrasted	
Flexibility Hints: differing nations, time periods looking back vs. forward, age groups, roles in society, etc		Timeline shows the Cold War from a perspective other than the current view from decades later	Timeline shows the Cold War from two or more angles	Timeline shows the Cold War from 3 or more angles. Timeline inspires deep questions and thoughts by its varied perspectives.	
Originality	Timeline is predictable or parallels examples very closely	There is a glimpse of an unusual (but accurate) idea in the timeline, but it is not carried through	Some aspects of the timeline are unexpected or highly unusual, while still accurate	Timeline presents the Cold War through a unique and unexpected lens while still accurate.	
Elaboration	Timeline lacks creative detail of any sort	Some media/information include creative details.	Most of the media/information include creative details	All media/information include creative details in rich support of the ideas and information	
				Total score	

Translation:

Goal: translate the content into their language

Suggestions:

board games

(<http://thefunwaytolearn.com/>)

adapt Apples to Apples, Pictionary, Taboo,
charades, Password, etc.

art/architecture piece

I wonder...

smell

tv show/movie clips

storytelling

news item

music

mystery box

mystery object

mystery sound

essential questions

change the space

wear something different

props

agree/disagree

magic trick

Agree/Disagree

Questioning:

Questioning Toolkit - <http://bit.ly/WqlinN>

Password

Bingo

Die Activities (Cube It!)

blank cube template (editable pdf) <http://bit.ly/rwtcube>

Ideas for questions in different content areas:

Literature:

- name an emotion you felt when you read this?
- what line in the poem is your favorite?
- who is the target audience for this?
- who was your least favorite character?
- select any word and choose another one that would change the meaning
- which character grew the most?
- who would the protagonist most like to have dinner with – the president or a character from another story?

Language Arts cube creator <http://bitly.com/cubecreator>

General Object:

- describe a use for it
- list at least two traits
- try to sell it in 30 words or fewer
- what games could it be used for?
- list places to display it

Geometry:

- describe a place to use it
- compare it to another shape
- associate it to a building
- how could you use this in art?
- argue for or against eliminating this shape

Quotes Used in Presentation:

"Many people who have never had occasion to learn what mathematics is confuse it with arithmetic and consider it a dry and arid science. In actual fact it is the science which demands the utmost imagination. One of the foremost mathematicians of our century says very justly that it is impossible to be a mathematician without also being a poet in spirit. ... It seems to me that the poet must see what others do not see, must see more deeply than other people. And the mathematician must do the same."

--Sophia Kovalevskaya, 1890

"Have patience with everything unresolved in your heart and to try to love the questions themselves as if they were locked rooms or books written in a very foreign language. Don't search for the answers, which could not be given to you now, because you would not be able to live them. And the point is to live everything. Live the questions now. Perhaps then, someday far in the future, you will gradually, without even noticing it, live your way into the answer." -- Rainer Maria Rilke, 1903 in *Letters to a Young Poet*

Great Books on This:

Sparking Student Synapses 9-12 by Rich Allen and Nigel Scozzi (Corwin)

Igniting Creativity in Gifted Learners, K-6 by Joan Franklin Smutny and S.E. von Fremd (Corwin)