

# Creativity & Instructional Strategies

Lisa Van Gemert | [GiftedGuru.com](http://GiftedGuru.com) & [vocabularyluau.com](http://vocabularyluau.com)

## Why Use Creativity?

- Improve memory
- Increase learning speed
- Improve problem solving
- Relieve stress
- Reduce test anxiety
- Increase perception of teacher credibility

## 6 Qualities that Reflect Fun & Enthusiasm

- Animated facial expression
- Exuberant energy level
- Vocal variety
- Passion about subject
- Willingness to take risks
- Smile

Shall we get social?



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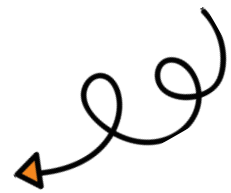


[lisavangemert](https://www.pinterest.com/lisavangemert)



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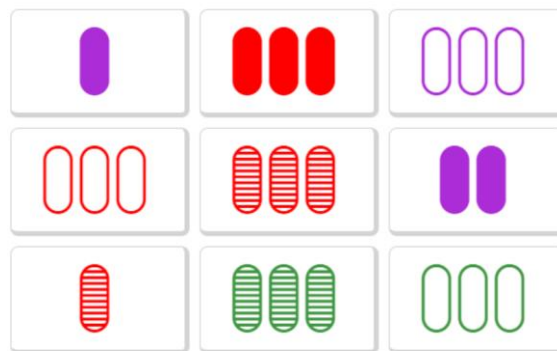
**\*\*\*Remember to have fun with what you're already doing!**



**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:
  - Food
  - Groceries
  - Checkout
  - Money

Set: [bit.ly/nytset](http://bit.ly/nytset)



Courtesy of SetEnterprises, Inc.

**Flexibility** - changing one's ways of thinking by producing alternative ideas or categories\*\*\* (the one I think is most important for teachers)

# Creativity & Instructional Strategies

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?

Using an Organizer:

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.

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

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

# Creativity & Instructional Strategies

**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?

**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

## Posters

- Don't confuse cute with effective.
- Give clear rubric (and even a template)
- [betterposters.blogspot.com](http://betterposters.blogspot.com) (There's even a book!)

## Game On!

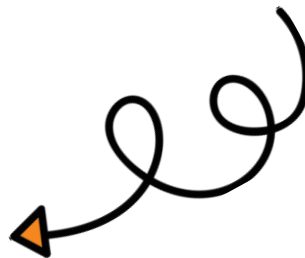
[Jeopardylabs.com](http://Jeopardylabs.com)

Taboo-inspired

## Translation Strategies

- Agree/Disagree
- Art/architecture piece
- I wonder...
- Smell
- TV/movie clip
- News item
- Music
- Mystery box
- Mystery sound/object
- Prop
- Magic Trick
- Change the space
- Wear something different

So important! Spend some time on these!!!



# Creativity & Instructional Strategies

The 8 Williams Traits (responsibility of students):

FLUENCY	COMPLEXITY
RISK-TAKING	ELABORATION
FLEXIBILITY	IMAGINATION
CURIOSITY	ORIGINALITY

These are practice-able. Practice them.

Scaffolds:

- Yes, and...
- Family Portrait

Torrance Activities

- Scattergories
- Alternative Uses
- Dictionary (find word, then word above and below; write story)

Fill lessons with these.

SKILLS OF SEARCH	ATTRIBUTE LISTS	ANALOGY	TOLERANCE FOR AMBIGUITY
PROVOCATIVE QUESTIONS		DISCREPANCY	EXAMPLES OF HABIT
CREATIVE PROCESS	EVALUATE SITUATIONS	INTUITIVE EXPRESSION	EXAMPLES OF CHANGE
CREATIVE READING	ADJUSTMENT TO DEVELOPMENT	ORGANIZED RANDOM SEARCH	PARADOX
CREATIVE WRITING		VISUALIZATION	
CREATIVE LISTENING			

# Creativity & Instructional Strategies

Analogies:

Type	Example
Synonym	end:terminate
Antonym	artificial:real
Worker and tool	photographer:camera
Part and whole	leaf:tree
Symbol and meaning	rose:love
Cause and effect	negligence:accident
Function of a tool	saw:cut

A Dinner Party (invite people who...)

Beauty of Numbers <https://bit.ly/beautyofnumbers> & <https://bit.ly/pollywogpolygon>

Create new \_\_\_\_\_ with essential and non-essential attributes (number, punctuation, mammal, operator, noble gas, etc.)

Use the eight Williams traits to enrich questions (Okay, now your land just froze! Adapt your animal!)

Convince me otherwise

See an example of the Williams mode with an example of all 18 tasks at <https://bit.ly/williamsmodel>



# Creativity & Instructional Strategies

Rubrics:

I use <http://rubistar.4teachers.org/index.php>

Poster Project	Highly Creative	Somewhat Creative	Emerging
<b>Fluency:</b> You collected lots of possible ideas for ways to do this project	You made a written or computer brainstorm of ideas for your poster before you started it	You wrote down an idea or two before starting the poster	You talked a little with another person about what you would put in your poster
<b>Flexibility:</b> Poster "sells" the author to an audience other than student readers (Ex. animals, parents, aliens, bookstore owners, etc.).	We can tell who the different audience is, and all the words and pictures fit this audience	We can tell who the different audience is, and most words and pictures fit this audience	We can tell the audience is supposed to be different, but we are not sure who it is
<b>Originality:</b> Poster uses unusual/unexpected ways to show and tell about the author	Your poster uses unusual or unexpected pictures/words to <i>show and tell</i> about the author	Some of the pictures or words are unusual or unexpected	One or two words or pictures are unusual or unexpected
Science Project	Highly Creative	Somewhat Creative	Emerging
<b>Risk-Taking:</b> The project showed a willingness to explore an idea or strategy or technique beyond your comfort level/expectation	You took a significant risk with little or no assurance of success.	You took a meaningful risk that had at least some assurance of success.	You took very little risk or your risk had a strong possibility of success.
<b>Curiosity:</b> Your project showed your willingness to contemplate or puzzle	There is significant evidence of contemplation in the written reflection of the project and/or your project shows a strong willingness to puzzle out a problem or difficulty.	There is some evidence of contemplation in the written reflection and/or your project shows some willingness to puzzle out a problem or difficulty.	There is little or no evidence of contemplation in the written reflection and/or I can see very little willingness to work with frustration to puzzle out the problem.

Thank you for joining me! Your time is so valuable, and I very much appreciate your trusting me with it. I hope we can continue this conversation!

I'd love to connect on the socials!



I've got an email list to stay in the know!

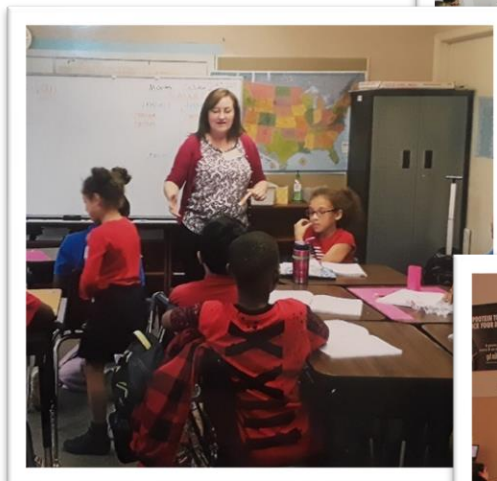


I'm Lisa Van Gemert, and I love sharing ideas and strategies with fellow teachers.



Besides my own teaching, I'm best known for my work with teachers all over the world. Here, I'm facilitating training with graduate students at the University of New South Wales in Sydney, Australia (my father-in-law's alma mater!). He came that day, and if you peer closely, you can see his sweet, bald head on the middle right.

I lead student workshops for kids from Kindergarten through 12<sup>th</sup> grade all over the country.



I also speak to parent groups, in person and virtually. You can probably guess they're not as fun as the kids!

Through the wonder of the internet, I also teach students from all over the world virtually from my home in Arlington, Texas.

I've written four books, one with Ian Byrd. If you have ever considered writing a book, go for it!

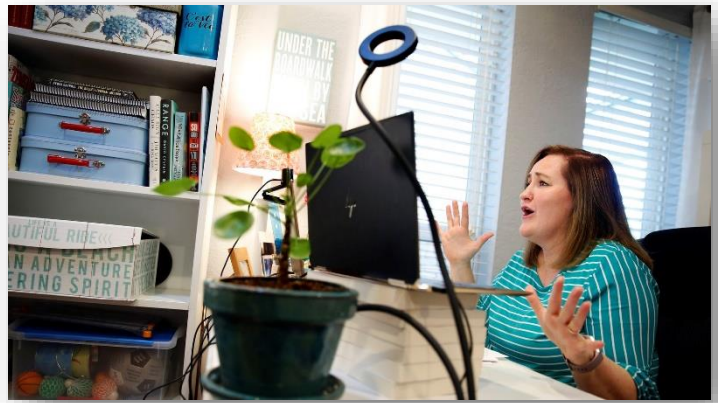
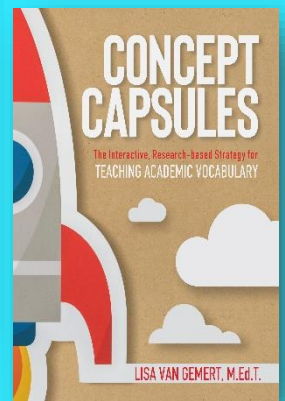
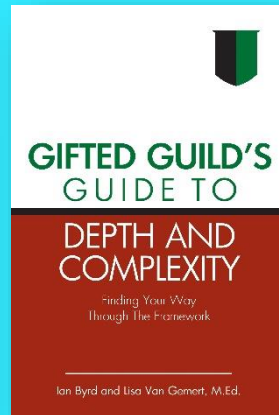
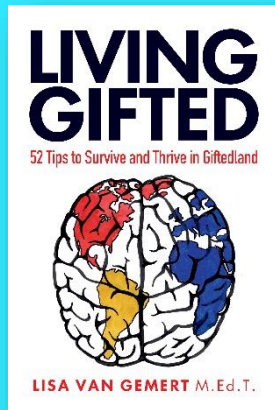
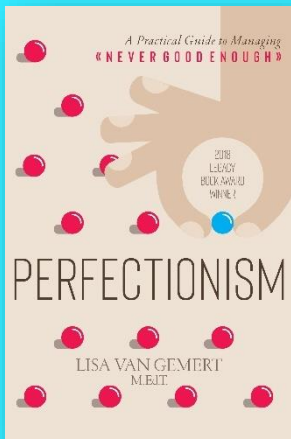
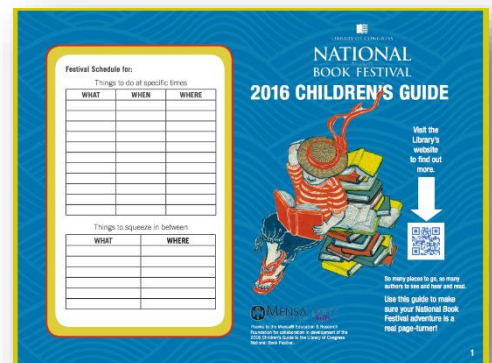


Image courtesy Dallas Morning News

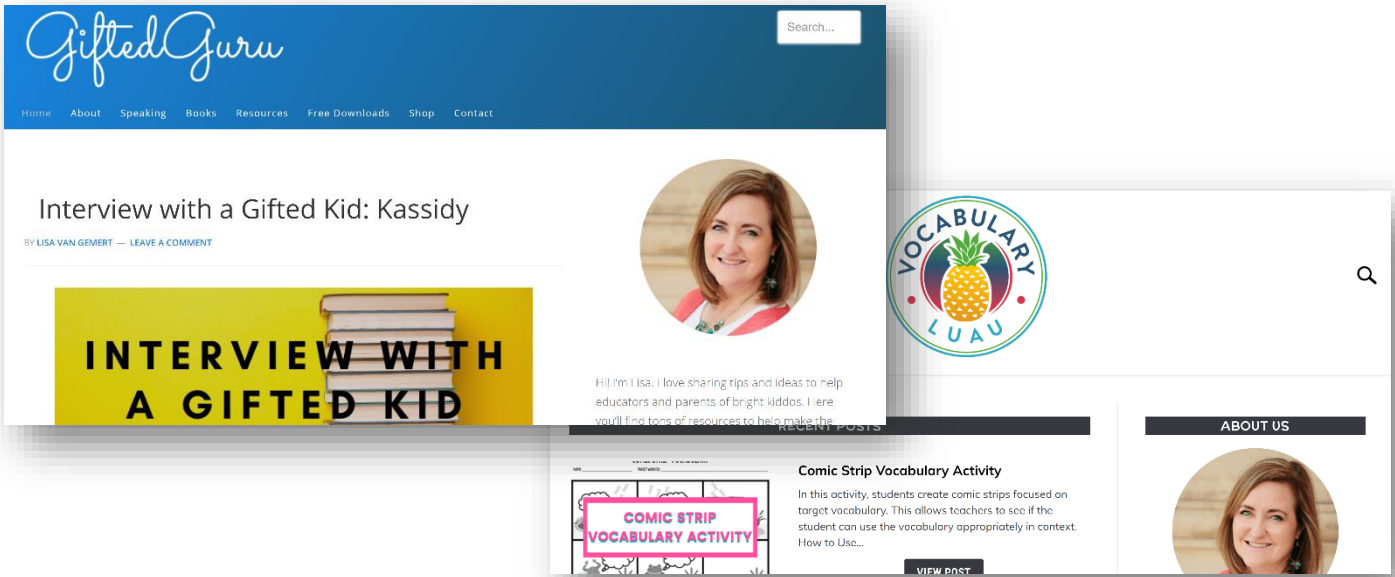


I show up on TV and radio sometimes (that's my real, live son in the middle there), and I love the work I do for the Library of Congress, including these children's guides to the National Book Festival.

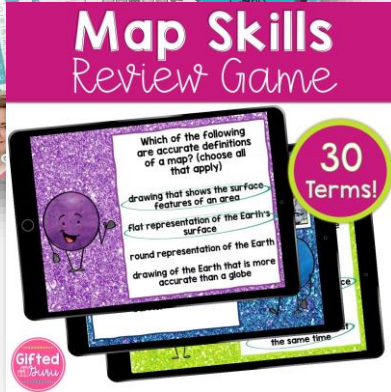
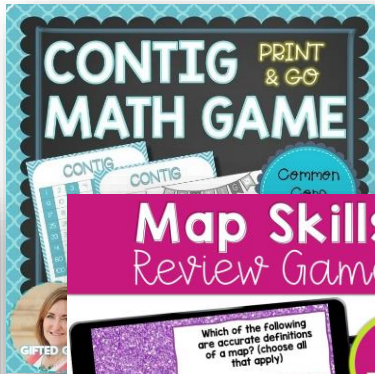




I write about Gifted Ed at my website [GiftedGuru.com](http://GiftedGuru.com), and I share strategies and ideas for vocabulary instruction at [VocabularyLuuu.com](http://VocabularyLuuu.com).



Because I love to share stuff I make, I also create resources for teachers that I share on [Teachers Pay Teachers](http://TeachersPayTeachers.com) (there's even some PD there!).



ProTip: The email list is the way to know about (shhh) secret deals on everything!

It's been so nice to meet you! I hope we can connect!

If you have any questions, feel free to email me at [lisa@giftedguru.com](mailto:lisa@giftedguru.com).

