Creativity in the Classroom!

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Flexibility

* the ability to see things from a different perspective, to see things not as absolutes, but as having other capabilities, to come up with a variety of ideas.

* Product Cube/Choice Cube: Information is presented or assessed with a cube, often made of folded paper. Can be teacher created, or student created.

- Product Choice Cube: Product choices from the different learning styles are placed on each side of the cube (i.e., speech, cartoon, interview, skit, story, song, mobile).
- Product Cube: Students use a blank cube template to analyze a topic from six different perspectives, or the various levels of Bloom's Taxonomy.

* What if _____ Could Talk?

- Using vocabulary words from the unit, have students describe how an inanimate object (nucleus, rock, star, tea chest, shackles, star, shadow, magnet) would interact with their surroundings, describe themselves, or react to a situation.
- Example: Describe the events of the Boston Tea Party from a tea chest's point of view.

*Analogical Thinking: Use words from Possibility Word Chart ("Choice and Challenge," see references) or use random word generator to create an analogy. For example:

- How is the brain like a suitcase?
- How are addends like a deck of playing cards?

* Synectics:

- A _____ is like a _____because_____.
- Use one at a time or combine four in a rectangle (four box synectics). Choose a vocabulary word for the first blank, and a category for the second (i.e., tools, food, kitchen appliances, pets, etc.). Students must complete the third blank.

Originality

* the ability to generate a product or idea that is unique or very unusual, unexpected, first of its kind.

* Give specific instructions to students to think of ideas that no one else will think of.

* Morphological synthesis: create a grid system with one attribute along the x-axis and another attribute along the y-axis.

- Use one of the resulting combinations. Can be used in content areas as well as reading.

*What Stands for What:" create an abstract symbol that represents a concept, then write a paragraph about the topic, explaining why and how the symbol represents the concept.

Questions to stimulate original thinking (Drapeau, 2014, p. 29)

- How might you design…?
- List ways to develop…
- Invent a…
- Make a one-of-a kind…
- Devise your own way(s) to…
- Proposed a novel approach for…

Why Teach Creativity?

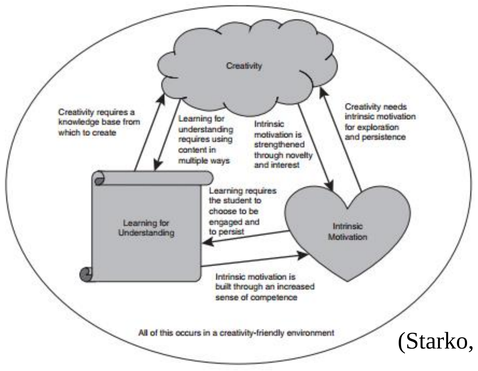
To help build understanding, students need opportunities to:

* Apply strategies that support creativity (Starko, 2014).

* Apply "content in diverse ways and multiple settings," and act "flexibly with what they know" (Gardner, 1993, cited in Starko, 2014, p. 7).

* Solve authentic problems and make meaning of their learning (Wiggins & McTighe, 2005).

* Solve problems creatively and think in new ways, which reshapes the physical connections in the brain (Ratey, 2001, p. 364).



(Starko, 2014, p. 10)

Students who are being creative in the classroom are likely to:

* question, challenge, and ignore rules.

* make connections and see relationships between things not usually connected.

* envision what might be, see possibilities, ask 'what if?', and look at things from different view points.

* explore ideas, try new approaches and options, and keep open minds.

* reflect critically on ideas, actions and outcomes, criticize constructively and make perceptive observations.

(http://leading-learning.blogspot.co.nz/2013/04/creativity-its-place-in-education_2.html)

References

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http://creativiteach.me/ (Alane Starko's blog)

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Fluency

* the ability to generate LOTS of ideas, not necessarily different.

* Brainstorming: a strategy for generating and then evaluating many ideas. Variations:

- Reverse Brainstorming: generate new ideas by intentionally starting with the opposite idea: "Create a list of as many things as you can think of that are not attracted to a magnet. What do those things have in common?"
- Carousel Brainstorming: students rotate around a room and respond to a topic, activating prior knowledge and making connections. At the last station, each group selects the best 3 ideas to share with the class.
- Rules for brainstorming: No criticism, outlandish ideas welcome, quantity over quality, "hitchhiking" on other's ideas encouraged.

* SCAMPER: a set of prompts that can be used to generate more ideas.

- S=substitute
- C=combine
- A=adapt
- M=modify, minimize, maximize
- P=put to other uses
- E=eliminate
- R=reverse, rearrange
- One thing is changed at a time to consider the effect on the product or problem.

* Attribute listing: problem or product is broken down into key attributes, each of which is considered separately. Can be combined with SAMPER.

- Examples: List key attributes of regions of Georgia and then imagine what might have happened if each region was altered in some way. Identify the key attributes of a science experiment and hypothesize what would happen if specific changes were made.

Elaboration

* the ability to add many details, fill in the gaps, add finishing touches, embellish, answer "what else?"

* Visualization: creating mental images of things that cannot be seen and may not exist.

- Can be used for content areas as well as reading passages (i.e., visualize the conditions at the Battle of the Bulge: the screaming of soldiers, the rumbling of the tanks, the smells of smoke and guns, the crack of rifles, etc.).

* Creative dramatics: exploring ideas with bodies as well as minds.

- Tableau: a "frozen picture" created to represent a word, theme, topic, or concept, where the focus is on one significant moment. Promotes student collaboration and evaluation of the important aspects of a concept. Variations: moving tableau, speaking tableau, tableau timeline—for sequence of a story or historical event.
- Mirrors: partners mirror the actions of another student. Good for scientific processes or sequences (i.e., create a motion for each part of cell mitosis or the water cycle).

* Digital storytelling: elaborate on characters, settings, and stories by creating multimedia presentations with StoryBird or Animoto. Create alternate endings or change character traits.