

5 Authentic Principles to Inspire Creative Brilliance in the Classroom

Indiana Association of
the Gifted

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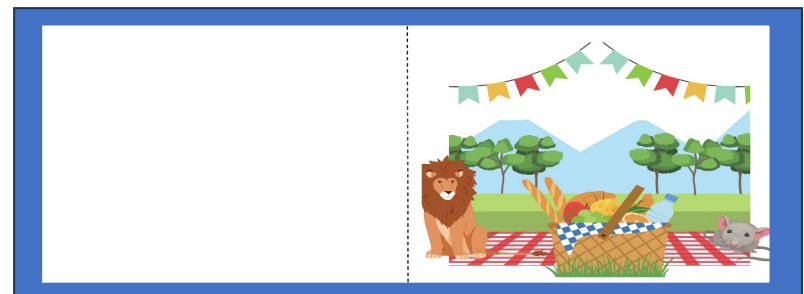
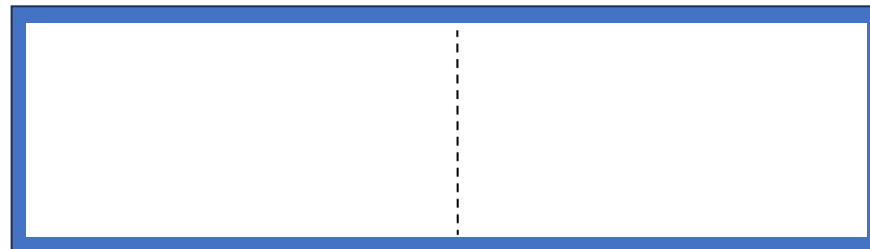
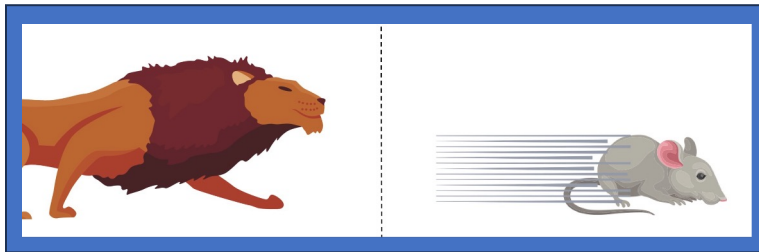


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Seeking Brilliance in Creativity



Whaaat?

Think of as **many, different** ways how the Lion and Mouse went from being enemies to friends. What could have happened in the middle of the book?



How creative were your responses?




























How creative were your responses?

How many ideas did you have?

Fluency

Use the circles as a prompt for drawing. Draw for two minutes.


























Anna	 face	 face	 face	 face	 face
Benji	 face	 wheel	 ball		
Carol	 wheel	 wheel	 ball		
Darlene	 bomb	 balloon			
Eric	 face	 face	 face		

How creative were your responses?

How many different categories of ideas did you have?

Flexibility

Use the circles as a prompt for drawing. Draw for two minutes.


























Anna	 face	 face	 face	 face	 face
Benji	 face	 wheel	 ball		
Carol	 wheel	 wheel	 ball		
Darlene	 bomb	 balloon			
Eric	 face	 face	 face		

How creative were your responses?

How unique were your ideas?

Originality

Use the circles as a prompt for drawing. Draw for two minutes.


























Anna	 face	 face	 face	 face	 face
Benji	 face	 wheel	 ball		
Carol	 wheel	 wheel	 ball		
Darlene	 bomb	 balloon			
Eric	 face	 face	 face		

How creative were your responses?

How detailed/complex were your responses?

Elaboration

Use the circles as a prompt for drawing. Draw for two minutes.


























Anna	 face	 face	 face	 face	 face
Benji	 face	 wheel	 ball		
Carol	 wheel	 wheel	 ball		
Darlene	 bomb	 balloon			
Eric	 face	 face	 face		

How creative were your responses?

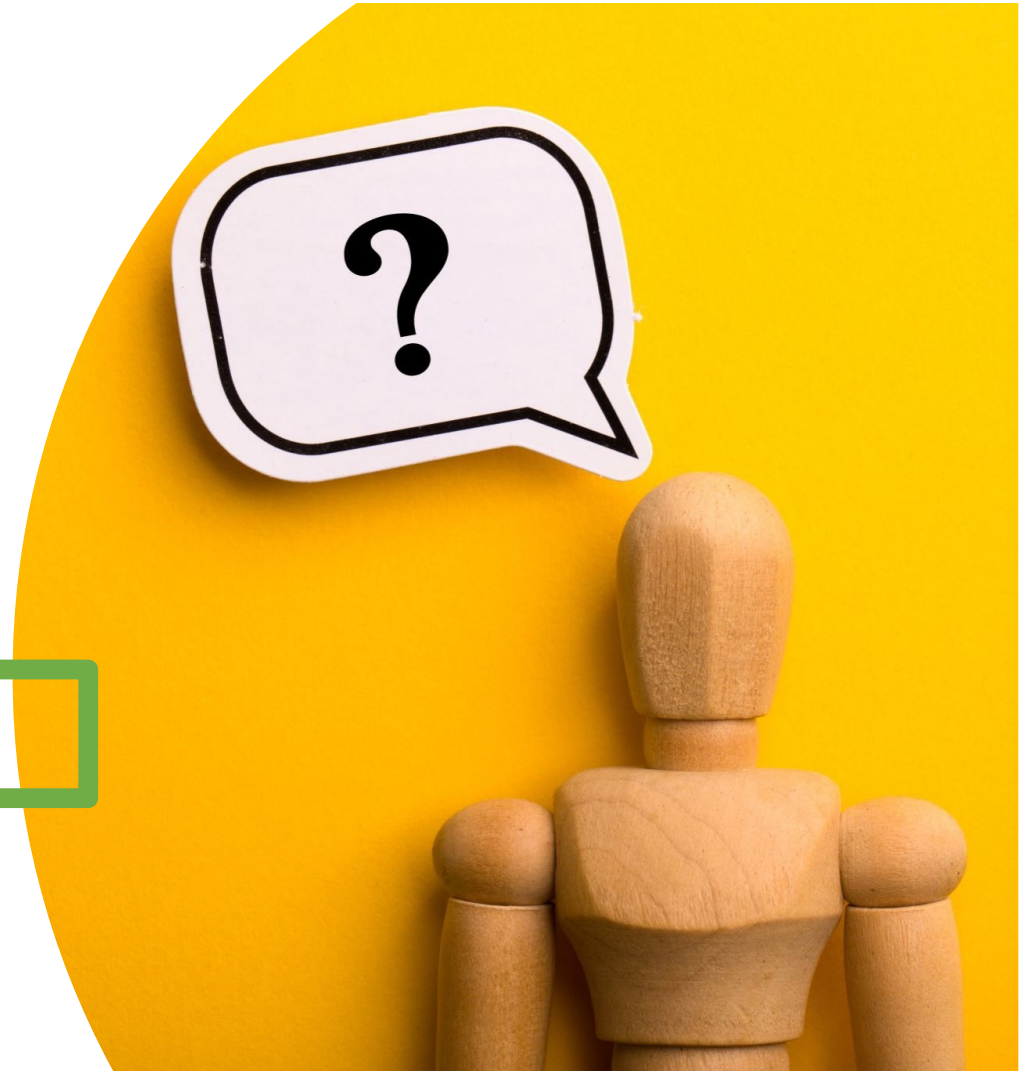
Did they serve a purpose?

Usefulness

Use the circles as a prompt for drawing. Draw for two minutes.

Anna	 face	 face	 face	 face	 face
Benji	 face	 wheel	 face		
Carol	 wheel	 wheel	 face		
Darlene	 bomb	 balloon	 face		
Eric	 face	 face	 face		

Do you think
you could
improve?



Agenda

Assessing Creativity

Creative Thinking Strategies

Imagination and Fantasy

Choice, Discovery & Environment

Motivation


Creative Thinking Strategies





Sampling of Class Strategies

- Remixing
- SCAMPER
- Mind Mapping
- Other Worlds (Metaphorical Thinking)
- Wabi Sabi
- Constraints
- Observation/Drawing
- Bearing Witness
- Empathy (visuals, interviewing, observations)
- Word Dance
- Storyboarding



Why would you need these strategies?

- To help students break out of creative slumps.
- To scaffold reluctant creators.
- To provide a starting point.

Brainstorming with...

CATS



Topic: _____

C

Combine.

What can be combined? Mixed?

A

Adapt.

Can you make it BIGGER? smaller? Change it?

T

Transform.

What else could this do? Could you put it to other uses?

S

Substitute.

What could you swap? Perspectives? Places?



Additional Characters

What are additional characters you could add to this story?



Let CATS help!



C: Combine—What other stories, items, experiences could be combined with this story to add new characters?

A: Adapt—How could you add BIGGER characters, smaller characters, adapted characters?

T: Transform—Are there unusual things that are not typically characters but could become a character?

S: Substitute—Could you substitute perspectives, locations, animal types?



Reflection

Did it help?

In what ways would it enhance creativity?



How to integrate CATS into the classroom:

- Designing science experiments.
- Writing stories.
- Creating inventions.
- Developing ideas for papers.
- Designing math solutions.



Imagination and Fantasy

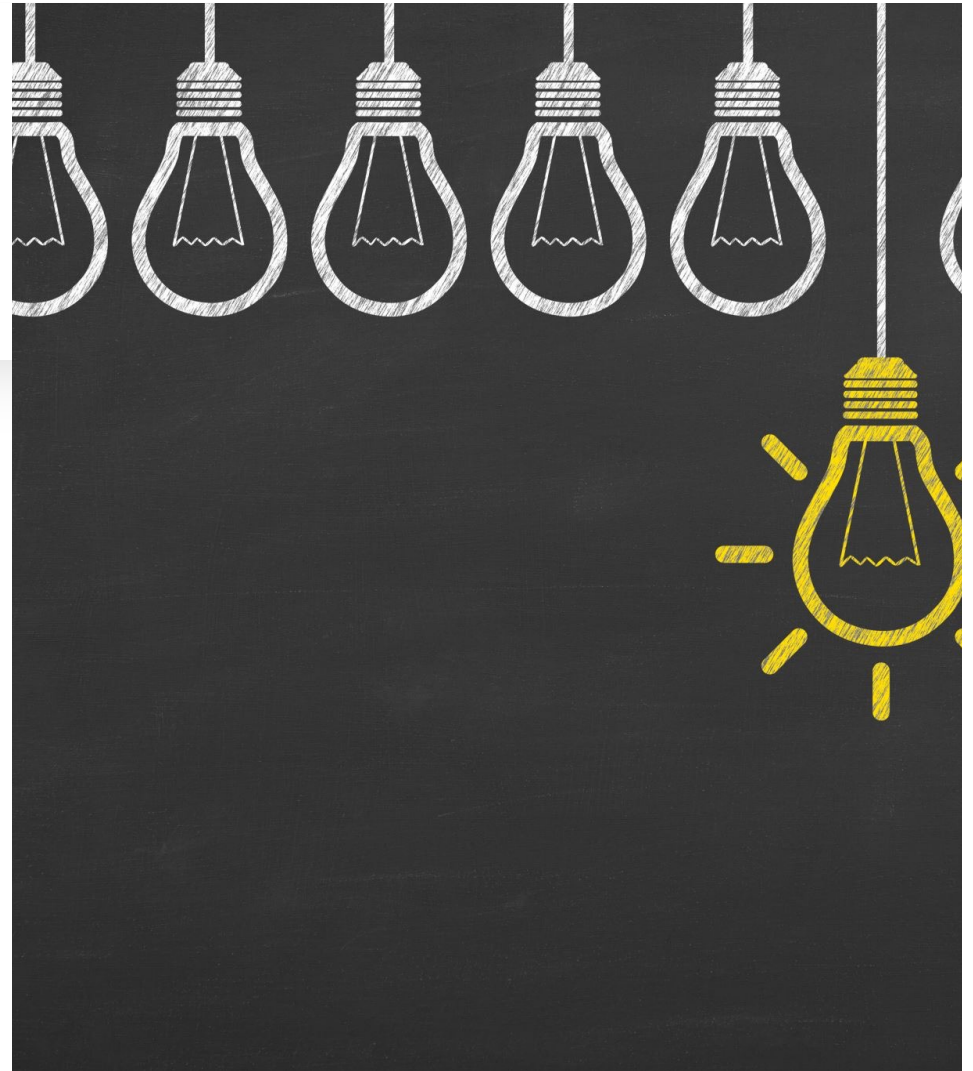


Imagination

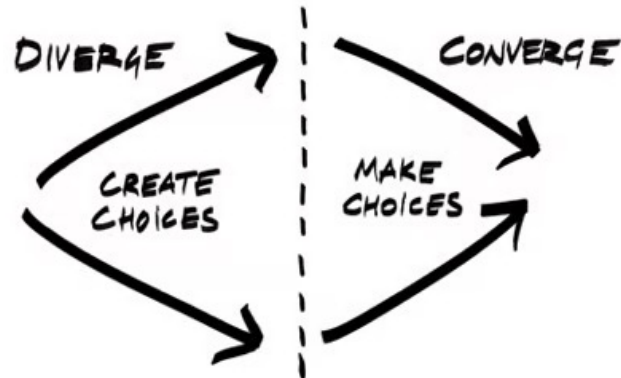
- Intentional Design
- Experiment with Possibility Thinking
- Analogies
- Visualization
- Perspective-Taking

Intentional Design

- Intentional design for creativity:
purposeful crafting of learning experiences
that explore ideas, foster imagination, and
flexible thinking
- Teach the thought processes and mind
attitudes associated with creativity
 - Model creativity in diverse contexts
 - Infuse creativity into your teaching practice



Experiment with possibility thinking



Fantasy and imagination are a mix of **elaborating** and **selecting**.

- No right or wrong answers
- Open-ended
- Not one-size-fits-all
- Need for room to debate



Analogyes

You might be familiar with the following types of analogyes:

near: distant :: hidden: exposed

is to

as

is to

GO BOLDER!

What else is like this

What have others done?

What could we copy?

What has worked before?

What would professionals do?





(Fantasy) Analogies

Connect unrelated ideas, thoughts, and concepts to develop the ability to synthesise information

- *How is the Pythagoras theorem like a tree house?*
- *A pendulum is like what sport? Why?*
- *¿Qué color es un verbo en tiempo presente?*
¿Por qué? (What colour is a verb in the present tense? Why?)



Visualization

- *Let's try this once together!*
- *Where did you land?*
- *Were you alone?*
- *How did you cope with the cold space temperatures, the lack of oxygen, or burning up upon re-entry?*

You can use this method to explain various topics, concepts and historical events, among other things.

Visualization (and/or physical experiences) can enhance learning!



Perspective-taking

- *What if we were the size of ants? giants? mountains?*
- *What would one of your organs say to you right now? (Use of different voices)*
- *How can we make the motor tell us what's wrong?*
- *How can we get the School Board to want to give a new basketball floor?*

Additional Settings

What are some additional settings you could use in your story?



Let visualization help!

- Imagine a place where people could become friends.
- What does it sound like?
- What are the smells?
- What is happening?
- Imagine the lion and mouse being there.





Choice and Discovery







Limitation: Too Shakey?





Limitation: Too Rich?



THE UN-CHOICE



GENRES



CHARACTERS



PROMPT

"Write a 2-minute scene for two characters, Sully from Monsters Inc and my dog Clark. The scene should be written at a third-grade reading level, no narrator, and be a comedy."





[The scene takes place in a colorful room with toys scattered all around. Sully, the big, furry, blue monster from Monsters Inc, is sitting on the floor, looking a bit nervous. Clark, a mischievous Golden Retriever, is wagging his tail and running around the room.]

Sully: (nervously) Oh boy, oh boy! What did I get myself into? I've heard monsters are supposed to be scary, but this is a whole new level of scary!

Clark: (barking happily) Woof woof! Sully, don't be scared. I'm just a dog, and I love making new friends!

Sully: (relieved) Well, that's good to know, Clark. I mean, I'm used to scaring kids at work, but this is different. I've never hung out with a dog before.

[Clark fetches a squeaky toy and brings it to Sully.]

Clark: (playfully) Squeak, squeak! Wanna play, Sully?

Sully: (uncertain) Uh, I'm not sure, Clark. I'm not really good at this whole "play" thing.

[Clark starts squeaking the toy loudly, and Sully jumps.]

Re



The background is a solid orange color. On the left side, there are several yellow geometric shapes: a large circle, a square, and a dashed line. On the right side, there is a large white semi-circle. The word "Environment" is written in black text inside the white semi-circle.

Environment



Environment

- Teacher control vs. learner autonomy
- Expression of all ideas (Questioning, Prompting, Validating)
- Safety and non-judgement rules



How control kills creativity

Now, imagine your school created a Brilliant Storyteller Competition and asked all the teachers to fill in the middle of the story...

"Be as imaginative as you want, there's no right or wrong. Focus on illustrating how the characters went from enemies to friends."

"Strive for a creative idea, but remember, the middle of the book has limited space—two pages. Your drawing needs to be unique and good. Focus and try your hardest to win."

"Share your thoughts freely, no pressure, just enjoy being creative as you fill in the middle of the book!"

No-limits	Informational- limits	Controlling-limits

Guided instruction =
more motivation =
more quality



Additional Plot Points

What are some additional plot points you could use in your story?



Let "limited
choices"
help!



- What if in the plot...you had to include a birth or death?
- What if in the plot...a character found something unusual?
- What if in the plot...must include an unexpected kindness?



Reflection

Did it help?

In what ways would it enhance creativity?



How to Integrate "Limited Choice" in the Classroom

- Limit time.
- Limit materials.
- Limit content.
- Limit theme.
- Limit inspiration?

Mystery Plot Generator

1 million plot combinations to inspire you.

Generate a random plot through this mystery plot generator. Simply click the button below to get started. Like a particular story combo? "Lock" and save it to nail it down.

Generate

Mystery

Random Save

PROTAGONIST

A sheriff, who can be sharp-tongued.

SECONDARY CHARACTER

A pilot, who is manipulative.



Motivation

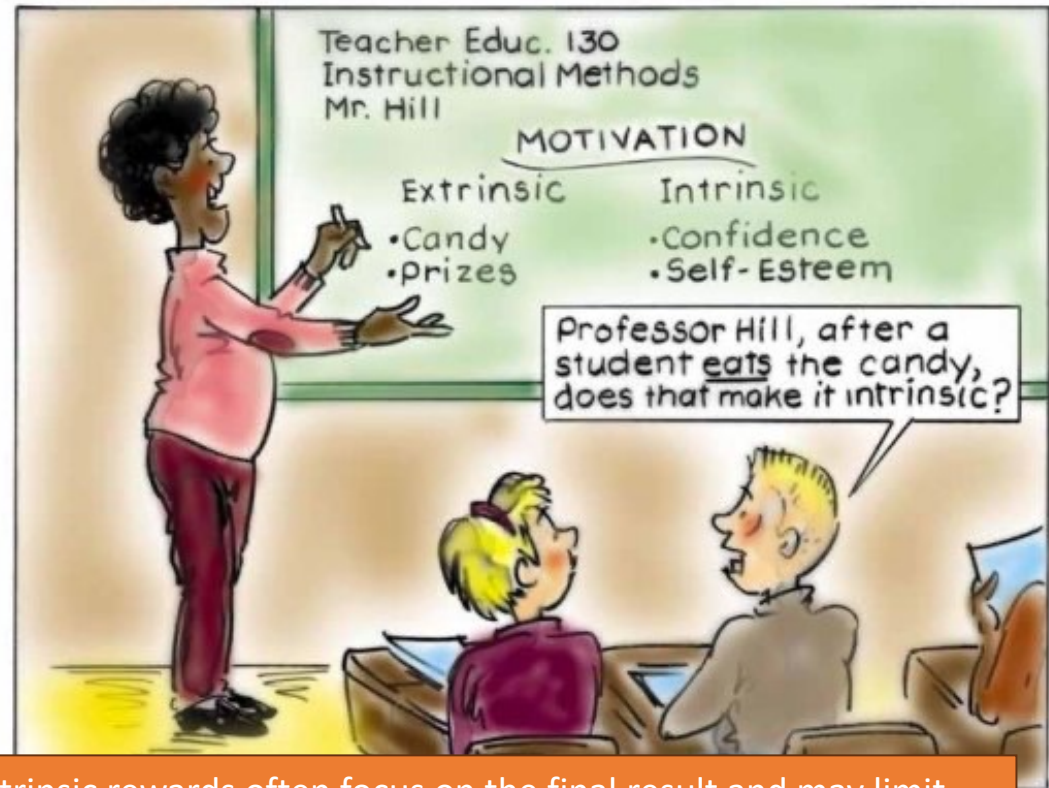


Motivation

- Extrinsic vs. Intrinsic motivation
- Importance of the Process: CRAPI

Motivating students to be creative

- Intrinsic Motivation:
 - Autonomy
 - Relatedness
 - Competence
- Extrinsic Motivation:
 - Control
 - Competition
 - External evaluation



Extrinsic rewards often focus on the final result and may limit experimentation and exploration to safeguard the reward.

Building
motivation,
engagement
and creativity

MAKE IT **CRAPI!**



CRAPI it up!

- **C**... challenge
- **R**... relevance
- **A**... audience
- **P**... process
- **I**... interaction



Final Submission to the Committee

Looking across your ideas, which one(s) will you submit as your story? Just star them.



Let CRAPI help...

Are there any elements in CRAPI that you might wish to consider before finalizing your idea for the middle of the story?

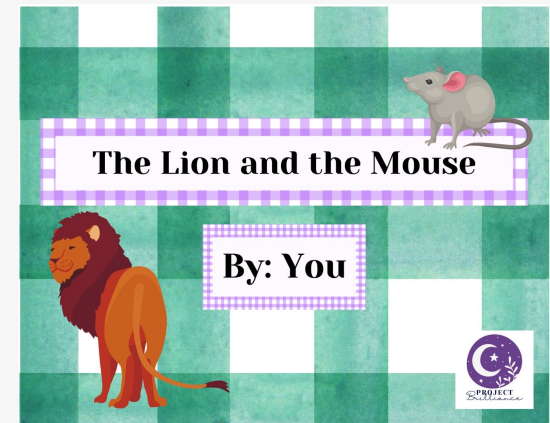
C... challenge

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Reflection

Did it help?

In what ways would it enhance creativity?

Final Submission to the Committee

Putting all your ideas together, jot the summary of your final submission.





Now, how creative were you throughout the session?

- How many ideas did you have?

Fluency

- How similar were they? How many categories did you develop?

Flexibility

- How original were they?

Originality

- Did they serve a purpose?

Useful

- How detailed/complex were your ideas?

Elaboration



Questions?

Resources



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Thank you.

