



Help Yourself...And a Student

Take a Sheet and a Treat!

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Gifted 101: Stepping Outside the ... Boxed Curriculum with Creative Thinking

It is suggested that creativity has declined in the United States due to schools overwhelmed with mandated standards and state assessments. In preparation for such assessments, students are tested on reaching the correct solution or asked for the one correct answer, thus inadvertently suppressing the creative process.

Creativity is the act of producing something original and useful or the process of refining and improving ideas – essential skills for the 21st Century. Simply, creativity is ‘applied imagination.’ Creative thinkers are motivated by generating new ideas, finding how things work, and making things better - requiring a great deal of hard work, patience, persistence, and perseverance.

Creativity doesn’t stand alone. Creativity requires collaboration. Sir Kenneth Robinson is quoted in stating that, “most original thinking comes through collaboration and being stimulated by other people’s ideas.”

Reversing the Trend

Teachers have the opportunity to reverse this trend by incorporating creative thinking into the curriculum and instruction. By using FFOE and SCAMPER, teachers are able to generate higher-order thinking questions and more complex tasks.

References:

Cash, R. (2011) *Advancing Differentiation: Thinking and Learning for the 21st Century*. Minneapolis: Free Spirit Publishing.

Robinson, K. (2009) *The Element*. New York: Penguin Group.

Shaunessy, E. (2005) *Questioning Strategies for Teaching the Gifted*. Waco: Prufrock Press.

F.F.O.E. [F. Williams]

Fluency – Think “MANY” ideas

- List as many ___ you can think of.
- What are all the things that are ___?

Flexibility – Think “DIFFERENT” kinds of ideas

- Think of a different way to ___.
- What are some different reasons for ___?

Originality – Think “UNIQUE” or novel ideas

- Can you invent a new ___?
- Devise a new way to ___.

Elaboration – Think “DIFFERENT” by adding or expanding ideas

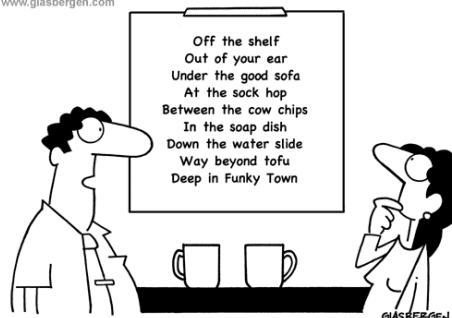
- What else can you tell me about ___?
- What new ideas can you add?

S.C.A.M.P.E.R. [B. Eberle]

I will change the story/the object to make a new, original creation by...

- **Substituting** – Can I replace or change any parts or characters?
- **Combining**... What ideas can be combined to improve it?
- **Adapting**... Is there something similar, but in different context?
- **Modifying**... What can be exaggerated or overstated? What new twist could be made?
- **Putting to Other Use**... How would a child use it? An older adult use it? A story/object’s function could be reconsidered.
- **Eliminating**... Can I simplify it?
- **Rearranging**... Can I use a different sequence to make it better?

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“The term ‘out of the box’ is getting stale.
So my team came up with some fresh alternatives.”