

## Developing Creativity-Background Information for Families

*Adapted from: Pieces of Learning's Creativity Calendar by Laura Magner*

The menus that TAG students are working on were written to help our students develop their creativity. You will notice that they all promote divergent thinking that students can show in four different ways.

**Fluency:** Fluency is the ability to be fluent, to be smooth or easy. In the context of creative thinking, it is the ability to smoothly and easily produce lots of creative ideas. To help students with fluency: Teach them to think in terms of categories and to be specific. Help students to remember to exhaust one category, then move to another. For ex: List things that are pink: Students can think in the category of food and they may write: candy. But more specifically they should list Jolly Ranchers, Starbursts, cotton candy, etc.

**Flexibility:** Flexibility is the ability to change or bend. We want flexible thoughts. We want students to look at things from different perspectives and see that objects are not created for one stagnant purpose. Flexibility looks for a variety of ideas. To help students with flexibility: Give students practice in using recycled materials to make models or new inventions. For ex: a straw becomes an antenna, a water bottle becomes an animal's body.

**Originality:** Originality is the creation of new, sometimes unexpected, ideas. The original thinker may use familiar ideas but combines them in a unique way. To help students practice originality teach and practice the SCAMPER technique. Here's a video we love to share!  
<https://www.youtube.com/watch?v=G8w0rJhztJ4> Give it a try!

**Elaboration:** Elaboration shows creative thoughts by making a picture clearer to the observer either through detail or design or by the rich text that accompanies it. Elaborations include details that are purposeful. They may show movement, mood, humor, or intent. Wording is insightful and abstract and insightful. It should not simply be a label. To help students with elaboration allow students opportunities to turn a plain or random line into a picture. Encourage them not to close in open shapes or squiggles. Use large pictures of alphabet letters or numbers and allow students to turn them into an image and then add a title. We tell our students that their titles should not name their pictures. We tell them that if they covered up their pictures, the observer wouldn't know what the picture was by just reading the title. For example, if your child draws a race car, a fair title might be, "Zooming car." A better would be "Off to the Races." If they drew a picture of a boat, a fair title might be "The Fancy Yacht." A better title would be, "Swoosh" or "Caribbean, here we come!"