



E-book Code:
REAU3009



For 8 - 10 year olds

THINKING CREATIVELY Book 2

A course in creative and
applied thinking skills.

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Published by Ready-Ed Publications (1996)
11/17 Foley St, Balcatta, Perth, Australia, 6021

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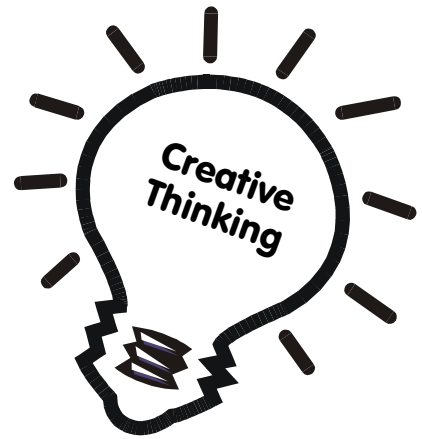
ISBN 1 86397 130 0

Contents

Content Area	Page
Introduction	4
What is 'creative thinking'?	4
What are the skills that foster thinking?	5
The Programme	6
Classroom climate and teacher attitude	7
 Skill Area	
FLUENCY	
Teachers' Notes	8
Photocopy Activity Cards	9 - 10
FLEXIBILITY	
Teachers' Notes	11
Photocopy Activity Cards	12 - 13
ORIGINALITY	
Teachers' Notes	14
Photocopy Activity Cards	15 - 16
ELABORATION	
Teachers' Notes	17
Photocopy Activity Cards	18 - 19
CURIOSITY	
Teachers' Notes	20
Photocopy Activity Cards	21 - 22
COMPLEXITY	
Teachers' Notes	23
Photocopy Activity Cards	24 - 25
RISK TAKING	
Teachers' Notes	26
Photocopy Activity Cards	27 - 28
IMAGINATION	
Teachers' Notes	29
Photocopy Activity Cards	30 - 31
 Applied Thinking Activities	
Activities using the skills	32 - 41
 Create Your Own Challenges	
A set of 'Task Starters' to initiate ideas	42 - 43
 Record Page	44

Creative Thinking

This activity book has been designed to allow and encourage teachers to become totally involved with the teaching of creative thinking skills. The book was developed to complement our highly popular '**Creative Challenges**', a publication providing innovative applications of these skills.



While there is no one accepted way of teaching 'thinking', we feel that in being provided with an organized and developmental outline of some of the sub-skills, teachers may more readily internalize these skills, allowing a smoother approach to teaching thinking within the classroom.

What is 'creative thinking'?

While most experts can never agree on a definition, they do agree that 'thinking' has a series of sub-skills. For the purpose of teaching them each of these skills can be treated in isolation.

However, it is the combination and application of several sub-skills simultaneously that leads to a higher plateau of thinking.

It is the continual practice of these skills that leads to a student being more productive and creative in his or her thinking.

Our definition of creative thinking can best be described as 'applied problem solving'. As students develop their thinking skills they begin to provide a multitude of answers and solutions to any given problem. As they progress through the course as set down in this book their answers should develop to a level where they become more divergent, complex and original.

What are the skills that foster thinking?



This activity book follows the basic principles of lateral thinking educators and writers, Edward de Bono and Joan Dalton, in concentrating on eight processes or skills which foster an increased ability to think creatively and divergently.

In practice these are not encountered as segregated and easily identifiable processes but for the purposes of teaching the skills it is useful to isolate them and identify them as related to either the *COGNITIVE* (thinking) or *AFFECTIVE* (feeling) areas.

Cognitive Abilities

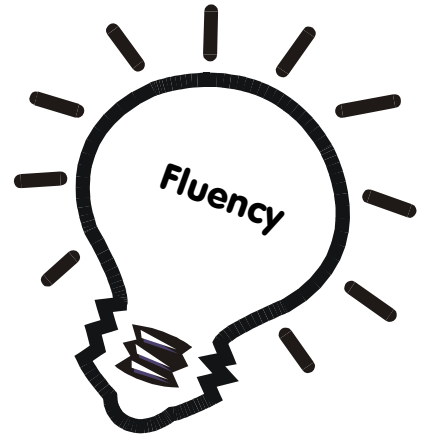
- ☐ **Fluency** - Related to the generating of a quantity of ideas on the premise that the more ideas generated, the greater the likelihood of originality.
- ☐ **Flexibility** - Examining a problem from different perspectives; seeking variety in responses.
- ☐ **Originality** - Coming up with new or unique solutions to given problems or questions; putting two known ideas together to make a third original one.
- ☐ **Elaboration** - Adding to what is already apparent to make an idea more interesting or exciting, seeing relationships to the given idea.

Affective Abilities

- ☐ **Curiosity** - Using inquisitiveness and wondering to seek solutions on the basis of a *Who? What? How? Why?* approach.
- ☐ **Complexity** - Looking for different and sometimes difficult alternatives to what is provided.
- ☐ **Risk Taking** - Accepting that there may be more than one correct answer and that to be mistaken is not necessarily a sign of failure; exposing oneself to possible criticism.
- ☐ **Imagination** - Projecting the mind towards how others may be feeling, or to another place or time; thinking about things beyond real boundaries.

Skill - Fluency

Quantity of ideas.



Fluency involves the generation of as many ideas as possible for a given problem or topic. These can be real or imagined, serious or fun.

Teaching Tips

This introductory skill is best done with whole group or small group interaction and brainstorming.

It is important for participants to be able to verbalize answers while generating lists.

Verbalization creates a leapfrog approach as it triggers others' thoughts. These may be at a tangent but can be still regarded as 'thinking'.

Encourage the concept, *"If you think it, say it"*.

Resist the temptation to become judgemental. Stilted body language and adverse comments quickly stifle creative thinking.

Encourage diversity of thought and response. Provide prompting, but avoid leading towards acceptable or desired solutions.

Set time limits only to increase the challenge. Extend these whenever possible to allow time for the more bizarre and divergent thoughts to emerge.

The following pages provide some practice examples of this skill.

Problem 1

Time: 8 minutes

List all the things you could go around.

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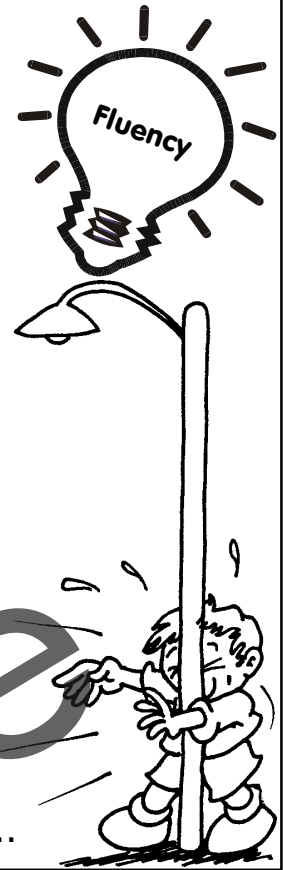
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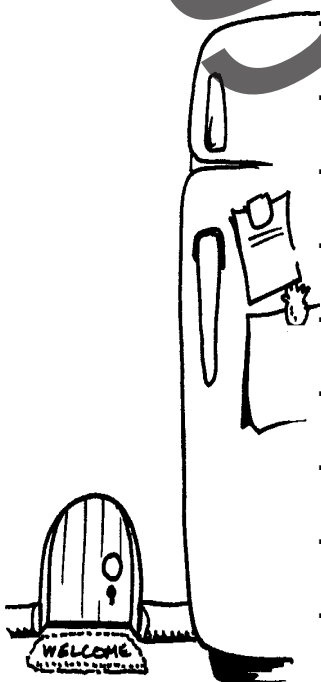


Score one point for each different idea. Score

Problem 2

Time: 8 minutes

List all the things that could be found in holes.



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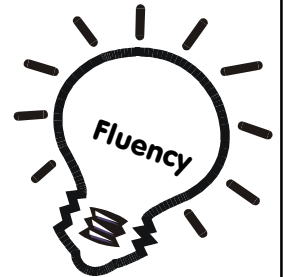
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Score one point for each different idea. Score:

Skill - Flexibility

Variety of ideas.



This skill is an extension of the **fluency** skill.

It allows and encourages students to think at a tangent by finding alternatives and exploring extensions of their ideas.

It requires students to be challenged beyond their comfort zone of 'normal accepted responses'.

Teaching Tips

As with the skill of fluency, brainstorming and listing provide the greatest chance of encouraging flexible thinking.

Provide longer time limits to allow flexibility of thought and expression to develop.

If long periods of silence occur don't be tempted to provide leading hints. Gestation time is required.

Play the catalyst role - provide associative questions to keep the thinking progressing.

The following pages provide some practice examples of this skill.

Problem 1**Time: 15 minutes**

Compare each member of your family to a fruit salad.
List the fruits that match each person.



Names	Fruit	Similarities	Differences

Problem 2**Time: 12 minutes**

Why do we need schools?

