1

HOW WE'RE GOING TO EXPLORE THIS TODAY:

- Some background theory
- Specific activities for families
- Explore your resource

2

BACKGROUND THEORY ON CREATIVITY

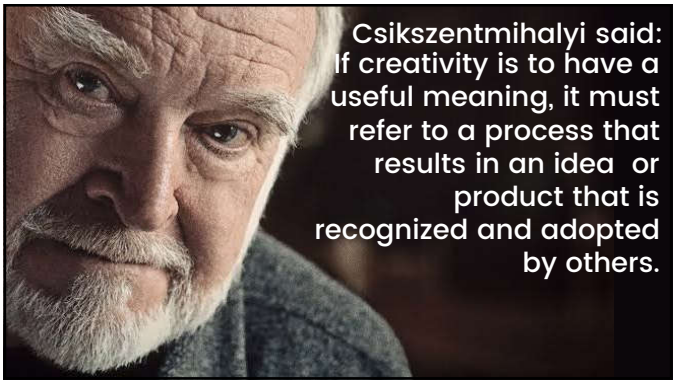
3

4

Define: Creativity

the ability to produce novel & appropriate outcomes to problems, challenges, or opportunities

5



6

Arthur Cropley, author of *Creativity in Education and Learning*, said the three elements of creativity are:

- novelty
- effectiveness
- ethicality

7

So far we have this:

Creativity is about producing ideas that are different from those created by others, are useful, and are ethical.

8

This can feel very mysterious & nebulous. What does this look like in real kids?

9

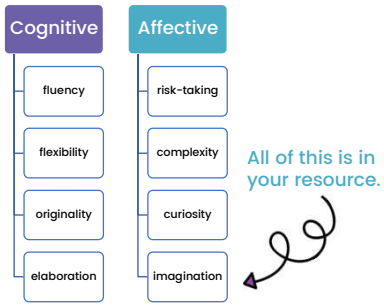
Let's look at a more concrete idea.

10

Enter… Frank Williams' Model of Creativity
Where we fall in love with this number:

11

Frank Williams' Model of Creativity



12

Cognitive Trait: Fluency

The ability to generate a lot of ideas, possibilities, or choices

13

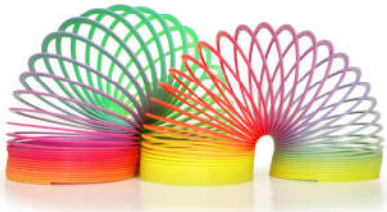
These are kids who are idea factories.

{remember, the ideas need to be ethical and useful to others as well}

14

Cognitive Trait: Flexibility

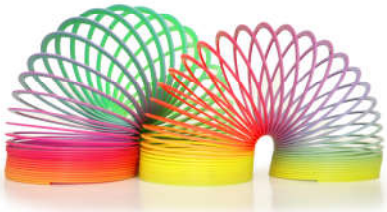
The willingness to change or pivot, to see things used in a different way than that which was intended



15

Cognitive Trait: Flexibility

These are kids who use things for unintended purposes and who can accept a change of plans or rules.



16

Here's an example from a 3-year-old.

17

Cognitive Trait: Originality

The ability to think of ideas that are unusual – not necessarily a LOT of ideas. There may be only one idea, but it's a doozy.

18

Cognitive Trait: Originality

These are kids who make you smile with their imaginations to a different extent than that which is typical. All kids are imaginative. These kids are next level.

19

Cognitive Trait: Elaboration

The ability to expand on an idea to make it easier to understand, more interesting to others, or just cooler.

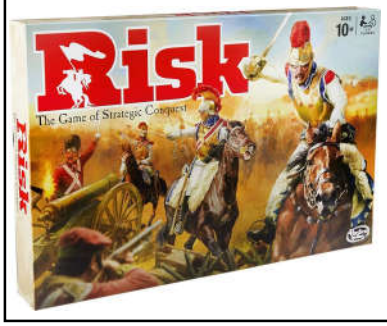
20

Cognitive Trait: Elaboration

These are kids who think the Lego™ set is just a suggestion. They gild the lily.

21

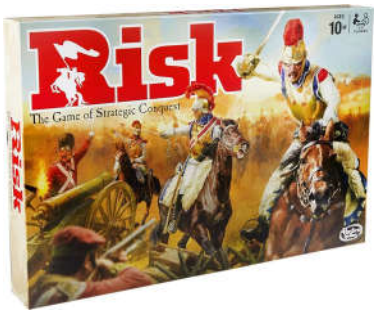
Affective Trait: Risk taking



Willingness to experiment, to take chances, to invite possible failure

22

Affective Trait: Risk taking

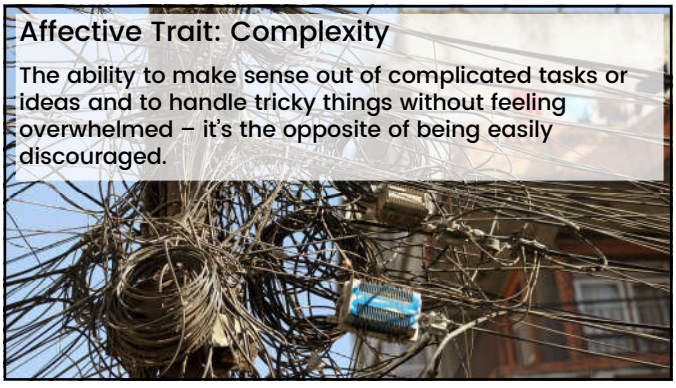


These are kids who experiment, love trying new things with no guarantee of success, set a goal they know they may not achieve, guess, and enjoy chance.

23

Affective Trait: Complexity

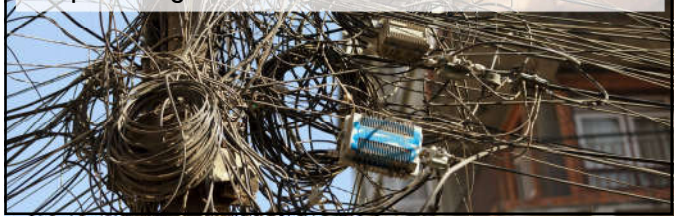
The ability to make sense out of complicated tasks or ideas and to handle tricky things without feeling overwhelmed – it's the opposite of being easily discouraged.



24

Affective Trait: Complexity

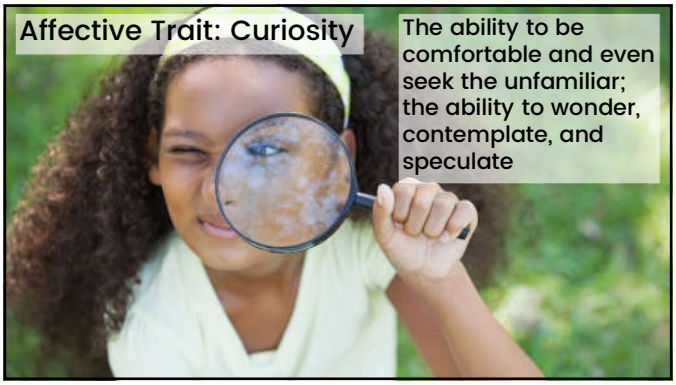
These are kids who relish tangled things and ideas. They like taking things apart and can put the things back together. They are great at explaining rules of complicated games.



25

Affective Trait: Curiosity

The ability to be comfortable and even seek the unfamiliar; the ability to wonder, contemplate, and speculate



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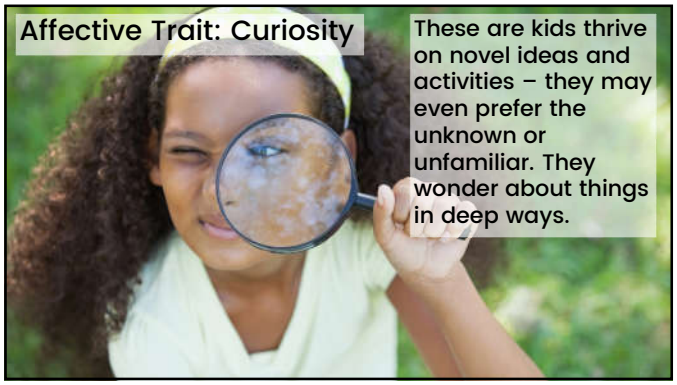
Affective Trait: Curiosity

These are kids thrive on novel ideas and activities – they may even prefer the unknown or unfamiliar. They wonder about things in deep ways.



27

Affective Trait: Imagination

the ability to build mental pictures, visualize possibilities and new things, and reach beyond the practical

28

Affective Trait: Imagination

These are kids who can see the movie of the book in their minds, who can visualize what something will look like IRL, and who don't accept thinking limits.

29

Next, let's look at how we develop this in the home.

30

STRATEGIES FOR THE HOME

31

These strategies include:

- Things you do
- Things you buy
- Things you say/discuss

32

#1: Encourage play.

33

34

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#2: Support curiosity.

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Answer questions & encourage them to explore new ideas.

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39

Provide access to:

books

documentaries /podcasts

field trips

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#3: Enable artistic expression.

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Encourage drawing, painting, crafting, etc.

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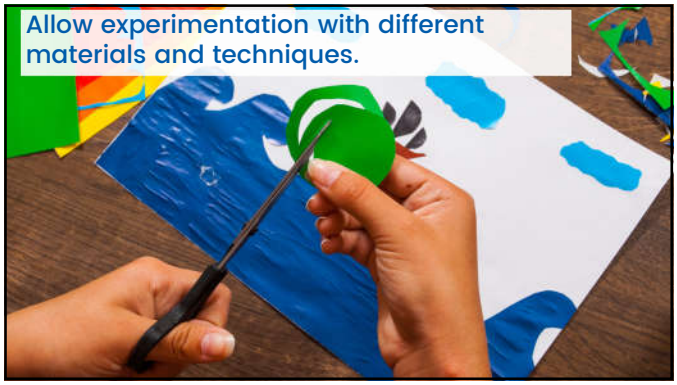

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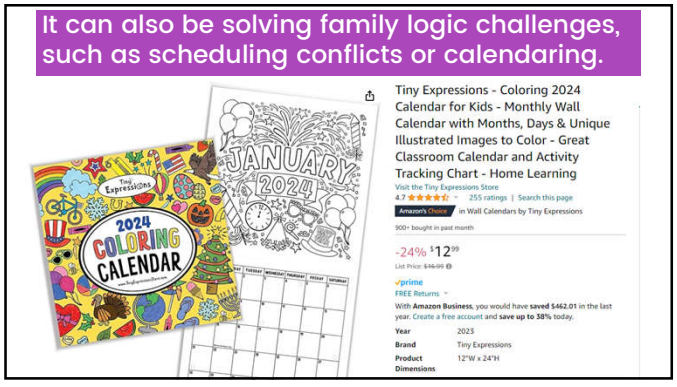

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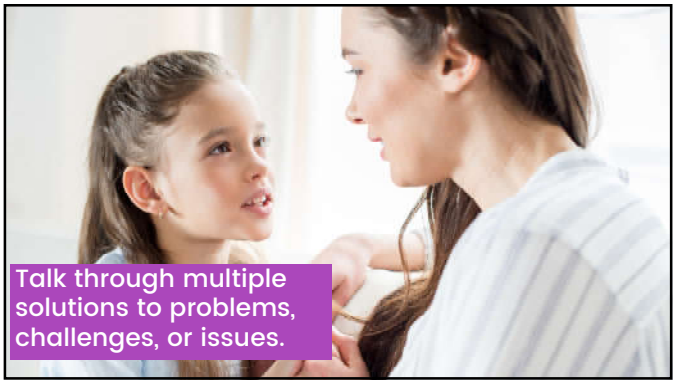

48

- Let's come up with three ways we could do this.
- What do you think another kid would suggest?
- If we couldn't do our first choice, what else could we do?

49

#5: Ask Open-ended questions.

50

51

- If you could live today over, what is something you'd do differently/something you'd do exactly the same?
- If your day were a color/smell, what color/smell would it be?
- If someone were absent today, what's something they missed you are glad you didn't miss?

52

53

#6: Offer diverse experiences.

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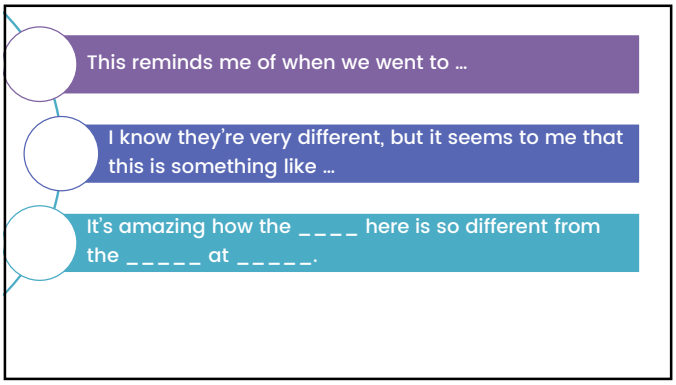

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59

60

Make it common to try new things.

Let them see you try new things. Emphasize it when you do. "This is a new…" or "I'm learning…"

What's another thing like this we could try?

61

Encourage and celebrate effort.

I love how you tried out for the play! Let's celebrate! Shall we make a special dessert?

You tried so hard on that assignment. I love that! A lot of people struggle to do that, so that's so cool!

62

63

#8: Play imaginative games.

64

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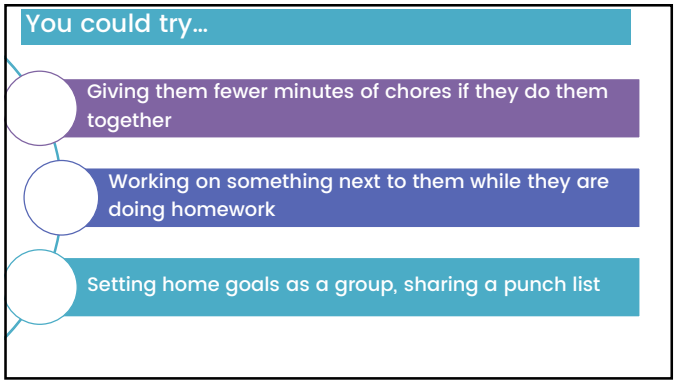

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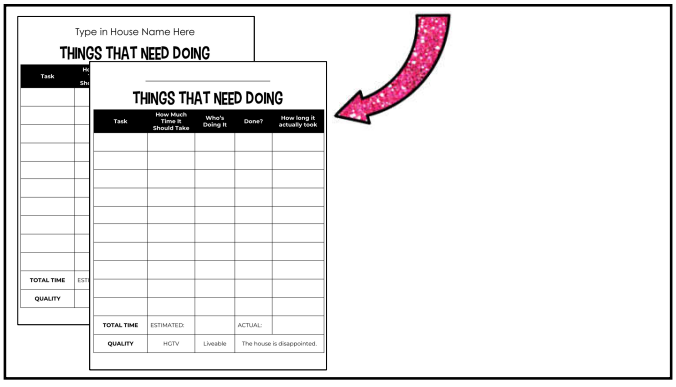
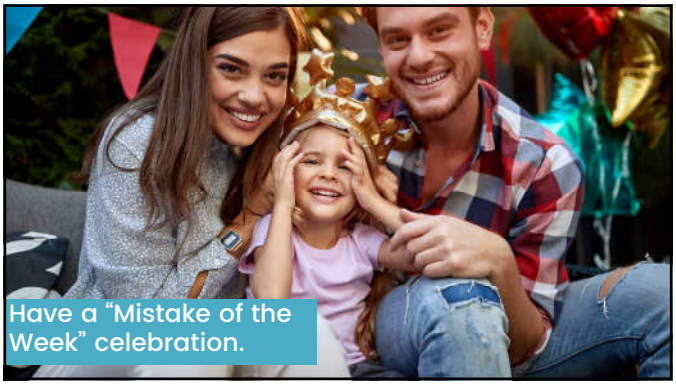


72

#10: Celebrate mistakes.

73



74

Debrief failures and mistakes.

- What's the most important thing you learned from this?
- What would you tell someone else who is going to do this thing to help them?
- When did you first realize that it was going to go sideways?

75

#11: Don't overlook the simple things.

76

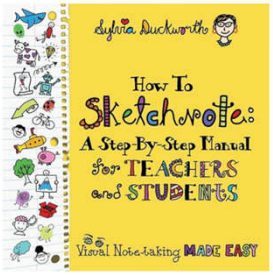
Even for those who may not consider themselves artistic, coloring is simple and accessible!

77

YouTube channels and books offer tutorials on teaching how to draw things.

78

These help kids use sketchnotes & see themselves as artistic.



79

https://drawzer.com/

Draw this:

A shambling zombie throwing dice in a murky pond.

80

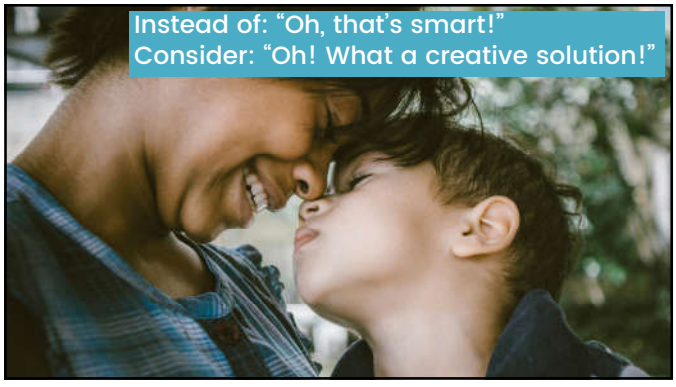
https://drawzer.com/

A one-eyed monster photographing a sunset in the city.

81

#12: Shift the narrative.

82



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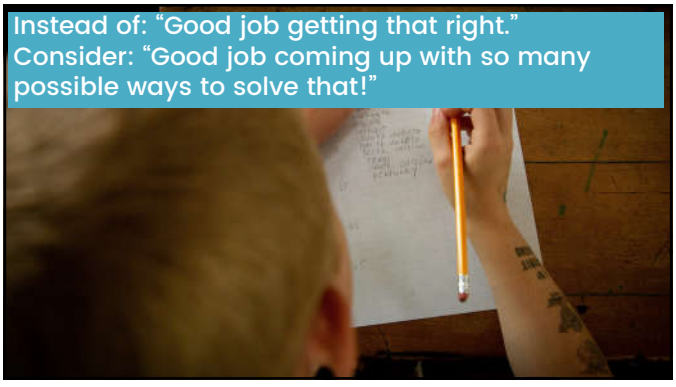

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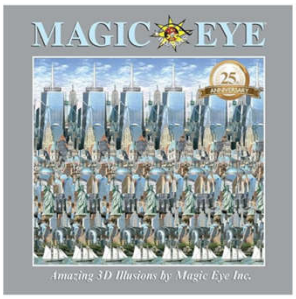
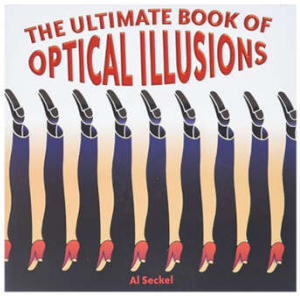
#13: Leverage the power of books.

85

Share books with optical illusions.





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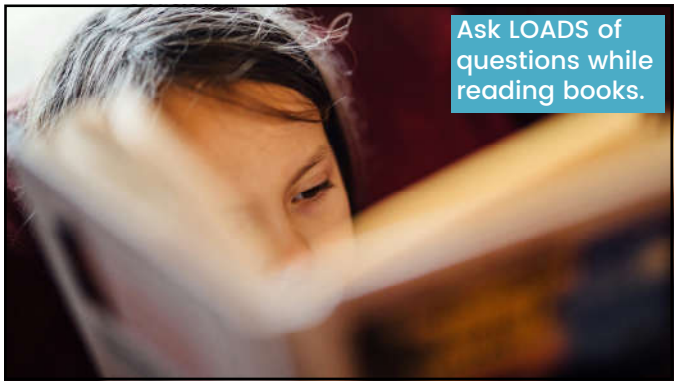
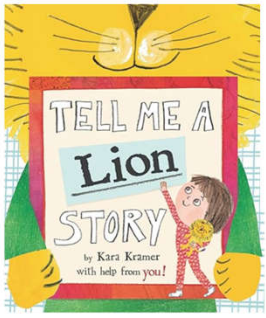


87

Read books that invite reader participation.



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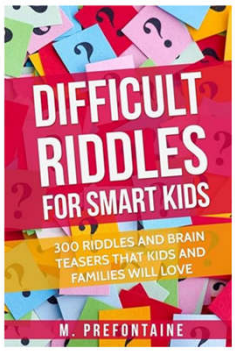
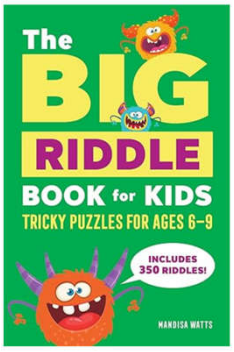


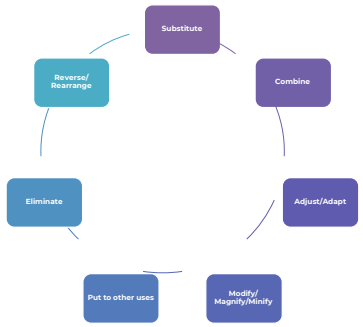


89

#14: Use SCAMPER to invite creativity.

90

SCAMPER!



91

S **Substitute** an ingredient in a recipe you're making together and see what happens.	**C** **Combine** clothes to make new outfits. Combine two games to make a new game.
A **Adapt** What does this story remind you of? What could this character do to solve their problem that you remember from another story?	**M** **Minify** Use half as much of something and see what happens.

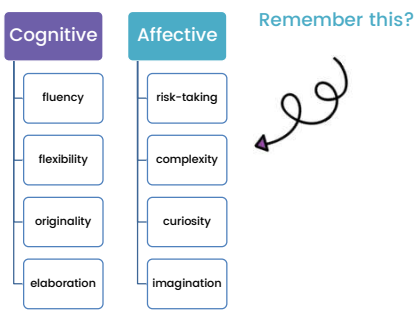
92

P **Put to other uses** How else could you use a kitchen or garden utensil?	**E** **Eliminate** See if you can eliminate a certain number of items from a space (see if you can match the year – 24 items from the kitchen in 2024, etc.)
R **Rearrange** Rearrange furniture, cabinets, or shelves. Do chores or routines in a different order. Use conditioner before shampoo.	

93

#15: Keep the Williams 8 front of mind.

94



Remember this?

95

- Can you think of more ways?
- I love how you thought of something I don't think others would have thought of.
- How could you make it even _____?

96

That's the way to take a risk! Super cool!

I love how you didn't get overwhelmed by those instructions. You broke it down and worked through it!

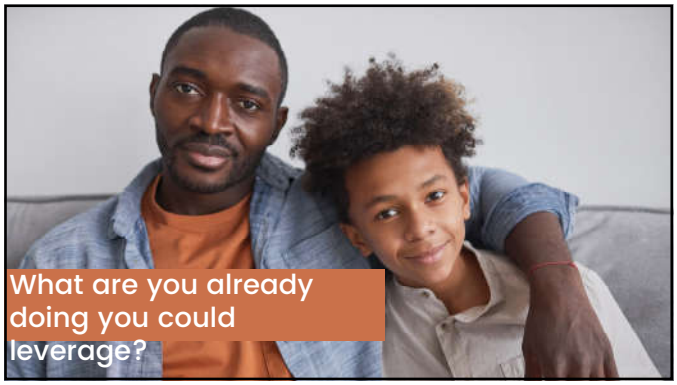
I'm so curious about ____! Are you? (If no, "Why do you think I am?")

And there's a point for pure imagination!

97

THINGS TO CONSIDER!

98



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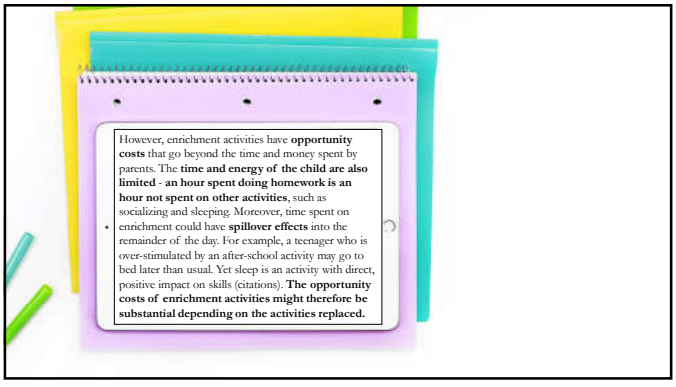

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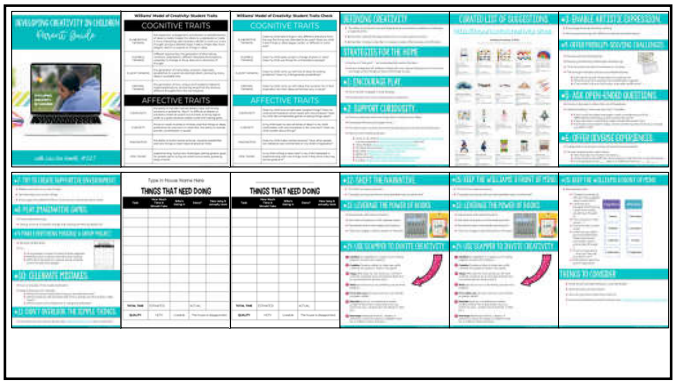
YOUR RESOURCE

103



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Creativity Inventory

Trait	Child's Strength in Area (1-10)	Worth Developing?	Struggles	Notes/Ideas
FLUENCY				
FLEXIBILITY				
ORIGINALITY				
ELABORATION				
RISK-TAKING				
CURIOSITY				
COMPLEXITY				
IMAGINATION				

105

http://tinyurl.com/creativity-parents

106