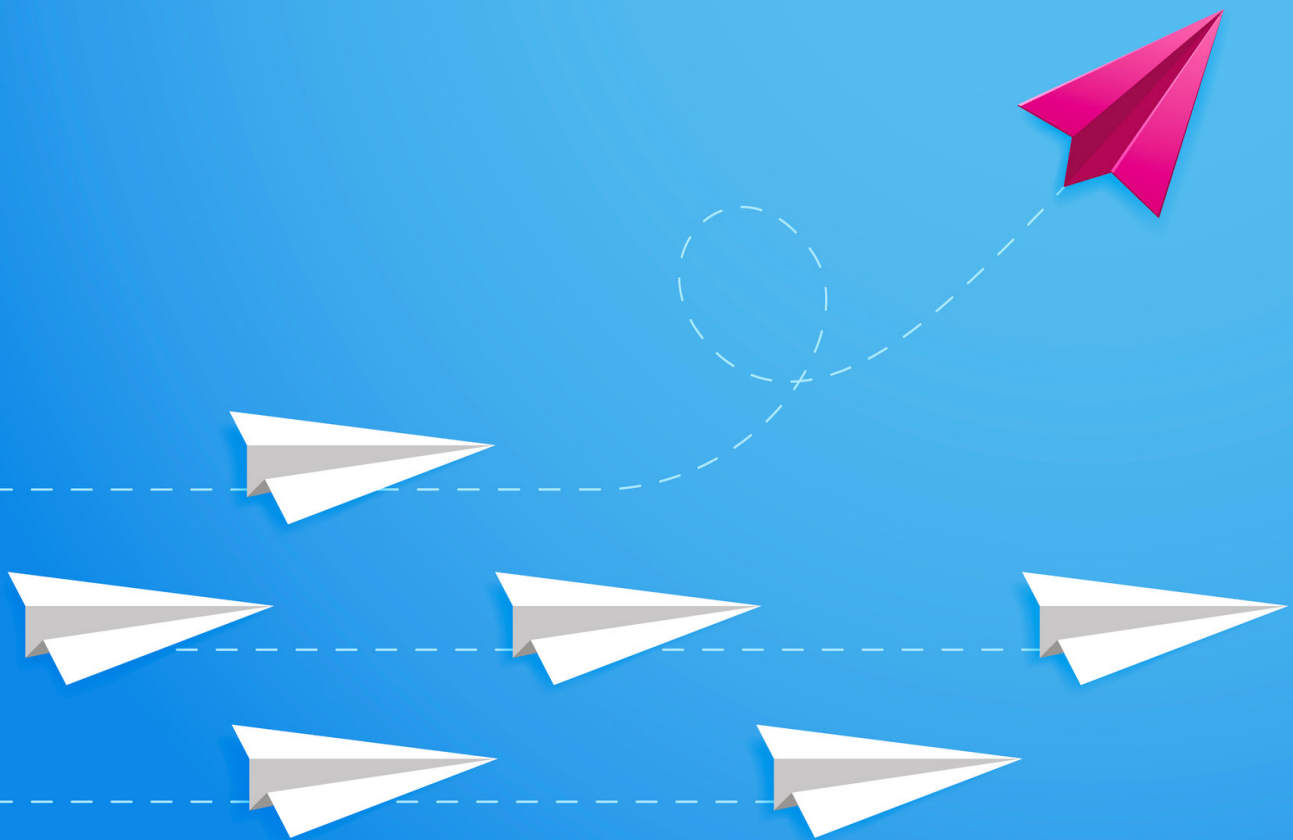




MODEL TEACHING®
Education for Better Educators

Divergent Thinking Activity & Resource Packet

Use the instructions, resources, and rubric within this packet to help support divergent thinking in your students.



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Alternative Use Activity Resource - Place an image or a description in the provided box on the page, then give the worksheet to students. Ask students to generate ideas for the image or description in the box within a given time frame.

Reverse Brainstorming Graphic Organizer - Place an image or a description in the provided box on the page, then give the worksheet to students. Ask students to first list what ideas can NOT be generated for the provided image or description. Once they have completed that, then ask students to generate ideas for what ideas CAN be generated. This exercise can be used as a supplemental resource completed by students after their alternative uses exercise to help them generate more ideas.

Creative Choice Board - Edit this choice board for your needs and provide it to students as a more structured way of divergent thinking practice. Each box should have an open- ended task that students should complete. They can choose one chose from the board. For future activities, they must choose something new.

Visual Map Starter Graphic Organizer - For students that may struggle with the initial brainstorming process, provide them with this starter template to help them categorize ideas onto paper. Later, as they are comfortable with the process, ask students to build their own visual map from scratch without the use of a graphic organizer aid.

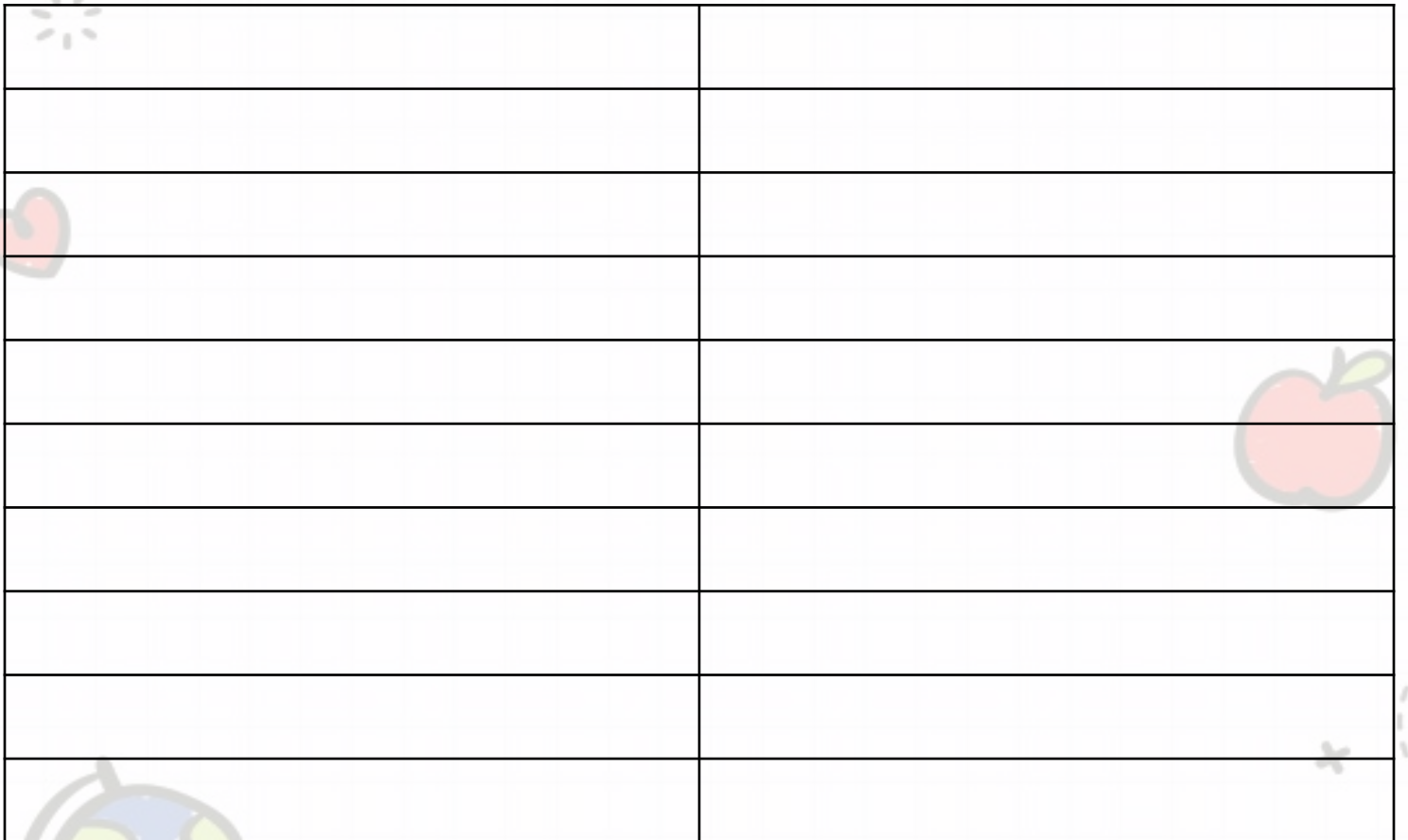
Circles Creativity Exercise - Provide students with the worksheet and ask them to draw as many images using the provided circles as possible within the provided time frame that you set. You can provide this exercise many times, changing the time frame to introduce an additional constraint.

Creativity Pictures Exercise - Create a simple doodle in each of the 6 boxes. The doodles can be identical, or each can be different. They can be simple lines, half- shapes, or other abstract images that students can use as a starting point for an image idea. Ask students to take the simple doodles and create images out of them, and provide a time constraint to push their divergent thinking.

Divergent Creativity Rubric - Use the rubric to provide additional feedback and support strategies to your students as they work to practice their divergent thinking.

Alternative Use Activity Resource

Take a look at the image inside of the box. How many uses can you come up with for this object?
Script all your ideas in the space below within the allotted time. The timer will be set for ____ minutes.



Alternative Use Activity Resource - **SAMPLE**

Take a look at the image inside of the box. How many uses can you come up with for this object?
Script all your ideas in the space below within the allotted time. The timer will be set for ____ minutes.



<i>Drink tea</i>	<i>storage for toothbrushes</i>
<i>drink coffee</i>	<i>spare change holder</i>
<i>swimming pool for dolls</i>	<i>DIY candle holder</i>
<i>beach sand scooper</i>	<i>home for a miniature fairy garden</i>
<i>plant holder</i>	<i>eat cereal out of it</i>
<i>herb garden</i>	<i>screws and nails organizers</i>
<i>paper weight</i>	<i>fill it with water for an outdoor bird bath</i>
<i>cookie cutter</i>	<i>mix paint colors in different coffee cups</i>
<i>bug house</i>	<i>place your phone into a mug to create a speaker</i>
<i>broken mug pieces for mosaic art piece</i>	<i>a prop to use for drawing practice</i>
<i>push them into the ground and use them as stepping stones in a garden</i>	

Reverse Brainstorming Graphic Organizer

Look at the image or description in the box. Then, think about what the image or description **CANNOT** be used for. Write your responses in the provided space. Once you complete the **CANNOT** column, generate ideas for what the image/ description in the box **CAN** do.



It CANNOT	It CAN

Reverse Brainstorming Graphic Organizer

Look at the image or description in the box. Then, think about what the image or description CANNOT be used for. Write your responses in the provided space. Once you complete the CANNOT column, generate ideas for what the image/ description in the box CAN do.



It CANNOT	It CAN
<i>Be used to play video games</i>	<i>Be made into a table top game where you toss beanbags into different mugs</i>
<i>Be eaten</i>	<i>You can build a mug using cookie dough, bake it, and then eat the cookie mug.</i>
<i>Be worn as a clothing item</i>	<i>You can scoop messes into the mug for help in cleanup</i>
<i>To mop up spills on the floor</i>	<i>Be used to hold a ball of yarn</i>
<i>Crochet or knit with it</i>	

Creative Choice Board

Select one task from one square in the choice board below and complete it now. If you have chosen a task from this choice board before, choose a new task this time.

Creative Choice Board - **SAMPLE**

Select one task from one square in the choice board below and complete it now. If you have chosen a task from this choice board before, choose a new task this time.

Draw a flower from the perspective of a bug.

Create a new use for a paperclip.

Create a map of your house using craft materials.

Build a game using the items found in the box provided to you.

Draw something sparkly.

Write a paragraph about a mythical world an astronaut may one day visit.

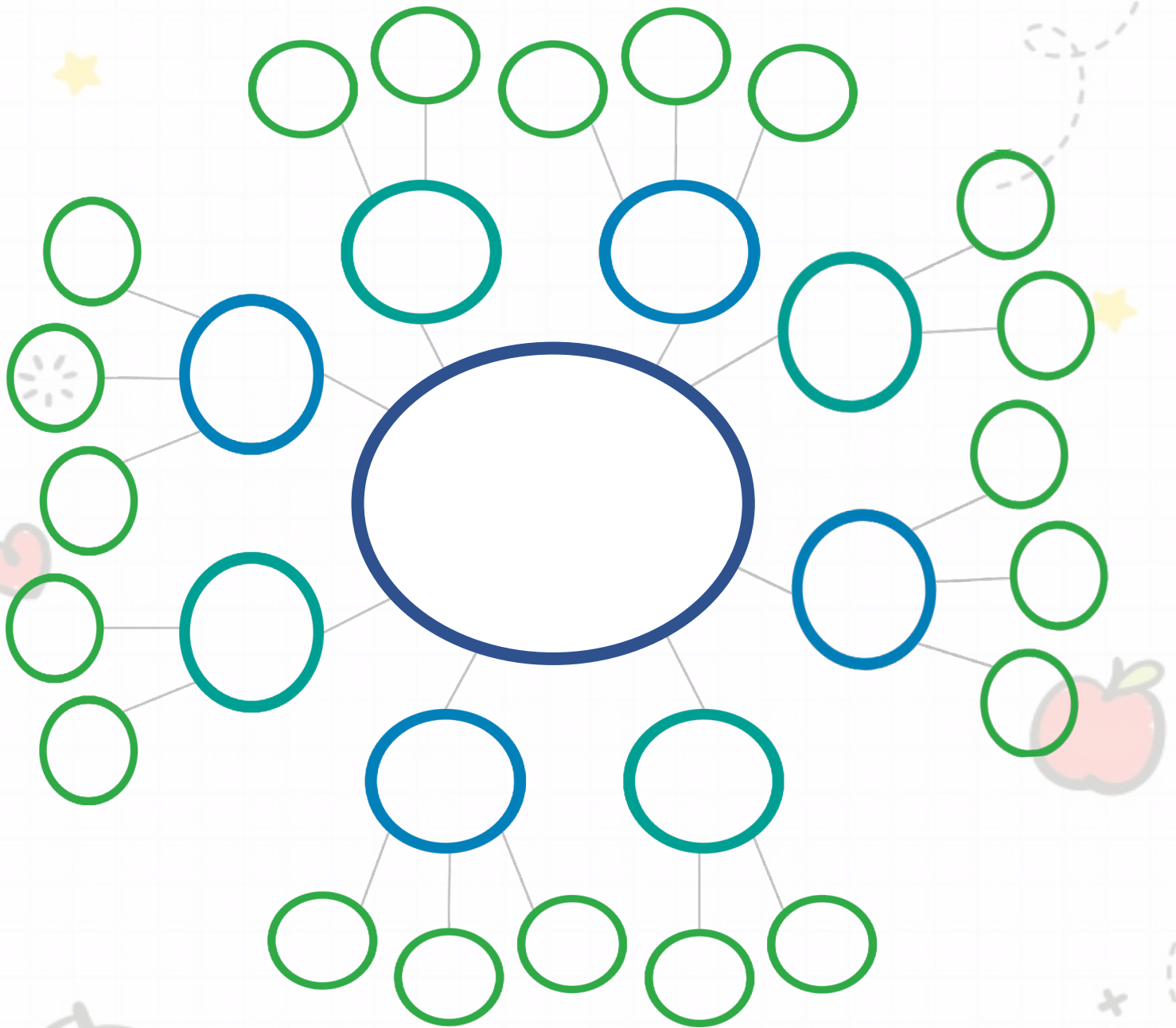
List all the uses you can think of for a piece of string.

Write a story about an owl.

Create something new.

Visual Map Starter Graphic Organizer

Add your central idea to the center bubble, then write or draw related ideas in the bubbles that radiate from the center bubble. Then, focus on each individual idea and draw your own connections to further build your organizer. Make connections as needed, color code similar ideas, and draw pictures as necessary.



about me

Artwork

coloring
Sewing
Painting
crafts
drawing
Sweets and art



Hobbies

sewing
painting
crafts
science
art
baking
cupcakes
playing

when I grow up

baker
dog treats
dog shaped cakes
artist
selling puppy bottles
sewing puppy clothes



My family

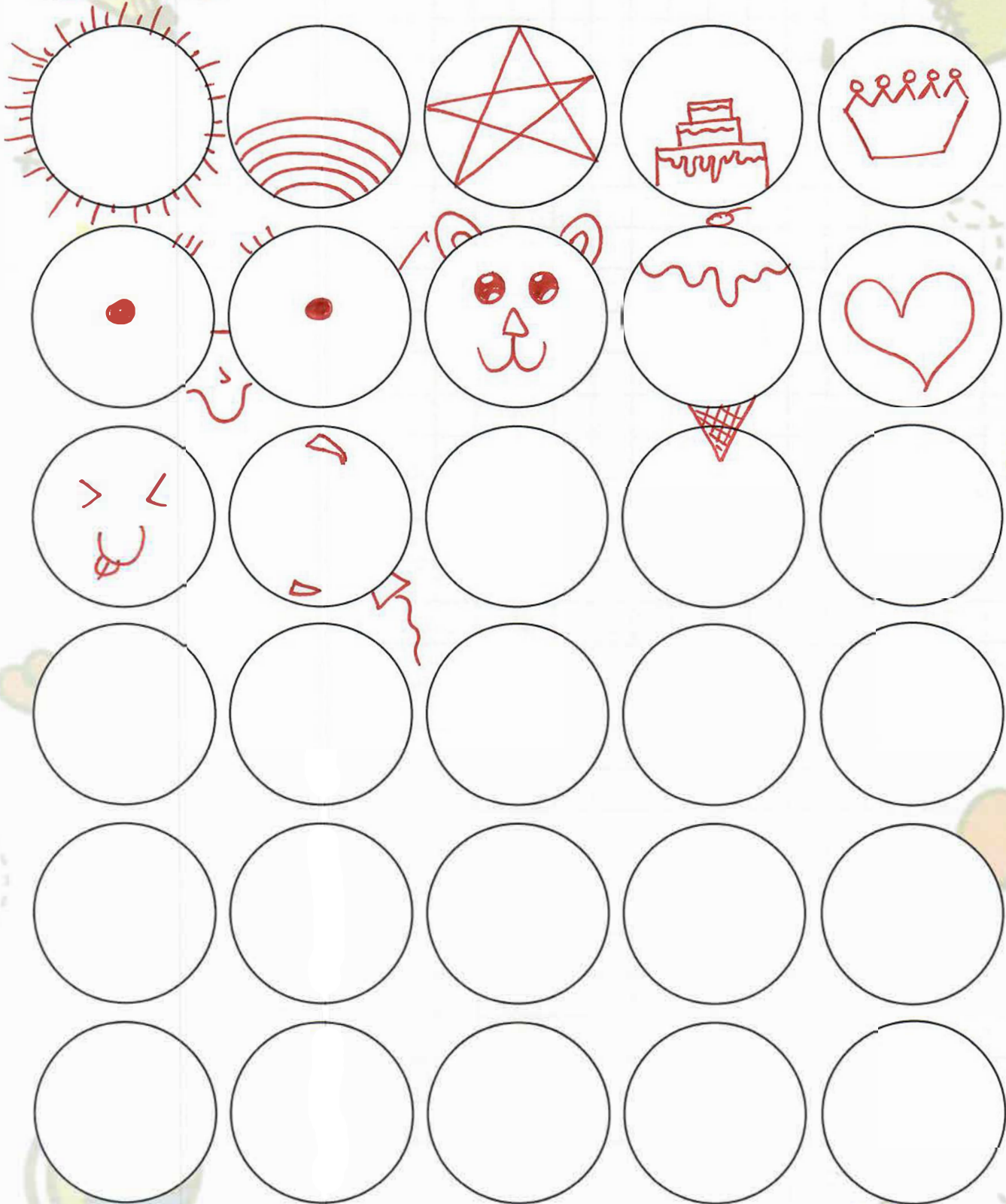
Nam
good baker
charlotte
grandma and grandpa
parab
has 12 chickens
2 dogs
3 cats
natives
making things
Aunt Amy

Circles Creativity Exercise

Draw as many pictures you can using the circles below. Complete the worksheet in ____ minutes.

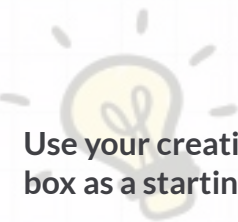
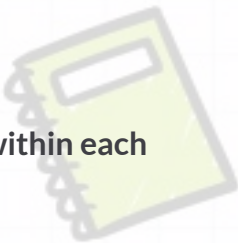
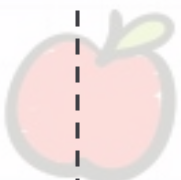
Circles Creativity Exercise - **SAMPLE**

Draw as many pictures you can using the circles below. Complete the worksheet in 2 minutes.



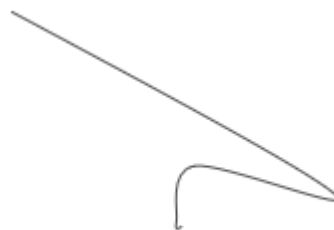
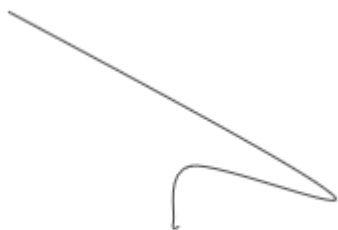
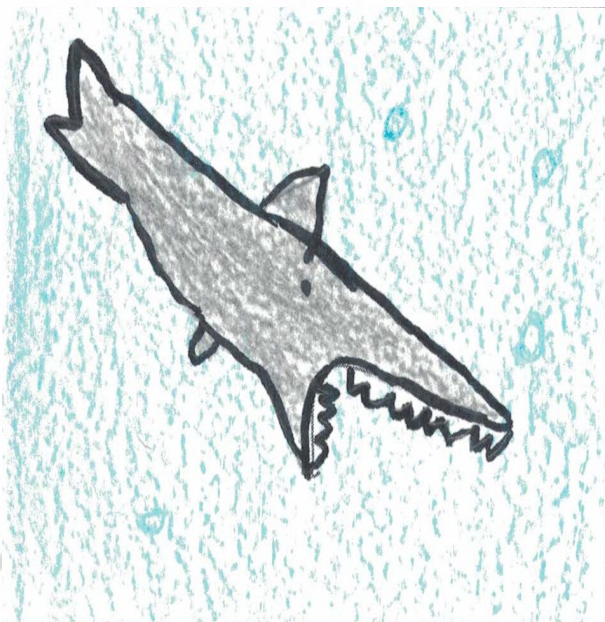
Creative Pictures Exercise

Use your creativity to draw unique, detailed, and original designs using the doodle within each box as a starting point.

Creative Pictures Exercise - **SAMPLE**

Use your creativity to draw unique, detailed, and original designs using the doodle within each box as a starting point.



Divergent Creativity Rubric

Divergent thinking is measured in many ways, but the main criteria to assess creativity is fluency, originality, flexibility, and elaboration. Use this rubric as a guide to help support students in areas that they can practice to improve creativity. Remember that divergent thinking is only one of many ways to measure creativity, and just because a student may score low in these creative areas does not mean the student is uncreative or unintelligent.

This rubric can be used to help provide additional support strategies to students specific to each main area of creativity.

	Low Ability	Average Ability	High Ability	Support Strategy Ideas
Fluency	Student generates only a limited number of ideas the given time constraint.	Student can generate some ideas within the given time constraint.	Student generates a significant number of ideas within the given time constraint.	Provide student more or unlimited time; provide increasing time constraints over time, allow students to collaborate on ideas; provide student with a few sample ideas; provide a different prompt that is more familiar to a student
Originality	Student ideas are common or basic. They may also be similar to examples posed in class.	Some student ideas are clever and unusual	A significant amount of ideas generated are unique, interesting, clever, or novel.	Introduce topic caveats and constraints to help provide more unique ideas; Point to specific ideas and ask students how they can substitute the idea for something else or combine it with another idea to generate a new idea.
Flexibility	When comparing all ideas to one another, they are not varied and are too similar to each other.	At least some ideas are varied when comparing ideas to one another.	Ideas are generated in a number of different ways with significant variation between ideas.	Provide students with specific categories to help them generate ideas for that category; ask students to determine the opposite of the idea; require student to focus on individual components of the idea or rearrange components to generate something new and varied.
Elaboration	Simple ideas are generated, with little detail or embellishment.	Ideas contain some detail or embellishment.	Ideas are specific and provide clear details and a more elaborate thought process. expanded to	Provide a thesaurus for more specific detail; ask students to describe who, what, when, where, why, and how; ask students to provide detail using the senses (how it looks, smells, tastes, etc.); require modifications in color, meaning, form, etc.