TOOLBAR



# *Practicing the Creative Part of Inventive Thinking*

**Student Guide**
*Everyday Genius* pg. 4
*Eureka in the Bathtub!* pg. 5

**Suggested Activity**
To reinforce Invention Concept Two, turn to page 13 of this Guide to complete the Grandparent Timeline activity with the class.

**Copymaster**
Copy the "Young Inventor's Log" copymaster on page 18 of this Guide, and distribute it to the class.

**DVD Connection**
Please refer to your Inventive Thinking DVD for great inspirations.

**Internet Connection**
For more great class activities and inventive thinking resources, check online at www.bkfk.com/toolkit.

**Print Resources**
Paul Torrance, *The Search for Satori and Creativity* (1979). (For additional print resources, see inside back cover.)

## *Invention Concept Overview*

Students will learn a number of methods to help them embark on the inventive process, to get them to start thinking creatively and critically.

## *Introducing the Invention Concept*

Explain to students that, just like riding a bike or learning to draw, thinking inventively takes practice. When practicing inventive thinking, there are many tools you can use to jumpstart your ideas.

## *Discussion Points*

Explain to students that one way to think inventively comes in four steps. Walk them through the steps, one at a time. (1) FLUENCY; (2) FLEXIBILITY; (3) ORIGINALITY; and (4) ELABORATION.

Once your students have become familiar with the above processes, introduce them to the **SCAMPER** technique. When you have finished reviewing this technique with students, ask them to use it to find many new uses for a familiar object (such as a paper plate).

**Substitute** *What else instead? Other material?*

**Combine** *How about a blend of two ideas or purposes?*

**Adapt** *What else is like this? What could I copy?*

**Minify** *Order, form, shape? Make it smaller? Miniature? Parts reduced?*

**Magnify** *Greater frequency? Higher? Longer? Thicker? What to add? More time?*

**Put to other uses** *New ways to use as is? Other places to use?*

**Eliminate** *What to subtract? Condense?*

**Reverse** *Interchange components?*

**Rearrange** *Turn it backward? Turn it upside-down?*

## *Coaching Tips*

This part of the creative process may take some time. Encourage students to be reflective about their creative thinking process and talk about how ideas come to them. Looking at the DVD and seeing how other kids came up with their ideas may stimulate a discussion.

## *Extension*

Let the students make their own list of objects. Once they combine several of them, ask them to illustrate the new product and explain why it might be useful.