

Spark the Imagination

Pembroke's Friday Freebie



**Drama
&
Play**

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Games: Focus on Creativity

Creativity Inc.

Students work in pairs or in small groups to complete this creative-thinking activity. Invite them to imagine that they work for a company called Creativity Inc. Their job at the company is to develop lists of ideas to help others think creatively. Ask them to brainstorm solutions to one of the following problems within a time limit of three minutes. Groups can compare lists to discover which ideas are original.

- List things that are soft.
- List things that we read.
- Name things that have holes.
- How many ways can you use a rope?
- How many ways can you use a paper clip?
- How many words can you make from the word *disappearance*?
- What are some ways to recycle a cardboard cup?
- Make up some new ice-cream flavors.
- Why does the world need numbers?

EXTENSIONS

- Repeat the activity, assigning a new topic for the students to brainstorm. Students first work individually, then in pairs, then with a group of four to compare lists.
- In groups of four or five, students work to solve a different task. Each group is given the same task. Challenge each group to brainstorm the longest list of items for their company.

All Imaginable Uses

Challenge students to identify as many ways as possible how the items listed below can be used. As an example, a button could be used as an earring, the eye of a teddy bear, a surfboard for a tadpole, and a placemat for wet spoons. Be sure to remind students that in brainstorming, all responses are accepted, and tell them to be prepared to explain their answers. To prepare for brainstorming, the students might work together as a whole group to record ways that a box may be used. Each pair or small group could then be assigned the same item or a different item from the list.

an umbrella
a chair
a sock

a candle
a roll of masking tape
an empty plastic bottle

Whatchyamacallit

1. Students become expert inventors and create a *whatchyamacallit* out of any material or materials they wish. The *whatchyamacallit* they create will be the one item they think is missing from this world. The poem that follows should prompt some ideas.

The books *Not a Box* and *Not a Stick*, both by Antoinette Portis, serve as excellent examples of stories that demonstrate the world of imagination and play.

A Whatchyamacallit

Is there a whatchyamacallit inside your head?
 Is it small and blue or big and red?
 Can you use it on Tuesdays to brush your hair?
 Can you use it to sit on instead of a chair?

Did you see someone use one while painting a wall?
 Was it made from an eraser or a rubber ball?
 Is the whatchyamacallit something heavy or light?
 Is it used to make our world turn bright?

Is it a contraption to catch a wee mouse?
 Or an elephant scrubber as big as a house?
 Make your invention from any junk that you find.
 A whatchyamacallit grows and grows in your mind.

L. S.

- Students then work in small groups where they imagine that they are all expert inventors. They are going to meet other inventors at an Invention Convention, where they will share creations with one another. Each person could explain how the *whatchyamacallit* works and why it would be useful to the world. The inventors could also describe how they decided upon this invention. They should be prepared to answer any questions that their peers as expert inventors might have about their products.

EXTENSION

- Museum Exhibits:* Students could create a *whatchyamacallit* museum in the classroom, displaying all their inventions. Descriptions and instructions should accompany each invention.

Would You Rather . . . ?

Each student is given a copy of the line master “Would You Rather . . . ?” (page 45). Ask the students to fill in each item by circling one choice. Once all of them have completed the sheet, have them wander about the room to get autographs for each of the items. An autograph is given if two students have the same item. To encourage interaction, tell students that they can ask a person only one question when pairs meet. If both items match, then they can sign each other’s sheet. If someone answers that they already have a signature for that item, then he or she may ask another question. The object of the game is to obtain 12 different signatures.

EXTENSIONS

- Trend Checking:* Survey the items to find which are most popular.
- Travel Tableaux:* Students may form groups based on having more than five things in common. In their groups, they decide which place in item #6 they would prefer to travel to as a group. They could create three tableaux to show what happened on their adventure.

The picture book *Would You Rather . . . ?* by John Burningham is a key resource to share with the students to accompany this activity.

See “Crowns of Ice — Thinking Creatively,” in *Story Drama* by David Booth (2005, pp. 15–20).

Would You Rather . . . ?

1. Would you rather be the color
- a) orange?
 - b) purple?
 - c) green?
 - d) yellow?
-

7. Would you rather be
- a) a painting?
 - b) a song?
 - c) a sculpture?
 - d) a poem?
-

2. Would you rather eat
- a) fish and chips?
 - b) a hamburger?
 - c) a Caesar salad?
 - d) spaghetti?
-

8. Would you rather buy as a gift
- a) a novel?
 - b) an iTunes gift card?
 - c) a box of chocolates?
 - d) fresh flowers?
-

3. Would you rather be
- a) invisible?
 - b) strong?
 - c) wise?
 - d) able to fly?
-

9. Would you rather be the letter
- a) A?
 - b) Z?
 - c) S?
 - d) Q?
-

4. Would you rather live
- a) on an island?
 - b) on a mountaintop?
 - c) on a cloud?
 - d) in a jungle?
-

10. Would you rather be
- a) an alien being?
 - b) a genie?
 - c) a president?
 - d) a giant?
-

5. Would you rather play
- a) a game of cards?
 - b) checkers?
 - c) the guitar?
 - d) the iPod?
-

11. Would you rather be
- a) a bird?
 - b) a fish?
 - c) a lizard?
 - d) a tiger?
-

6. Would you rather
- a) fly to the moon?
 - b) go under the sea?
 - c) explore a haunted house?
 - d) live in a castle?
-

12. Would you rather talk to
- a) Curious George?
 - b) Cinderella?
 - c) Matilda?
 - d) the Wizard of Oz?
-

If You Could . . . ?

Provide each student with a copy of the line master (page 47). The activity can be shared in the following ways:

- Students complete the form independently and then compare answers with a partner.
- Students interview others in the class. For this activity, students can choose five questions they want to ask. They might ask five different people to answer the five different questions.
- A topic is chosen for the students to discuss in pairs, in small groups, or as a whole class.
- Students work in pairs or small groups to create an improvisation based on one item on the “If You Could . . . ?” list.