





Finish the Drawing

What will your crazy squiggle become?

Creativity Skills Developed					
		 Imagination & Originality		 Flexibility	
Topic	Age	Participants	Complexity	Duration	Cost & Resources
<ul style="list-style-type: none"> • Making, Building & Tinkering • Visual Arts 	<ul style="list-style-type: none"> • 2-5 yrs. • 6-9 yrs. • 10-14 yrs. • 14+ yrs. • Can be adapted for fun at all ages 	<ul style="list-style-type: none"> • Individuals • Small groups (2-4 participants) 	<p>Low</p> <p><i>Children can complete without support from an expert peer or adult</i></p>	<ul style="list-style-type: none"> • Quick (15 min. or less) 	<p>Low</p> <p><i>Minimal supplies needed, such as paper/pencil</i></p>

Get Ready...

Use your visual imaginations and practice thinking in pictures by looking at a crazy shape and adding to it.

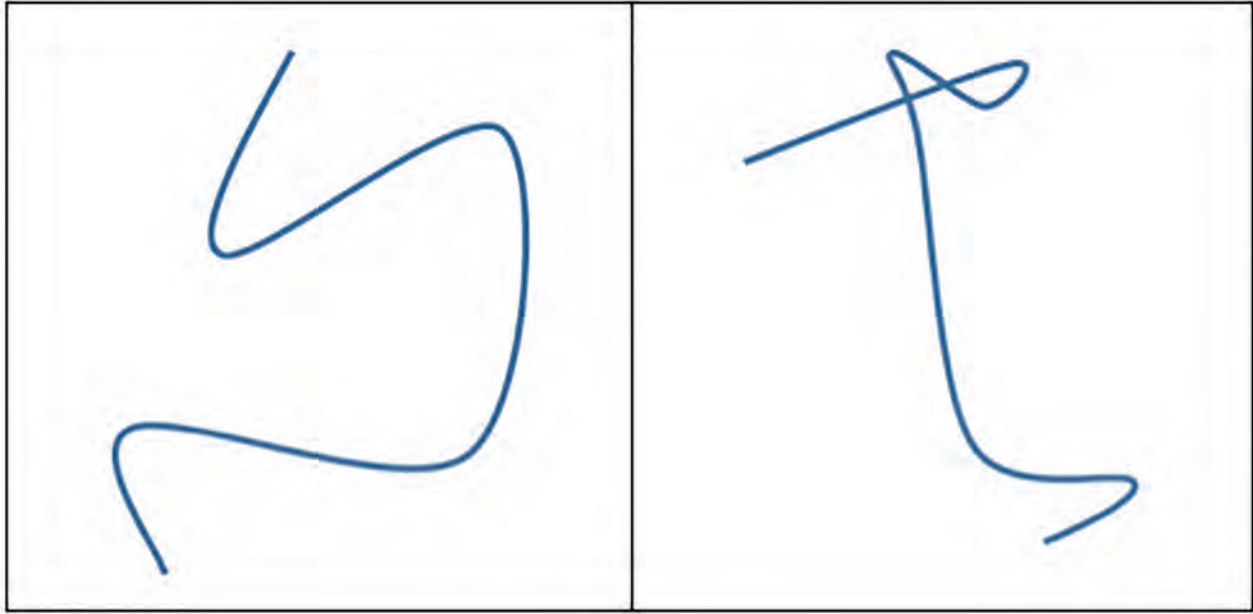
Get Set...

Gather these materials:

- Paper
- Something to write with

Go!

1. Choose one of the crazy shapes on the next page.



2. Finish the drawing by adding to it.
3. Share with others and tell a story about the drawing.

We're Finished! What Now?

- Select the other crazy shape and try the activity again.
- Draw a new crazy shape. Then complete it or pass it to a friend to complete.
- Create a drawing by starting with a number or letter. What can a 7 be turned into? A shark? A skirt? A monster? Try turning the paper to see the number or letter from all angles.

Links to Creativity Research

Figural, or visual, creativity often requires pattern recognition where participants see something in an abstract image. In a way, these figures are a problem (Runco & Okuda, 1988), and participants will seek out ways to “solve” them by turning them into something more familiar and potentially creative (Runco, Dow, & Smith, 2006). These visual divergent thinking tasks (see Wallach & Kogan, 1965) ask participants to come up with as many ideas for what the images could represent, which has been shown to predict creative potential (Torrance, 1972).

- Runco, M. A., Dow, G., & Smith, W. R. (2006). Information, experience, and divergent thinking: An empirical test. *Creativity Research Journal*, 18(3), 269-277.
- Runco, M. A., & Okuda, S. M. (1988). Problem discovery, divergent thinking, and the creative process. *Journal of Youth and Adolescence*, 17(3), 211-220.
- Torrance, E. (1972). Predictive Validity of the Torrance Tests of Creative Thinking. *The Journal of Creative Behavior*, 6(4), 236-262.
- Wallach, M. A., & Kogan, N. (1965). *Modes of thinking in young children*. New York: Holt, Rinehart and Winston.

Source

This activity was contributed by the Center for Childhood Creativity at the Bay Area Discovery Museum. ©2014 Bay Area Discovery Museum. It was inspired by the figural divergent thinking tasks developed by E. Paul Torrance and Michael Wallach & Nathan Kogan to test creativity. For more information and resources see www.centerforchildhoodcreativity.org.