



## 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"> <li>• Making, Building &amp; Tinkering</li> <li>• Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>• 2-5 yrs.</li> <li>• 6-9 yrs.</li> <li>• 10-14 yrs.</li> <li>• 14+ yrs.</li> <li>• Can be adapted for fun at all ages</li> </ul>	<ul style="list-style-type: none"> <li>• Individuals</li> <li>• Small groups (2-4 participants)</li> </ul>	<p><b>Low</b></p> <p><i>Children can complete without support from an expert peer or adult</i></p>	<ul style="list-style-type: none"> <li>• <b>Quick</b> (15 min. or less)</li> </ul>	<p><b>Low</b></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.

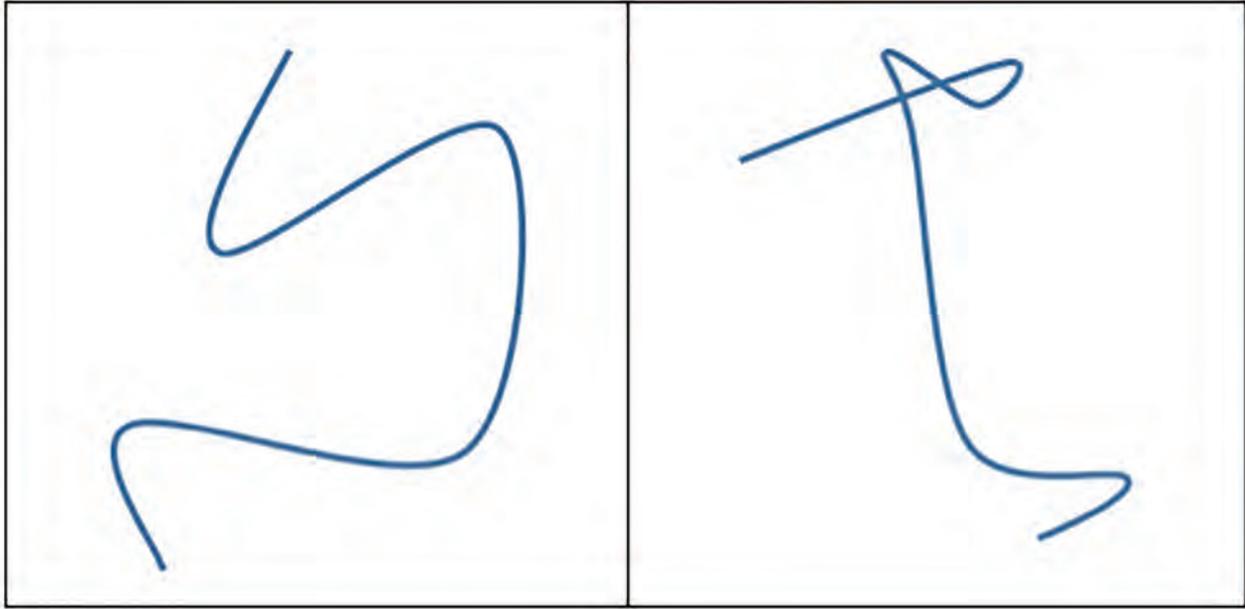
### Get Set...

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](http://www.centerforchildhoodcreativity.org).