



A SPECTacular Way to Think Outside the Box (🧠 A Brain Health Story)
(3rd Grade – 8-9 yrs.)
Think, Pair, Share: Thinking Outside the Box



STORY CONNECTION – SLIDE 5 (Approx Time: 25-30 mins)

“Thinking outside of the box” means that you are willing to come up with new ways to think about things. So, when your teacher tells you that you are going to be learning something new today, instead of dreading having to learn that information – give “thinking outside of the box” a try. Who knows...it may be a lot of fun.

Materials needed:

- Assorted “everyday” items such as a whisk, comb, sock, Ziplock baggie, clean and empty food container, etc.
 - Note: The items for this activity can be whatever you have available.
 - Use everyday items that student(s) are familiar with.
- Chart paper
- Markers
- Paper
- Pencils
- Creative example (included below)

Preparation needed:

- Determine which and how many household items will be used
- Gather the items or find pictures to show to the student(s)
- Determine how student(s) will be paired up

Instructions:

1. In this activity, student(s) will “think outside the box” by producing creative and different uses for everyday assorted items.
2. Show student(s) each item and have student(s) name it and what it is used for.
3. List this information on the chart paper.
4. Each student needs a piece of paper and something to write with.
5. Next, tell student(s) that you are going to be holding up one item at a time. They will have one minute to write down as many creative uses for the item they can think of.
6. Go over the Creative Example: Whisk (1-3) with the student(s).
7. Then explain that after the minute is up, they will pair up with someone and compare their lists. They will choose the one that they think is the best and most creative—the most outside the box.

8. Go over the Creative Example: Whisk (4) with the student(s).
9. Ask student(s) if they have any questions or need any clarification. Clear up any misunderstandings.
10. Begin by holding up the first item. If need be, review actual use of object by referring to the list on the chart paper.
11. Have student(s) think then pair.
12. When time is over, each partnership should share their most outside the box idea.
13. Record these ideas on the original chart paper next to the item and its actual use.
14. Continue the process with the other items. Student(s) will get more creative as the activity goes on.
15. When the process is completed with all the items, go back to the chart paper, and have the student(s) vote for the most out-of-the-box idea for each item.
16. In closing, remind student(s) that thinking outside the box means they are willing to come up with new ways of thinking about things and being open to learning new things. Not only will this allow them to learn more information, but it will also be fun. Learning and having fun are both good for their brains.

Creative Example

1-Item name: Whisk
2-What is it really used for? Mixing items such as eggs, batters, etc.
3-Creative uses for a whisk: back scratcher, use it to splatter paint on a canvas, cover in peanut butter and roll in bird seed for a bird feeder, pointer, tree ornament, magic wand at Halloween
4-Best and most creative idea with partner that is shared with the group and written on the chart paper: cover in peanut butter and roll in bird seed for a bird feeder