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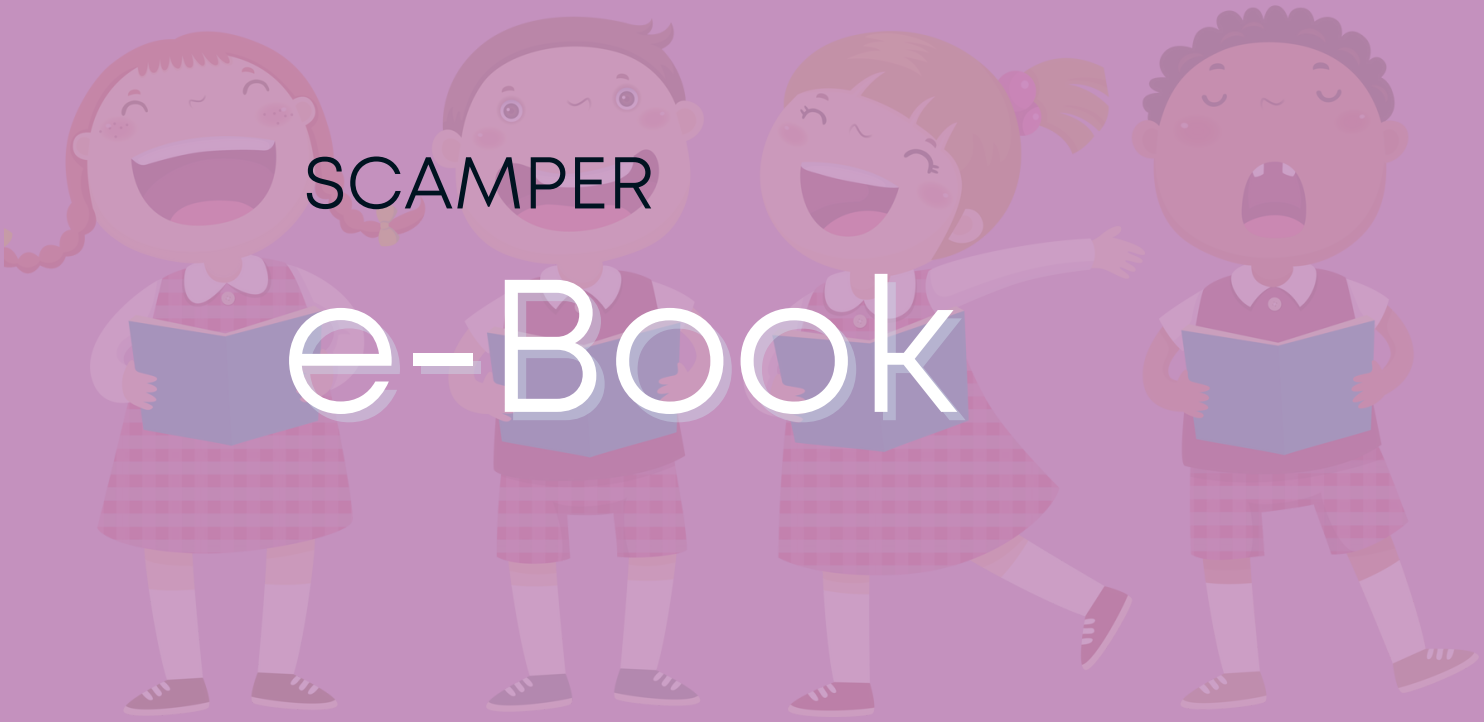
THE DIDACTIC MINE OF YOUTH WORK

For age 6-11



SCAMPER

e-Book

SCAMPER

Overview

- This fun and interactive activity aims to teach participants about entrepreneurship, sustainability, and upcycling through the SCAMPER method.
- It encourages them to think creatively and come up with innovative ways to recycle or upcycle everyday items, reducing waste and being eco-friendly while giving new purposes to create innovative products and/or services.
- When we SCAMPER something, we think about changing it in some way to come up with something new. SCAMPER - stands for Substitute, Combine, Adapt, Modify, put to another use, Eliminate, and Reverse.
- The participants, divided into small groups, will have the task of creating new ideas for ways to improve the products or services using the SCAMPER method.

Learning objectives

- To develop creative thinking concepts in order to generate creative ideas for improvement or innovation.
- Encourage participants to think critically, challenge assumptions, and tap into their creative thinking abilities to explore unconventional solutions for product improvement and sustainability.
- Identify a product and service for analysis and consider its potential for improvement, upcycling or innovation.
- Practice applying the SCAMPER framework to their chosen product or service in order to demonstrate adaptability and creativity in various contexts.

Age

6-11 years old.

Time

45-60 minutes.

Groups Size

Max. 20 participants.

Materials

- Paper A4 (possibly recycled).
- Pencils, markers.
- Projector and laptop.
- Handouts.

Preparation

- Prepare pictures of a couple of products/objects (doughnuts, sofas, bicycles, tables, chairs) to be projected to the participants.
- Print handouts for each group or each participant (you can divide participants into small groups, or they can work individually).

Description

1. Take an existing product or service that you want to improve or one that you think could be a good starting point for future development.

2. Ask questions about the product you've identified (see examples).

Question examples:

- **Substitute**: What can be replaced? What materials or parts could you swap? (for example, components, materials, people).
- **Combine**: What can be combined? Can you combine this item with another? (for example, other features, and devices).
- **Adapt**: What can be added? How could you adjust or change this product to serve a new purpose? (such as new elements or functions).
- **Modify**: What can be modified? How could you change the shape, look, or feel of your product? (for example, change the size, shape, color, or other attribute).
- **Put to other use (purpose):** Could you put the product to a different use, or use it in another industry? Can you use this product somewhere else or in another way?
- **Eliminate:** What can be removed or simplified? What can make the item small, lighter, faster, or simpler?
- **Reverse:** What would happen if you reversed the product's production process? What can be swapped or flipped? What if you change the order? Could you reverse the order?
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3. Look at the answers that you came up with. Ask participants, do any of them stand out as viable solutions? Could we use any of them to create a new product, or develop an existing one?

4. Divide participants into small groups (3-4 participants in each group).

5. Give each group an empty handout and explain that now they will SCAMPER something in real life. Show/project a picture of a doughnut. Tell them that the doughnut is with chocolate. Ask them to brainstorm how they could change up the doughnut by using the other things to create a new snack!

6. Ask groups to use SCAMPER to brainstorm how they could change up the doughnut to create a new one. Ask them to fill out a handout.

7. When all the groups are finished, ask them to present.

8. Explain to the participants that SCAMPER can be a powerful tool for making a positive impact on the environment. Encourage them to think about using SCAMPER to find creative ways to reduce waste, be eco-friendly, recycle or upcycle old items instead of throwing them away.

9. Again give each group an empty handout. Show/project a picture of an old bicycle. Tell them that the bicycle is old and that the owner wants to throw it away.

10. Ask them to come up with new ideas for ways to improve the product using SCAMPER.

11. Presentation of each group and debriefing and discussion.

Tips for facilitators

- This activity asks children to think about a common object in a new way. Support them by asking them questions that help them brainstorm if they get stuck. Even a question like “What else could you change?” can help.

Debriefing and Reflection

- Which ideas do you think are the best for making the product better? Why do you like them?
- Did you start thinking differently about the product you looked at? Did you get any new ideas to make it better?
- Did talking to others help you think of more creative ideas? Did they have different thoughts?
- Why is it important to use items for as long as possible rather than throwing them away quickly?
- What are some creative ways to upcycle old or unwanted items into something fun or useful?
- In what ways can you apply the principles of SCAMPER to other situations, products, and services?

Variations

- Allowing participants to select their own products or services for the activity can make it more engaging and personalized activities.
- Encourage participants to select a product or service with a focus on sustainability. Ask them to think about how their ideas could make the chosen item more eco-friendly.
- Instead of working in small groups, participants can work individually.

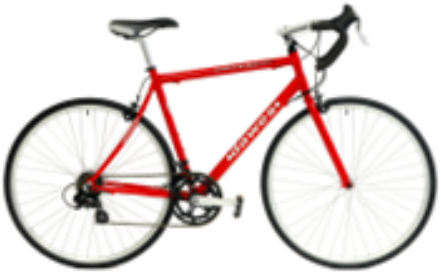
References

- VentureLab Entrepreneurial Mindsets workbook! (Page 37)

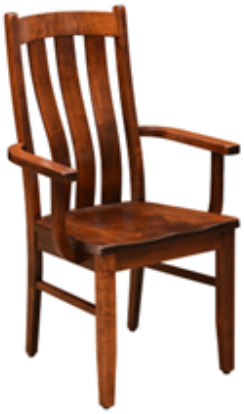
HANDOUT

A DONUT

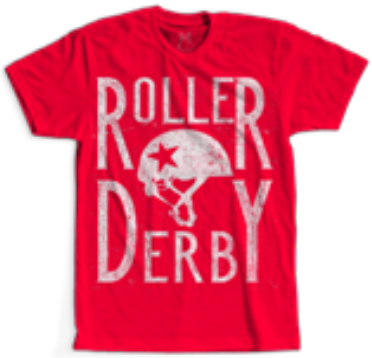
A BICYCLE



A CHAIR



A T-SHIRT



PROCESS	QUESTIONS	YOUR IDEA
Substitute	What materials or parts could you swap?	
Combine	Can you combine this item with another?	
Adapt	How could you adjust or change this product to serve a new purpose?	
Modify	How could you change the shape, look, or feel of your product?	
Put to another use	Can you use this product somewhere else or in another way?	
Eliminate	What can make the item small, lighter, faster, or simpler?	
Reverse	What if you changed the order? Could you reverse the order?	

THE DIDACTIC MINE OF YOUTH WORK

A PRODUCT

PROCESS	QUESTIONS	YOUR IDEA
Substitute	What materials or parts could you swap?	
Combine	Can you combine this item with another?	
Adapt	How could you adjust or change this product to serve a new purpose?	
Modify	How could you change the shape, look, or feel of your product?	
Put to another use	Can you use this product somewhere else or in another way?	
Eliminate	What can make the item small, lighter, faster, or simpler?	
Reverse	What if you changed the order? Could you reverse the order?