



NAME OF THE ACTIVITY: **It's SCAMPER time!**

Activity 2 / Applying creativity techniques

Content	Skills	Competencies
SCAMPER creative technique	<ul style="list-style-type: none"> - Use of SCAMPER - Presentation of concepts 	<ul style="list-style-type: none"> - Think outside the box - Collaboration with others - Brainstorming

Activity General Description and material

It's SCAMPER time!	
Activity Overview	<p><i>This activity focuses on the use of the SCAMPER technique to guide learners' ideas towards innovation.</i></p> <p><i>SCAMPER is an acronym formed from the abbreviation of: Substitute, Combine, Adapt, Modify, Put to another use, Eliminate, and Reverse. It is a creative thinking technique that helps learners explore new possibilities (check module 5, topic 2).</i></p> <p><i>Participants in groups will have to select an existing product or service and brainstorm on ways to improve it and/or achieve an added value for users in each case.</i></p> <p><i>The groups will then present their solutions to peers and receive their feedback. Lastly, the trainer together with learners should devote some time to reflect on the exercise and assess key takeaways.</i></p>
Material	<i>Sheets, pen/pencil, markers, post its, whiteboard</i>
Duration	<p><i>Brief explanation of the model: 10'</i></p> <p><i>Groups' formation and selection of product/service: 10'</i></p> <p><i>Groups' brainstorming: 30'</i></p> <p><i>Groups' presentations and feedback: 10' per group</i></p> <p><i>Reflection in class: 10'</i></p> <p><i>Total duration: Up to 1,5 h approx., depending on the number of groups</i></p>
Feasibility	<p><i>Onsite: in groups of 3-5 people, depending on the total number of participants</i></p> <p><i>Online: via an online meeting platform using breakout rooms to form groups, and use of online whiteboard e.g. Miro.</i></p>



Activity

Briefly, explain the SCAMPER creative learning tool to participants: why to use it, characteristics as tool etc. (you can check topic 2 on module 5)

Make sure that all participants can look at the meaning of the SCAMPER acronym during the activity, as depicted below. If the activity is done in a physical setting, you can print out sheets with explanations and model questions or display those elements via a projector. If the activity is done online, you can send corresponding electronic files that each team can use in the brainstorming phase.

Divide participants into groups of 3-5 people and explain that their task is to jointly select an existing product/service/problem and brainstorm on ways to improve it and/or achieve an added value for users. Give an overview to participants about what SCAMPER stands for and share some questions they could ask for each letter of the mnemonic for guidance:

Substitute

- o What materials or resources can you substitute or swap to improve the product/service?
- o What other product or process could you use?
- o What rules could you substitute?
- o Can you use this product somewhere else, or as a substitute for something else?
- o What will happen if you change your feelings or attitude toward this product/service?

Combine

- o What would happen if you combine this product/service with another, to create something new?
- o What if you combine purposes or objectives?
- o What could you combine to maximize the uses of this product/service?
- o How could you combine talent and resources to create a new approach to this product/service?

Adapt

- o How could you adapt or readjust this product/service to serve another purpose or use?
- o Who or what could you emulate to adapt this product/service?
- o What else is similar to your product/service?
- o What other context could you put your product/service into?
- o What other products/services or ideas could you use for inspiration?



Modify

- o How could you change the shape, look, or feel of your product/service?
- o What could you add to modify this product/service?
- o What could you emphasize or highlight to create more value?
- o What element of this product/service could you strengthen to create something new?

Put to Another Use

- o Can you use this product/service somewhere else, perhaps in another industry?
- o Who else could use this product/service?
- o How would this product/service behave differently in another setting?
- o Could you recycle the waste from this product to make something new?

Eliminate

- o How could you streamline or simplify this product/service?
- o What features, parts, or rules could you eliminate?
- o What could you understate or tone down?
- o How could you make it smaller, faster, lighter, or more fun?
- o What would happen if you took away part of this product/service? What would you have in its place?

Reverse

- o What would happen if you reversed this process or sequenced things differently?
- o What if you try to do the exact opposite of what you're trying to do now?
- o What components could you substitute to change the order of this product/service?
- o What roles could you reverse or swap?
- o How could you reorganize this product/service?

Groups should first review the basic tenets of the idea and think of as many questions as they can. Then, when they have all the ideas on the table, it's time to organize the information and measure the results. After this, they have to analyze the content, dive further into it, and judge if the results apply to the case at hand. If not, keep exploring.

After the brainstorming phase, invite each group to present their solutions and receive questions/feedback from the audience.



After all, presentations, discuss with participants what they feel that they gained through this activity. Prompt them to participate, using questions such as:

- o What's the most important thing you learned today? Why do you think so?
- o When were you the most creative, and why do you think that is?
- o What would you change if you had a chance to do this activity again?

Tips/suggestions for the activity

- ✓ Some ideas that learners generate using the tool may be impractical or may not suit your circumstances. Encourage them to not worry about this aspect and make clear that the aim is to generate as many ideas as they can.
- ✓ Make sure that each group has chosen a product/service before the brainstorming face. If any groups cannot find and or agree on a product/service to work, assist them by suggesting some existing products, services e.g. Pepsi, Netflix, PlayStation etc. or something known at a local level.