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## How to Scamper with this Book

To make proper use of this book, it will be necessary for you to understand its purpose. You will also need to know the methods and techniques for implementing the activities. The following steps are suggested.

- First ... Acquaint yourself with the contents. For this purpose a "Preview" is provided on the following page.
- Second ... Take time to read the pages leading to the activities. To make the activities meaningful to children, you will need to know the purposes and rationale involved.
- Third ... Complete information for introducing and implementing the activities is provided. Here you will find the step-by-step procedures to follow.
- Fourth ... Thumb through the activity pages. Notice the sequence. Determine when and how you will introduce the activities to children.
- Fifth ... Don't overlook the Appendix Chapters. Here you will find useful information and suggestions for "Scampering On Your Own".

To scamper with this book is not a hard thing for you to do. It does require some basic understandings and well-defined procedures. In a very short amount of time you will gain the knowledge and skill to guide children to new heights of whole-minded thinking.

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# VISUAL THINKING

## A Preview of the Contents

...in order of appearance

WHOLE MIND WAYS OF KNOWING - With the use of a chart, the specialized functions of the left brain and right brain are described. Basic understandings for applying hemispheric theory is also discussed.

SCAMPER WITH IDEAS AND IMAGES - The Scamper Checklist is introduced, and detailed instructions are given for applying the checklist to visualized experiences.

PRINCIPLES OF VISUAL THINKING - Statements of commonly held beliefs which shed light on the image-making process.

TEACHING VISUAL THINKING TO CHILDREN - Step-by-step instructions are given for teaching image-making skills. The skills are taught to children through the use of a "Flight Plan".

SHARING IDEAS AND IMAGES - Guidelines for class discussion of visualized experiences.

RECORDING AND PROCESSING IDEAS AND IMAGES - Instructions are given for the use of a "Flight Log" to record ideas and images. Once recorded, the Scamper Checklist is applied for the purpose of gaining new insights.

HOW TO TEACH CHILDREN THE ACTIVITIES - Clear and concise instructions are given for implementing the activities. The procedure is a step-by-step, how-to-do-it, approach.

THE ACTIVITIES - A variety of experiences to escalate visual thinking.

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## THE ACTIVITIES

### A Flying Experience

#### (Introductory Activity)

Leading up to the introduction of the "Flight Plan" on page 18, conduct a class discussion on flying experiences. Ask, "Has anyone ever taken a ride in a small aeroplane? Will you tell us about the experience?" Next, "Has anyone ever taken a flight in a large plane, a 707? Tell us all about your flight from the moment you stepped into the cabin of the plane." Be prepared to ask questions about seat belts, announcements, altitude, flying speed and what could be seen on the ground. Then ask, "What did it feel like speeding along high in the air? What are some words that describe that feeling?" List the words on the board or flipchart.

Next, guide the discussion to the topic of what people do to occupy their time when they are flying in a large plane. Ask, "How do people spend their time when they are flying? What is there to do?" Responses might include: reading, sleeping, working on something, talking to others and thinking.

Move the discussion toward closing by asking, "What did the flight crew say or do to prepare you for landing? How did you know that your pilot was bringing you down to earth?" "How did you know when your plane touched the ground?" Close with, "What did anyone say or do when your plane rolled to a stop at the gate?" Then announce to the class, "At another time we will all go on an imaginary flight into space."

Note: In the event that none of the children have ever flown in a plane, the above discussion guidelines may be presented as a narrative by the leader.

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## Warm-up Activities

Note that the instructional script provides seeing time. When three dots appear (...), pause to allow children to carry out the visualization task.

Say to children, "For a warm-up, we are going to see how well our mind's eye can see things that we want it to see. We will follow the flight plan and I will suggest things for you to see. If you see these things, raise your hand a bit. If you see them very clearly, raise your hand a bit more."

"Now: Sit erect in your chair, feet on the floor, arms folded in your lap, eyes closed, and perfectly quiet." Read the Flight Plan instructions to Step II. At Step II, say, "As I count, count along silently. At each count, take a deep breath and then let it go." Continue to Step III, then say, "Listen and see these things:

See a chair, any chair.

... See the moon through clouds.

... See a monkey climbing.

... See a running green giraffe.

... See your favorite food.

... Taste your favorite food.

... Now I want you to see an unusual rainstorm .

... It is raining green ice cubes. Stay with it and watch to see what happens when they touch the ground." (Allow extra time.)

Continue with the Flight Plan starting at Step V. Again say to children, "As I count, count along silently. At each count, take a deep breath and then let it go." Continue with Step VI. Use of the Flight Log for the Warm-up Activities is optional.

Initiate a class discussion of the activity. As children share their experience, counter with the questions on the Scamper Checklist. Close the discussion with the promise that further Scamper activities will lead them much further into the wonderful world of ideas and images.