
TABLE OF CONTENTS



| | |
|---|----|
| Acknowledgement..... | 4 |
| Introduction..... | 5 |
| What's in the Word Scamper? | 6 |
| Instructions for Game Leaders..... | 8 |
| Before Playing the Games..... | 9 |
| Directions for Playing..... | 10 |
| The Games: | |
| Eighth Day of the Week | 13 |
| Sights and Sounds, Upside Down and All Around..... | 17 |
| Brown Paper Bags..... | 21 |
| Dogs and Cats, and Hogs and Bats | 25 |
| Mindshower..... | 29 |
| Leap Before You Look | 33 |
| Oops!..... | 37 |
| Room for the Future | 41 |
| Handy Dandy, the Space Age Robot | 45 |
| 2070 Script Writer | 49 |
| Figures: | |
| 1 - Scamper Checklist | 7 |
| 2 - Scamper Model for Imagination Development..... | 54 |
| 3 - Range of Mental Ability..... | 62 |
| Appendix: | |
| I - Creative Imagination Development | 53 |
| II - Scamper with Adults..... | 56 |
| III - Scamper on Your Own | 58 |
| IV - Drawing the Intelligence—Intellect Distinction | 61 |
| Bibliography—References and Resources..... | 63 |

DIRECTIONS FOR PLAYING: (To be read aloud to players)

We are going to play a game called *Scamper*. It is a pretend game. When we pretend, we use our imagination and see pictures in our mind. Using our imagination and seeing pictures in our mind is a fun thing to do. Listen while I read the rules to you.

(Rules of the Game)

1. I will tell you about something and ask you to think about it, to pretend, and to see it in your imagination.
2. Sometimes I may ask you to do something. You may nod your head "yes", or shake your head "no".
3. The best way to pretend is to dim your eyes or close them. Place your feet on the floor, drop your arms into your lap, then sit quiet and relaxed.
4. At times, I may ask you to think up some ideas. When I do, let the ideas flow into your mind and see them in your imagination.
5. Try hard to see mental images. The harder you try, the better pictures you will see.

(It may be necessary to review the rules before playing each game.)

“SCAMPER”
calendar

—IMAGINARY—

Sunday FUNDAY Monday Tuesday Wednesday Thursday Friday Saturday

| | | | | | | | |
|----|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | | | | |



Note: Each paragraph may be played as a single game. Determine the number of games to be played per session.

EIGHTH DAY OF THE WEEK

"There are not enough days in the week!" Did you ever hear anyone say that? If so, they were saying that there is not enough time to do what they want to do, or need to do. If we use our imagination, there might be a way to solve that problem. Let's pretend that there are eight days in every week. The extra day would come after Sunday and before Monday. The eighth day would have to have a name. It might work out to use a name that describes the things we would do on that day. Let's try it out and see what happens.

Dream along and make it a day that you would spend with others. In your mind, think of people that you like to be with.

- ... Now that you have some people in mind, choose some of them to be with you on the eighth day of the week.
- ... Fine, now that you have some people to spend time with you, you will need to think of things that all of you would like to do together. Think of those things.
- ... See yourself and your friends doing those things.
- ... We'll call it friends day.

APPENDIX I

CREATIVE IMAGINATION DEVELOPMENT

Knowing and understanding the thinking and feeling processes associated with creative expression makes it possible to single-out those abilities and focus upon their development. Borrowing from the work of Frank E. Williams, the cognitive and affective processes associated with creativity are placed in an inter-active mode and illustrated in Figure 2. The mental manipulations represented by the SCAMPER techniques are then added to the model and used as a vehicle for process development. In combination, the cognitive and affective processes, plus the idea-spurring techniques, provide the foundation and framework upon which the Scamper games were built. Description of the creative processes follow:

Cognitive Processes Contributing to Creative Expression.

Fluent Thinking:

The free flow of thought.

The generation of quantity, the most.

A large number of relevant responses.

Flexible Thinking:

Providing for shifts in categories of thought.

Entertaining differing points of view.

Considering alternative plans.

Originality:

The production of unusual or unanticipated responses.

Characterized by novelty and uniqueness.

Clever, remote, unusual, inventive responses.

Elaboration:

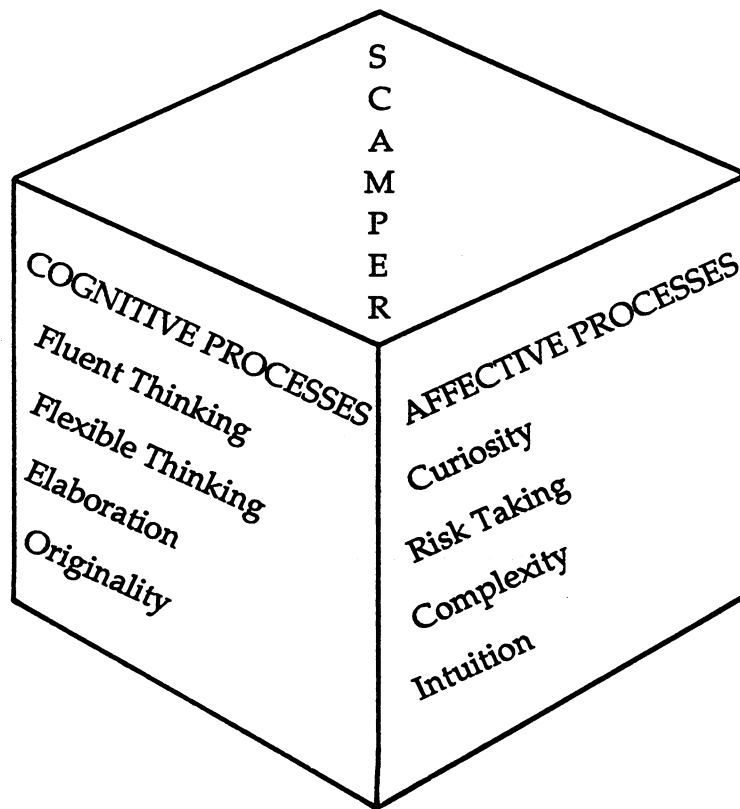
To refine, embellish, or enrich an idea, plan, or product.

To make a simple idea or response elegant by adding detail.

To provide illuminating, descriptive dimensions.

FIGURE 2

SCAMPER MODEL FOR CREATIVE IMAGINATION DEVELOPMENT



Process reference: Williams, Frank E., *Classroom Ideas for Encouraging Thinking and Feeling*. Buffalo, NY, D.O.K. Publishers, 1970.