

How to SCAMPER

Substitute: What might I substitute? Who/ what instead?
Who else? Other materials/ approaches?

Combine: What might I combine this with? Can I combine
objects, ideas, functions? Blend? Compromise?

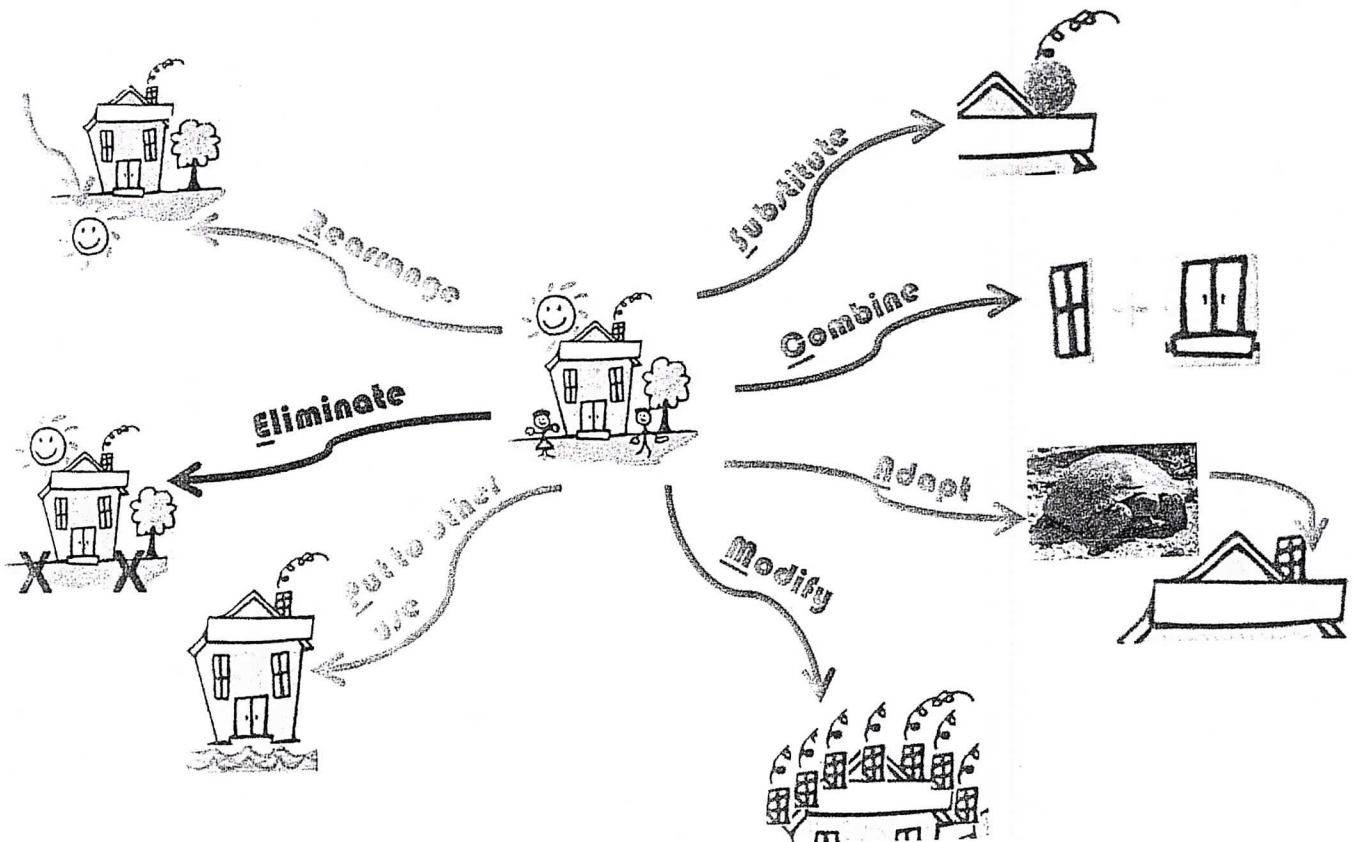
Adapt: What might I change? What else is like this?
What does this remind me of? What might I
copy?

Modify, Magnify, Minify: What if I changed the meaning,
material, use? What if I added - made it
bigger? Took away or made it smaller? Split up?

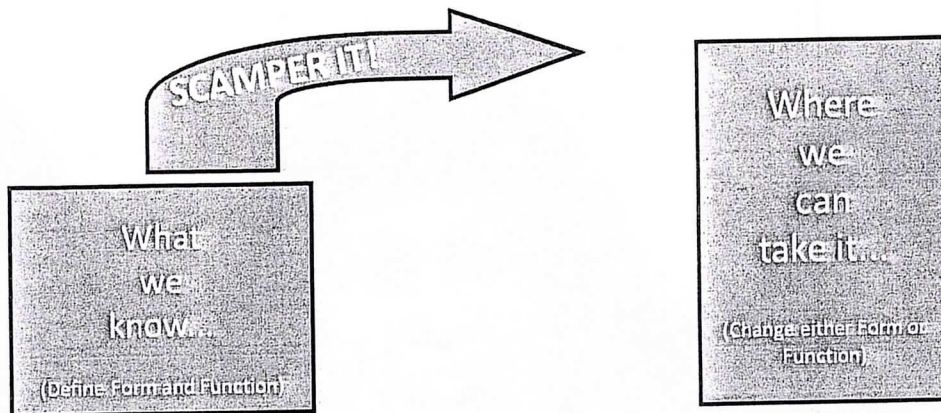
Put to other uses: How can I use this for other purposes?
In other circumstances? If context changed?

Eliminate: What can I do without or remove? What can
be reduced? What can be eliminated while
keeping the same purpose?

Rearrange/ Reverse: What if I turned upside down?
Interchanged parts? Viewed from a different
perspective? Reverse roles/ purpose/objects?



Out-of-the-Box thinking starts with In-the-Box thinking.
 Take what you know... What is familiar... What is common.
 Then SCAMPER IT! Flip it... Modify it... Rearrange it until it becomes a creative idea
 which makes sense!



COMMON

It's TRUE!
 It's right!
 It's works!
 We know about it!

 It makes sense!

CREATIVE

It's flipped!
 It's unusual!
 It's surprising!
 It's smart!

 It makes sense!

To Be Creative...

Students need time to think,
 to explore,
 to be inspired

...but they may not even know it.

They need to analyze,
 to try it out,
 to try it again

...encourage them to jump the
 hurdles – not to redefine them.

They need an environment
 that doesn't recognize failure
 but defines something that
 doesn't work as a step along
 the way to something even
 better.

...failure is not a part of the
 language.