

## Four Corners SCAMPER

## Guidance for the Facilitator

The classroom game of “**Four Corners SCAMPER**” is a simple concept that can be adapted to practice learning objectives for many different practices. Some examples of common ways to play:

- \*Each corner is assigned a factor (2, 3, 5, 8), and when the teacher calls out a number, students walk to the corner of an appropriate factor of that number.
- \*Each corner is assigned a learning outcome (story, video, etc.). Students walk to the corner of the outcome they prefer. This is used to group students for a project.
- \*Each corner is a part of speech (noun, verb, adjective, adverb.) The teacher names a word and students go to the corner of the appropriate label.

For **SCAMPER**, students break into teams. . Prior to the start of the ‘game,’ each team needs to decide who will go to each corner. Each corner of the room is assigned a different verb of **SCAMPER**. Representatives from teams work in groups to change an item or concept. Each group should have a different item. Each team representative needs to have an identical card with a description of the item or concept to change along with several specific descriptors of the attributes.

**To Play:** All students start in the center of the room. When the game is started, one person from each team goes to their assigned corner. In each corner, students discuss the attributes they have with the members from other teams.

For example:

**Substitute** corner - team representatives substitute an attribute from another team’s card for a similar attribute on their own card.

**Combine** corner – team representatives combine something another team has with their item.

**Adapt** corner - team representatives take on an adaptation/ability that another team possesses. (For example, if another team has an item that is waterproof, then another team member can adopt that.)

**Modify** corner – team representatives choose a part on someone else’s card to either minify or magnify!

When decisions have been made all the team representatives regroup with their own members. Each member shares the changes from their corner. Together, they record these changes and determine the status of their team’s target item or concept.

You may decide to have students skip the **Put to Another Use**, and work together to decide what to **Eliminate** and what to **Rearrange**.

# Four Corners SCAMPER

My team is changing and improving \_\_\_\_\_.

Prepare your notes so that each member of your team has a clear attribute list about your above target. Decide to which corner each of your team members will be going.

\_\_\_\_\_

Record the changes that have been made by visiting the Four Corners.

**Substitute:**

**Combine:**

**Adapt:**

**Modify:**

Describe and diagram your target item now that four changes have been made.

What would you **Eliminate**? \_\_\_\_\_

\_\_\_\_\_

What would you **Rearrange**? \_\_\_\_\_

\_\_\_\_\_