Nurturing Pupils'
Nurturing Pupils'
Creative Thinking
Creative Primary
in the Upper Primary
in the Upper Classroom
English Classroom



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Nurturing Pupils' Creative Thinking in the Upper Primary English Classroom

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Contents

		Page
Preface		
Acknowledgements		
Chapter 1	An Introduction to Creative Thinking Tools	1
Chapter 2	Learning and Teaching Materials for Nurturing Pupils'	
	Creative Thinking in the Upper Primary English Classroom	
	2.1 Module: Changes	17
	Unit: Turning over a New Leaf	
	2.2 Module: Food and Drink	27
	Unit: Food Packaging	
	2.3 Module: Happy Days	39
	Unit: Favourite Festivals	
	2.4 Module: We Love Hong Kong	50
	Unit: We Love Cheung Chau	
	2.5 Module: Happy Days	61
	Unit: An Unfair Game	
	2.6 Module: We Love Reading	75
	Unit: A New Fairy Tale	
Chapter 3	References	89

Preface

Nurturing Pupils' Creative Thinking in the Upper Primary English Classroom is a resource package produced by the English Language Education Section, Curriculum Development Institute, the Education Bureau, the Hong Kong Special Administrative Region, in support of the implementation of the English Language Curriculum Guide (Primary 1-6) (CDC, 2004).

Creative thinking involves the generating of new ideas, exploring possibilities and discovering alternatives. It is one of the generic skills fundamental in helping pupils learn to acquire, construct and apply knowledge to solve problems. This resource package aims to promote creativity in the upper primary English classroom where open-ended problems are provided, communication of original ideas is supported and creative efforts are appreciated.

Aims of the resource package

The resource package aims to

- introduce a variety of creative thinking tools and strategies to encourage imagination and creativity in the primary English classroom;
- provide different learning and teaching resources for teachers' reference and adaptation for use;
 and
- promote the sharing of innovative teaching strategies to integrate creative thinking skills into the teaching of reading and writing.

Content of the resource package

The resource package consists of a **booklet** and a **CD-ROM**.

The booklet has three chapters, i.e. "An Introduction to Creative Thinking Tools", "Learning and Teaching Materials for Nurturing Pupils' Creative Thinking in the Upper Primary English Classroom" and "References". The first chapter aims to introduce a range of creative thinking tools that can be integrated into the regular English classroom to stimulate imagination. The second chapter explores a variety of learning and teaching materials to be used together with the creative thinking tools to encourage free expression of ideas. To enhance motivation and confidence, ample opportunities are built in for the tryout of the tools to explore alternatives and solve problems in a supportive learning environment. Teachers are encouraged to select the appropriate creative thinking tools and adapt the learning and teaching activities to suit their pupils' varied interests, needs and learning styles. The last chapter provides useful references to further enhance teachers' professional development on the use of creative thinking strategies.

The CD-ROM is an electronic version of the resource package. The materials are available in the MS WORD and the PDF formats with a user-friendly interface to facilitate printing, editing and adaptation of materials for classroom use. The online version of the CD-ROM can also be accessed at the website of the English Language Education Section at http://www.edb.gov.hk/creativethinking_pri.

Acknowledgements

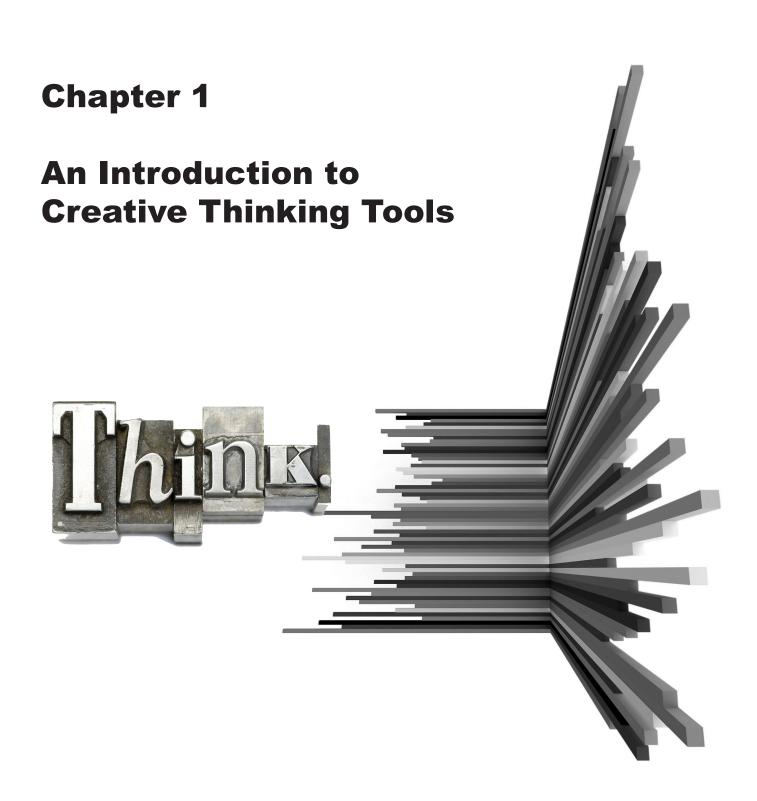
The materials in this resource package are mainly adapted from the materials developed for the Collaborative Research and Development ("Seed") Project on "Nurturing Pupils' Creative Thinking through the Integration of Reading and Writing in the Primary English Classroom".

We would like to thank the following two schools for their participation in the "Seed" Project in the school year 2008/2009:

St Anthony's School St Mary's Canossian School

Special thanks are due to the seconded teachers as well as other project teachers who were involved in the project for developing and trying out the teaching plans and activity sheets included in this resource package.

We are grateful to Longman Hong Kong Education and Educational Publishing House Limited for their permission to use the copyrighted materials included in this package.





Chapter 1 An Introduction to Creative Thinking Tools

Very often when pupils are asked to be creative, they worry that their ideas are not "creative" enough. In fact, there is no absolute standard to judge whether an idea is creative or not. What matters most is whether pupils have tried to exercise their imagination to think of something that is unusual to them.

To guide pupils to think creatively, teachers should teach them some useful methods to form new ideas. The learning and teaching activities in this resource package have been designed with reference to some creative thinking tools. This chapter aims at introducing the basic principles of these tools. They can be flexibly incorporated into many classroom activities to guide pupils to generate fresh ideas.

		Learning and Teaching Activities					
Creative Thinking Tools	Pages	1 Turning over a New Leaf	2 Food Packaging	3 Favourite Festivals	4 We Love Cheung Chau	5 An Unfair Game	.6 A New Fairy Tale
		2.1	2.2	2.3	2.4	2.5	2.0
1.1 Brainstorming	2		*		*	*	
Thinking more by building on prior knowledge and experience							
1.2 Mind Mapping Concentrating the mind by providing sub-topics	4		*				
1.3 Morphological Matrix Combining ideas to explore possibilities	5			*			*
1.4 S.C.A.M.P.E.R. Techniques							
Thinking outside the box	7	*	*	*	*		
1.5 Value Grid	9				*		
Evaluating the pros and cons of ideas	,						
1.6 R.A.F.T. Strategy	11				*	*	*
Thinking from a new angle							



1.1 Brainstorming

Building on pupils' knowledge and experience

Exemplars: Ch. 2.2, 2.4 & 2.5

In many cases, creative ideas are built upon the most common knowledge or suggestions. Therefore, it is always useful to elicit what pupils already know about a topic before asking them to think of something new.

To begin with, teachers could conduct a group thinking activity called *brainstorming* (Osborn, 1953). The teacher acts as a facilitator to encourage pupils to voice any ideas related to a topic and jot them down quickly to make them visible to everyone in the group. Pupils may get the ideas from their previous knowledge of the topic and experience. They can also form new ideas based on what others have said. The teacher should ensure that the activity is conducted in a relaxed, non-threatening atmosphere and that all pupils are staying on-task.

"Rules" of brainstorming

The duration and group size of a brainstorming session are flexible. However, participants should bear in mind a few *do's* and *don'ts* to make sure the activity is carried out effectively:

Do's	Don'ts
Do allow your imagination to run wild.	Do not criticise or object to people's opinions.
- Wild thoughts that appear to be irrelevant or impossible could be stepping stones to creative and practical ideas!	- This will discourage people from giving more ideas.
Do think of as many ideas as you can. - A large number of ideas are more likely to yield a good idea.	Do not set aside the ideas that are mentioned. - Early ideas serve to stimulate further thoughts. Existing ideas can be combined and improved to form some better ideas.

Adapted from Starko, A. J. (2005). *Creativity in the Classroom: Schools of Curious Delight*. New Jersey: Lawrence Erlbaum Associates, Inc.



An Introduction to Creative Thinking Tools

Example:

Topic: Summer			
hot and wet	beach	summer courses	summer holiday homework
June to August	sunny	Ocean Park	relaxing
summer holiday	watermelons	Food Expo	cartoons
swimming	ice cream	typhoons	air-conditioners
	mosquitoes	cold drinks	



Brainstorming is like taking out everything from your wardrobe (the brain) to have a showcase of clothes and accessories (what you know about the topic).

A variation: brainwriting

Some pupils may be too shy to speak up. They find it very stressful to voice their opinions in front of a group as they worry that their ideas will be neglected or rejected. As a result, it is likely that the more out-spoken pupils will dominate the brainstorming session.

To prevent this from happening, the teacher may change the format of brainstorming to engage more pupils. Rather than expressing their thoughts aloud, pupils can write them down on a sheet of paper. The sheet is then passed on to the next pupil, who may refer to the ideas on the sheet for inspiration and come up with some more ideas. This activity is known as *brainwriting* (Rohrbach, 1969). It allows even the least confident pupils to contribute their ideas comfortably. It is also an efficient method of generating ideas as more participants are making suggestions at the same time.



1.2 Mind Mapping

Concentrating pupils' thoughts by providing sub-topics

Exemplar: Ch. 2.2

When we ask pupils to brainstorm on a topic, they may have a lot to say if they happen to know the topic very well. Then the brainstorming session will end up with a blackboard full of ideas on the same topic, although not yet arranged in any clear order. Pupils may then find it difficult to locate some useful ideas later on.

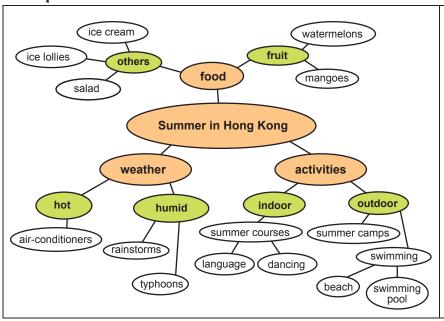
On the other hand, if pupils do not know the topic well enough, they will be stuck and will not even know where to start thinking about the topic.

In both cases, the teacher can make use of a mind map (Buzan, 1994) which provides pupils with sub-topics to guide them to organise their thoughts or to help them narrow down their scope of thinking so that they know what aspects they should focus on when thinking.

A mind map is a non-linear diagram with one focused topic put at the centre. Further details of sub-topics extend on branches from the centre. Apart from helping pupils visualise their ideas, a mind map also allows them to classify and prioritise ideas. It is particularly useful for planning and organising information.

As in brainstorming, there should be no criticism. Pupils are encouraged to make as many suggestions as they can.

Example:





Mind mapping is like categorising many pieces of clothing (ideas/ what you know about the topic) into different drawers (sub-topics).



1.3 Morphological Matrix

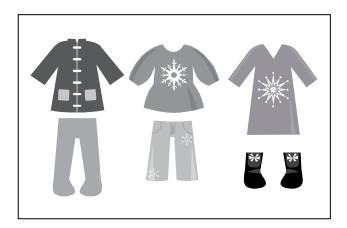
Combining ideas to explore possibilities

Exemplars: Ch. 2.3 & 2.6

Brainstorming elicits from pupils what they already know about a topic. Mind mapping helps them narrow down their scope of thinking and focus on the most relevant sub-topics. Based on what they have brainstormed, pupils should be further encouraged to think of something new and to explore more possibilities. How can we help pupils create unusual ideas based on what they know?

The morphological matrix is a tool that can help. Introduced by astrophysicist Fritz Zwicky (1969), this technique adopts the mathematical skill of graph-reading. To construct a morphological matrix, first, state clearly the topic (subject), then identify all important sub-topics (characteristics) and list them on the first row of a table in different columns. Apply the technique of mind mapping to write down as many ideas as possible in each column. When all columns have been filled, mix and match ideas across the columns randomly to form new combinations.

The morphological matrix facilitates combination of characteristics or qualities of a specific topic (subject) and helps explore a wide range of possibilities. It is particularly useful for generating ideas for improvement and variation in products and processes. It can also be applied in classroom situations to help pupils create unusual ideas by putting together different characteristics creatively.



The idea of the morphological matrix is like mixing and matching clothes (combining ideas) to design a new outfit (a new suggestion).

Chapter 1

An Introduction to Creative Thinking Tools

Example:

Topic/Subject: Organising a summer activity

	Types	Skills to learn	Places	Participants
1	talk	language	school	P1-P3 pupils
2	workshop	singing	beach	P4-P6 pupils
3	camp	computer skills	museum	all pupils
4	competition	first aid skills	country park	teachers
5	concert	cooking	street	parents
6	show	dancing	Internet	parents and pupils

You may use any four-digit number to select a random combination of items. Find out the item to which each digit corresponds and combine the items to form meaningful phrases.

Examples:

Four-digit number	Combination	
3146	a <u>camp</u> for learning a <u>language</u> in a <u>country park</u> for <u>parents and pupils</u>	
2564	a <u>cooking</u> workshop on the <u>Internet</u> for <u>teachers</u>	

This morphological matrix can generate as many as 1,296 combinations! You may create a bigger morphological matrix by adding more rows and columns.



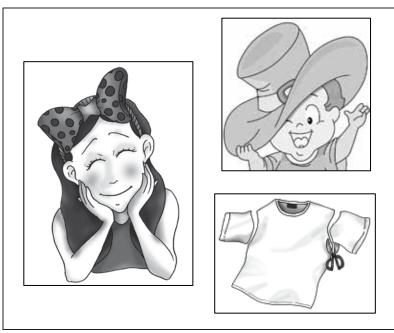
1.4 S.C.A.M.P.E.R. Techniques

Thinking outside the box

Exemplars: Ch. 2.1-2.4

Combining characteristics of a subject is just one way to form new ideas. Pupils can let their thoughts run wild and think outside the box using the S.C.A.M.P.E.R. techniques (Eberle, 1971).

"S.C.A.M.P.E.R." is an acronym for a list of words that represent a series of idea-generating methods. The S.C.A.M.P.E.R. techniques were developed to stimulate people to cope with a problem from new perspectives. They can be applied to many creative classroom activities such as story-writing, creative reading of a text, or simply stimulating pupils to visualise a creative image in their minds. Teachers could guide pupils with questions to use some of the techniques to form new ideas.



We can use the S.C.A.M.P.E.R. techniques to treat a piece of clothing differently, e.g. wearing a bow tie on the head (<u>p</u>ut to other uses), wearing an oversized hat (<u>magnify</u>), cutting the sleeves of a T-shirt (<u>eliminate</u>).



The S.C.A.M.P.E.R. techniques:

7	Гесhniques	Meaning	Examples of idea-spurring questions	Sample questions for story-writing/creative reading of a story
S	"Substitute"	 to replace one thing with another to change the parts 	"What can you use instead?"	"How would the story develop if the main character was replaced by another one?"
C	"Combine"	to add/put more things together	"How can you combine different things or parts to make something more useful?"	"What would the new story be like if we put together characters from different stories?"
A	"Adapt"	to meet other needs	"What will happen if the item is used in a different situation?"	"What would the story be like if the character had a different intention?"
M	"Modify" "Magnify"	 to change the look/quality to make a thing bigger, heavier, faster, or more frequent 	"Can you change the item to another shape?" "Can you make the item bigger or stronger?"	"What would happen if the prince was not handsome?" "What would happen if the character was turned into a giant?"
	"Minify"	to make a thing smaller, lighter, slower, less frequent	"Can you make the item smaller or less frequent?"	"What would happen if the character was turned into a small insect?"
P	"Put to Other Uses"	to use a thing in other ways	"How can you use the item in a new way?"	"What would happen if the character used his magical power differently?"
E	"Eliminate"	to take away a characteristic, part or whole	"What can be omitted or removed to make the item more environmentally friendly or convenient to use?"	"What would happen if one of the characters was removed from the story?"
R	"Reverse"	 to turn a thing around to change to the opposite 	"Can you do the opposite?"	"What would happen if the baddie of the story became a good guy?"
	"Rearrange"	to change the order	"Can you change the order of items?"	"What would happen if the order of events in the story was changed?"

Adapted from Eberle, B. (1971). SCAMPER: Games for Imagination Development. New York: Dok Pub.



1.5 Value Grid

Evaluating the pros and cons of ideas for a better solution

Exemplar: Ch. 2.4

The above creative thinking tools help us generate plenty of new, unusual ideas. However, not all ideas are practical and appropriate. We can use the value grid (Pil and Holweg, 2006) to evaluate whether the ideas are suitable and feasible based on a list of values (qualities) we are looking for in an ideal solution to our problem.

The value grid takes the form of a table. It helps us organise information and make comparisons between suggestions by looking at the pros and cons of each. It facilitates logical decision-making.



Using the value grid is like judging whether some outfits (ideas) are well-designed or not (suitable for the purpose). We base our judgment on some criteria (values), depending on the purpose of designing the outfits.



Example:

Steps in using a value grid A sample value grid **Problem/Situation:** Step 1: Buying a birthday present for Grandpa List the ideas in the first column of the grid Values В C A D Step 2: Where can How much How long What meaning we get it? List some values (qualities) to does it cost? does it last? does it have? **Ideas** consider when finding an ideal solution in the first row People give ~\$300 per Lasts for At florists flowers to 1 bunch 1 week show their love Flowers Step 3: At electrical Grandpa can Fill in the grid by looking at each 2 \$500 to Lasts for appliance keep in touch \$6000 a few years idea for each value Mobile phone shops with us easily Grandpa can keep 3 At stationery all his sweet <\$100 Lasts forever Step 4: shops Photo album memories in the album Compare the pros and cons of all ideas Grandpa can take Lasts forever 4 At stationery the pen with him ~\$400 but needs to shops wherever he goes Fountain pen refill ink and remember us Step 5: Choose the best idea and modify it if necessary Decision: Photo album Reason: It is the cheapest among the four choices. It lasts forever and we can buy it easily at stationery shops. It is meaningful too. How to modify the idea: We can stick dried flowers on the cover of the photo album to show our love for grandpa.



1.6 R.A.F.T. Strategy

Thinking from a new angle

Exemplars: Ch. 2.4-2.6

The techniques mentioned in the previous parts mainly require pupils to think from their own point of view. If pupils try to step into someone else's shoes and think from a new angle, they will be able to understand a topic more deeply and open up many more new opportunities.

The R.A.F.T. strategy (Santa, 1988) engages pupils in creative writing activities by requiring them to consider four important elements of every piece of writing. "R.A.F.T." is an acronym for "role", "audience", "format" and "topic".

Pupils should take on the $\underline{\mathbf{r}}$ ole of someone (or something) other than that of themselves. From a new perspective, they think about how they feel about or react to a situation. They should write to a specific $\underline{\mathbf{a}}$ udience taking into consideration their background, knowledge, feelings and concerns as well as their relationships with the writer. The writing can be in different $\underline{\mathbf{f}}$ ormats and about a variety of $\underline{\mathbf{t}}$ opics.

Using the R.A.F.T. strategy, pupils approach their writing in an original way and produce a creative response using their imagination.



Using the R.A.F.T. strategy is like looking into different mirrors (taking on different roles and thinking from new angles). You will see a brand new image.



The R.A.F.T. strategy:

	Strategy	Guiding questions	Examples
R	ole	Who are you as the writer? What role do you take on?	A child A pet An insect An old toy The Headmaster
A	udience	Who will be reading your writing? Are you writing to a specific person/organisation?	A group of students A friend Readers of a newspaper A charity Your favourite singer
F	ormat	What form does your writing take? What is the best way to present your writing?	A diary A poem A letter to the editor A brochure A report A comic strip
T	opic	What is the subject of your writing? What is the point of your writing?	Topics related to a reading text Current issues and hot topics Topics of personal interest Feelings related to an experience Topics in response to an inspiring question



Example:

Even with the same topic, pupils could produce different pieces of writing by taking on different roles and writing to a different audience in a different format. Teachers could make use of the R.A.F.T. strategy to cater for learner diversity by assigning different tasks to pupils of various abilities.

In the example below, on the same topic about throwing away old toys, the less able pupils could be assigned to take on the role of the toys to write a letter to their master to share their feelings, while the more capable pupils could put themselves in the boy's shoes to write a letter to a charity about donating the old toys.

Situation: David's family is moving to a new house soon. His mum has asked him to throw away some old toys.

R.A.F.T. Assignment 1		Dear David, I feel so sad that you are moving. You		
R oleA udienceF ormatT opic	An old toy David A letter Feelings about being thrown away	are a good master because you always look after me. I like playing with you. I know you don't want to leave me behind. Will you find a new master for me? I hope you will give me to another good child. I will miss you! Love, Teddy		
R.A.F.T. Assi	gnment 2	Dear Sir/Madam,		
R ole A udience F ormat T opic	David A charity A letter Donating the old toys	I am writing to donate some old toys to your charity. I wish to donate three boxes of toys. They are all in good condition. I am giving them to charity because my family is moving to a new house. I think donating toys is meaningful because I can share my happiness with children in need. It also helps to protect the environment by preventing wastage. I hope you would accept my donation. Thank you for your attention. Yours faithfully, David Lam		

Chapter 2

Learning and Teaching Materials for Nurturing Pupils' Creative Thinking in the Upper Primary English Classroom



2.1 Module: Changes

Unit: Turning over a New Leaf



2.1 Module: Changes

Unit: Turning over a New Leaf

Creative Thinking Tool

S.C.A.M.P.E.R. techniques*

Activity Description

Part A: Super Alarm Clock

Pupils design a Super Alarm Clock to prevent them from being late in the new school year using the S.C.A.M.P.E.R. techniques and write descriptions about it.

Part B: A New Invention

Pupils are asked to set another goal for the new school year. They use the S.C.A.M.P.E.R. techniques to design a new invention to help them achieve the goal.

* Please refer to Chapter 1 for the introduction to the S.C.A.M.P.E.R. techniques and other creative thinking tools.

Materials

- LT 2.1.1 LT 2.1.5
- An alarm clock

Procedures

Part A: Super Alarm Clock

- 1. Introduce the context Pupils are going to set goals for the new school year and they will design new inventions to help them achieve the goals.
- 2. Show pupils an ordinary alarm clock and ask questions to activate their knowledge (e.g. What does the alarm clock look like? How does it tell the time? How does it wake you up?).



- 3. Ask pupils to imagine that they are always late for school. They have to design a Super Alarm Clock to wake them up so that they will not be late in the new school year. Ask them to think about the clock in their mind in the Super Alarm Clock S.C.A.M.P.E.R. activity (LT 2.1.1).
- 4. Introduce the S.C.A.M.P.E.R. techniques to pupils to explain how they can come up with new ideas (LT 2.1.2).

2.1 Module: Changes

Unit: Turning over a New Leaf





5. Have pupils draw their own Super Alarm Clock and write briefly about its look, size, shape, sound or functions (LT 2.1.3). Put up some useful phrases on the board for reference (LT 2.1.5). Ask pupils to tick the S.C.A.M.P.E.R. techniques they have used.



Part B: A New Invention

Tell pupils to set another goal for the new school year using the structure, "I want to ... so ..." (LT 2.1.4).



Ask them to use the S.C.A.M.P.E.R. techniques to create a new invention that can help them achieve the goal. They should draw the new invention and write descriptions about it (LT 2.1.4).



3. Invite some pupils to present their invention to the class and ask other pupils to give feedback and suggestions on how to further improve the invention.





The Super Alarm Clock S.C.A.M.P.E.R. activity:

Read aloud the following instructions to pupils:	S.C.A.M.P.E.R.
Acad aroud the following instructions to pupils.	Techniques
Let's imagine we are inventors. We are trying to make a Super Alarm Clock. Close	
your eyes and we are ready to start. Remember not to speak out when I ask you	
something. Nod your head to say "yes" or shake your head to say "no".	
Are your eyes closed?	
Good. Pretend that there is a box with a lot of clocks right here on the table.	
Do you see them?	
How many clocks are there in the box? Make a guess.	
Clocks are usually round, but they don't have to be. Now let's make some clocks	
that are not round or flat.	
Make one that looks like a tube.	M – Modify
# Make one that looks like a diamond.	·
Make one that is as small as a rubber.	M – Minify
# Make it as small as anything you can think of.	
Make it as big as a house.	M – Magnify
# Make it as big as anything you can think of.	
Good. Now think of the sound it makes.	
# Try to think of a sound that is really special for you.	
Now think of all the good things that you could put on the clock to make it more	
useful besides telling the time	
# Think of some strange and special things you could put on the clock.	C – Combine
# Try to think of something that no one else would think of.	
Can you think of something special?	
# What can your clock do now besides telling the time?	P – Put to other
Can it sing?	uses
Can it walk?	
Where else can you use it?	A – Adapt
Now, decorate your clock. What colours do you put on it?	•
#What do you put on the face of the clock?	
How many hands does it have?	
Take away the hands.	E – Eliminate
# Put other things to replace the hands.	S – Substitute
Would you like to rearrange the numbers on the face of the clock as well?	R – Rearrange
Take away the numbers.	E – Eliminate
# Put other things to replace the numbers.	S – Substitute
Look at the clock you've made. Is it good?	
Oh! It's time to get up. Can it wake you up?	
# How?	
Fine. Now open your eyes.	
pause for 3 seconds # pause for 10 seconds	



The S.C.A.M.P.E.R. techniques used in the Super Alarm Clock activity:

		Substitute
	S	Replace/Change the parts
		Combine
+ 3 - 0	C	Add/Put more things together
	A	Adapt
radio radio alarm clock		Meet other needs
		Modify
11 12 1 9 3: 8 4. 7 6 5.	M	Change the look
11 12 1 10 2 10 2 10 2 10 2 10 3 8 4 7 6 5		Minify/Magnify
		Change the size



11 12 1 10 2 9 3 8 4 7 6 5	P	Put to other uses
11 12 1		Eliminate
9 8 7 6 5 10 2 9 9 3 8 4 7 6 5	E	Delete/Take away some parts
		Reverse
9 3 3 4 4 8 7 6 5 4 8 4 8 8 4 8 8 8 8 8 8 8 8 8 8 8 8 8	R	Turn it around
12, 6,		Rearrange
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$		Change the order

Unit: Turning over a New Leaf



LT 2.1.3



Super Alarm Clock

Draw your Super Alarm Clock and write about its size, shape, look, sound or functions.

I want to get up on time, so I'm going to set my Super Alarm Clock every night.	
Description:	
	Super Alarm Clock

Substitute –	Combine –	Adapt –	Modify –
Change the parts	Put things together	Meet other needs	Change the look
Minify/Magnify –	Put to other uses	Eliminate –	Reverse/Rearrange –
Change the size		Take away some parts	Change the order

functions of headphones (to play music), an alarm clock (to tell time and wake people up) and a mobile phone (to

vibrate).

Unit: Turning over a New Leaf



LT 2.1.3 (Answer Keys)

(Accept any reasonable answers)



Super Alarm Clock

Draw your Super Alarm Clock and write about its size, shape, look, sound or functions.

Teachers' Notes I want to get up on time, so I'm going to set Teachers should quide pupils to identify my Super Alarm Clock every night. what S.C.A.M.P.E.R. techniques they have used in their design. Description: Magnify - Change the size: The Super Alarm Clock is blue and purple because these An ordinary alarm clock is usually smaller than one's are my favourite colours. It is as big as my head and it head. Modify - Change the looks like a pair of headphones. It is made of metal but it look: An ordinary alarm clock does not look is comfortable to wear because it is covered by cotton Super Alarm Clock like a pair of headphones. Put to other uses: wool pad. It tells the time. It plays my favourite song to Ordinary headphones do not tell the time. It ean also vibrate when I choose not to hear Eliminate - Take bunds. any s away some parts: Ordinary headphones are connected to a music player. Combine - Put things together: This Super Alarm Clock carries the

	Substitute –	✓	Combine –		Adapt –	✓	Modify –
	Change the parts		Put things together		Meet other needs		Change the look
√	Minify/Magnify –	✓	Put to other uses	\	Eliminate –		Reverse/Rearrange –
	Change the size				Take away some parts		Change the order

2.1 Module: Changes

Unit: Turning over a New Leaf



LT 2.1.4



Write another thing that you want to do in the new school year. Draw the new invention that can help you achieve that goal. Think of a name for your invention and describe it.

I want to	
80	
Description:	

Substitute –	Combine –	Adapt –	Modify –
Change the parts	Put things together	Meet other needs	Change the look
Minify/Magnify –	Put to other uses	Eliminate –	Reverse/Rearrange –
Change the size		Take away some parts	Change the order

Unit: Turning over a New Leaf

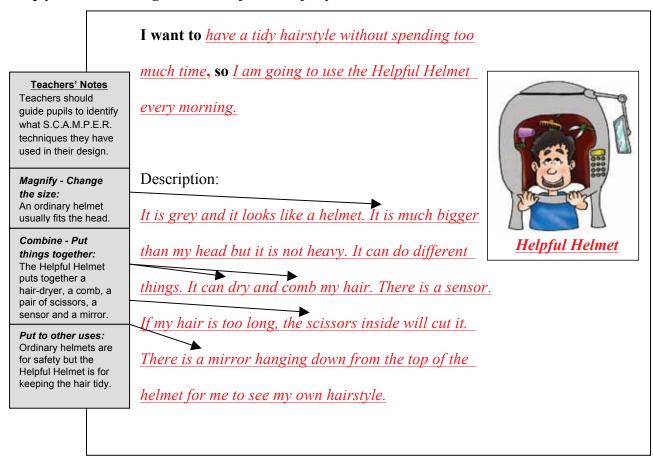


LT 2.1.4 (Answer Keys)

(Accept any reasonable answers)



Write another thing that you want to do in the new school year. Draw the new invention that can help you achieve the goal. Think of a name for your invention and describe it.



	Substitute –	✓	Combine –	Adapt –	Modify –
	Change the parts		Put things together	Meet other needs	Change the look
√	Minify/Magnify –	✓	Put to other uses	Eliminate –	Reverse/Rearrange –
	Change the size			Take away some parts	Change the order



Useful phrases:

It looks like		
There is/are		
It is as	as	
It can		

2.2 Module: Food and Drink

Unit: Food Packaging



2.2 Module: Food and Drink
Unit: Food Packaging

Creative Thinking Tools

Brainstorming*
Mind mapping*
S.C.A.M.P.E.R. techniques*

Activity Description

New Packaging for a Healthy Snack

The teacher helps pupils organise their ideas about attractive food packaging using a mind map. Building on their knowledge about food packaging, pupils are guided to see how food companies use the S.C.A.M.P.E.R. techniques to improve food packaging. They then work in groups and apply the techniques to improve the packaging for a healthy snack to promote healthy eating habits at school.

* Please refer to Chapter 1 for the introduction to brainstorming, mind mapping, the S.C.A.M.P.E.R. techniques and other creative thinking tools.

Materials

- LT 2.2.1 LT 2.2.3
- A tin of condensed milk, a tube of condensed milk and some healthy snacks

Procedures

New Packaging for a Healthy Snack

1. Introduce the context – the school is promoting healthy eating habits. Pupils have to improve the packaging for some healthy snacks to make them more attractive to children.



- 2. Brainstorm with pupils different aspects of attractive food packaging (e.g. size, shape, material, container and use). Organise their ideas using a mind map (LT 2.2.1).
- 3. Use the packaging for condensed milk as an example to illustrate how food companies make creative changes to the packaging for a product.

2.2 Module: Food and Drink

Unit: Food Packaging



Example: Condensed Milk



- (a) Show pupils a tin of condensed milk. Ask them how it is usually served, if they like the packaging and why (LT 2.2.2 Part 1).
- (b) Introduce the S.C.A.M.P.E.R. techniques using pictorial clues (LT 2.1.2 on pp. 20-21) and explain that it is common for food companies to apply the techniques to product design.



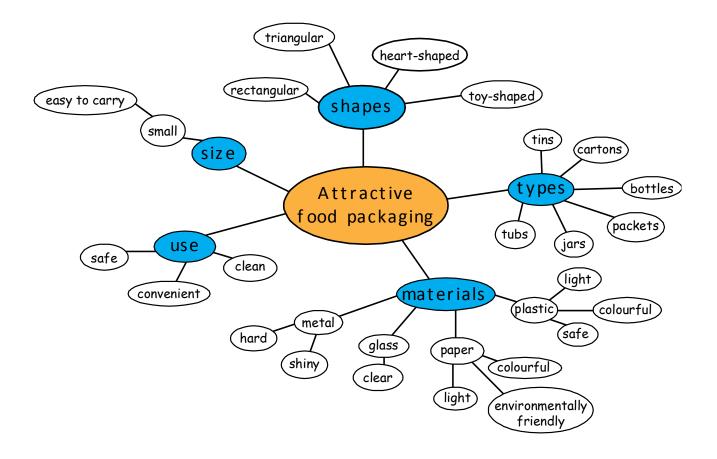
(c) Show pupils the new packaging for condensed milk (a tube). Guide them to see how the S.C.A.M.P.E.R. techniques are applied to the new packaging. Ask them to list the good and bad points of the new packaging in a table and write sentences to describe and explain the changes made to the packaging (LT 2.2.2 Part 2).



- 4. Show photos or realia of healthy snacks (e.g. raisins, nuts and energy bars) to stimulate pupils' thinking. Have them work in groups to create a new packaging for one of the snacks. Ask pupils to evaluate the pros and cons of the original packaging (LT 2.2.3 Part 1) and then apply the S.C.A.M.P.E.R. techniques to create a new packaging. Ask them to draw the new design and write sentences to explain the changes (LT 2.2.3 Part 2).
- 5. Ask pupils to take turns to present their new design to the whole class. Give feedback to pupils and ask the class to decide on the best design.



The mind map for "Attractive Food Packaging":







The Packaging for Condensed Milk

•	<u>1</u> The old packaging the old packaging for c		the space below.	
1	How is condensed milk s	served?		
1	Do you like this packagi	ing? Why?		
_	2 TI I :			
	/ I ne new nackaging		the space helow	
		condensed milk ir	i ine spuce veiow.	
	the new packaging for	condensed milk ii	i ine space below.	
<u>t 2</u>		condensed muk u	t the space below.	





Part 2 (cont'd)

What changes have been made? Can you tell which S.C.A.M.P.E.R. techniques have been used in the new design? What are the good points of the changes? Are there any bad points? Complete the table below.

Changes	S.C.A.M.P.E.R. techniques	Good points	Bad points
Type of container	Change the look (Modify)	We can squeeze the right amount of milk from a tube. It is more convenient.	
Material			
Size			
Use			

0001
("7/
\exists

Can you suggest some ways to further improve the new packaging?

2.2 Module: Food and Drink

Unit: Food Packaging



LT 2.2.2



Part 2 (cont'd)

Draw the new packaging in the space below and write a few sentences to describe and explain the changes made.

	The new packaging for condensed milk
	Condensed milk in a
1	
1.	
2.	
2	
3.	
4.	
_	
5.	

Unit: Food Packaging



LT 2.2.2 (Answer Keys)

(Accept any reasonable answers)



The Packaging for Condensed Milk

Part 1 The old packaging

Draw the old packaging for condensed milk in the space below.



1. How is condensed milk served?

We spread condensed milk on bread or toast and add it to coffee, tea or desserts.

2. Do you like this packaging? Why?

No, because we need to use a can opener to open it/ the opened can may cut our fingers/ the tin is too heavy to carry around/ it is hard to get the right amount of condensed milk we want/ the packaging looks boring.

Part 2 The new packaging

Draw the new packaging for condensed milk in the space below.



2.2 Module: Food and Drink

Unit: Food Packaging



LT 2.2.2 (Answer Keys)

(Accept any reasonable answers)



Part 2 (cont'd)

What changes have been made? Can you tell which S.C.A.M.P.E.R. techniques have been used in the new design? What are the good points of the changes? Are there any bad points? Complete the table below.

_	S.C.A.M.P.E.R.		
Changes	techniques	Good points	Bad points
Type of container	Change the look (Modify)	 We can squeeze the right amount of milk from a tube. It is more convenient. We don't need to use a can opener to open it. A tube with a flip cap is cleaner. We can close it after use. 	Some milk will be left inside the tube and wasted.
Material	Change the parts (Substitute)	 Plastic is lighter and easier to carry around. Plastic does not cut the user's fingers and is safer. We do not need to store the un-used milk in another container as plastic does not rust. 	
Size	Change the size (Minify)	A smaller tube is more convenient to store and carry around.	 The weight of the product is lighter but the price is higher. The surface area of the tube is smaller. It is more difficult for consumers to read the information on the food label.
Use	Meet other needs (Adapt)	• The design is borrowed from that of a toothpaste tube. A tube is more suitable for storing thick liquids.	



Can you suggest some ways to further improve the new packaging?



LT 2.2.2 (Answer Keys)



(Accept any reasonable answers)

Part 2 (cont'd)

Draw the new packaging in the space below and write a few sentences to describe and explain the changes made.

The new packaging for condensed milk



Condensed milk in a tube

- 1. We can squeeze the right amount of condensed milk from a tube. It is more convenient.
- 2. It has a flip cap. We can close it after use, so it is cleaner.
- 3. We don't need to use a can opener to open it.
- 4. It is lighter and smaller, so it is easier to carry around.
- 5. Plastic is used, so we will not cut our fingers when we open the tube. It is safer.
- 6. We do not need to store the un-used milk in another container as plastic does not rust.

Unit: Food Packaging



LT 2.2.3



The Packaging for a Healthy Snack

Our school wants to promote healthy eating habits. You are invited to improve the packaging for a healthy snack.

<u>Part</u>	Part 1 The old packaging			
Hea	lthy snack:			
Dra	w the old packaging for the healthy snack in the space below.			
1.	How is the snack served?			
2.	Do you like this packaging? Why?			



Part 2	The new packagin	ıg		
Draw the new packaging for the healthy snack in the space below.				

What changes have been made? Can you tell which S.C.A.M.P.E.R. techniques have been used in the new design? What are the good points of the changes? Are there any bad points? Complete the table below.

Changes	S.C.A.M.P.E.R. techniques	Good points	Bad points

2.2 Module: Food and Drink

Unit: Food Packaging



LT 2.2.3

	Part 2 (cont'd)
my	Draw the new r

Draw the new packaging in the space below and write a few sentences to describe and explain the changes made.

Chung	changes made.				
	The new packaging for				
1.	in a				
2.					
3.					
4.					
5.					
•					

2.3 Module: Happy Days

Unit: Favourite Festivals



2.3 **Module:** Happy Days

Favourite Festivals Unit:

Creative Thinking Tools

Morphological matrix*

S.C.A.M.P.E.R. techniques*

Activity Description

A New Festival

Pupils work in groups to read about festivals around the world. They then make use of the morphological matrix and the S.C.A.M.P.E.R. techniques to design a new festival. They write an information report about it and present it to their classmates.

* Please refer to Chapter 1 for the introduction to the morphological matrix, the S.C.A.M.P.E.R. techniques and other creative thinking tools.

Materials

LT 2.3.1 – LT 2.3.6

Procedures

A New Festival



- 1. Introduce some traditional festivals around the world by asking pupils to read about Christmas in Australia, Thanksgiving in America, Water Festival in Thailand or Children's Day in Japan (LT 2.3.1) and complete an activity sheet (LT 2.3.2) in groups.
 - 2. Surf the Internet with pupils to let them explore interesting festivals around the world. Introduce some special festivals (e.g. Colour Festival in India and Snow Festival in Japan) to stimulate their imagination.



3. Guide pupils to construct a morphological matrix in groups to create a new festival (LT 2.3.3). Help them form interesting combinations about new festivals. Ask each group to choose a combination they like and think of a name for the new festival and explain why people celebrate it (LT 2.3.4).



2.3 Module: Happy Days

Unit: Favourite Festivals



4. Illustrate how to further improve the ideas from the morphological matrix using the S.C.A.M.P.E.R. techniques (LT 2.3.4).

Example (1):

S.C.A.M.P.E.R. technique:	Substitute (Replace/Change the parts)
Original activity:	Put money inside red packets
New activity:	Put family photos inside pink packets

Example (2):

S.C.A.M.P.E.R. technique:	Combine (Add/Put more things together)	
Original food items:	Chocolate and chicken leg	
New food item:	A "chocoleg" made of chocolate and a chicken leg	

Example (3):

S.C.A.M.P.E.R. technique:	Magnify (Change the size)
Original activity:	Make rice dumplings
New activity:	Make a huge rice dumpling



- 5. Pupils work in groups to write an information report on the new festival (LT 2.3.5).
- 6. Pupils give a group presentation on the new festival. They may use other interesting ways to present their proposal, e.g. role play, news report. They are assessed by their peers and teacher (LT 2.3.6).



Festivals around the World (1)



Christmas in Australia

Christmas is hot in Australia. It is their hottest time of the year and children enjoy their long summer holidays.

On Christmas morning, people go to church to celebrate the birth of Jesus Christ. In the afternoon, they are busy preparing their dinner. In the evening, they take their Christmas dinner to a sandy beach instead of having it at home. They eat turkey, Christmas pudding and mince pies for dinner.

Festivals around the World (2)



Thanksgiving in America

In America, people celebrate Thanksgiving on the last Thursday of November. It is a day when they give thanks for all the good things they have.

In 1620, some people from Europe came to live in America. These new settlers found life in America very difficult because they could not grow enough food. The Native Americans helped them and they had a good harvest the next year. The new settlers decided to hold a party to thank the Native Americans for their help. This was the first Thanksgiving Day.

All over the country, families gather together for a big meal at Thanksgiving. Sometimes people have to travel from far away to be together. They enjoy eating delicious food like roast turkey and pumpkin pie on that day.



Festivals around the World (3)



Water Festival in Thailand

In Thailand, the Thai New Year is also called the Water Festival. It is from 13th to 15th April every year. At the Water Festival, Thai people, tourists and even elephants enjoy splashing water on one another! Thai people believe that water can wash away bad luck. They look forward to this festival every year and enjoy it very much because the water cools them off in the hot weather.

Festivals around the World (4)



Children's Day in Japan

In Japan, people celebrate Children's Day on 5th May. On that day children do not have to go to school. Families with boys display a warrior doll at home and put up cloth banners that look like fish. They also eat special rice cakes filled with bean paste. Parents wish their children health and happiness. Children also thank their parents for looking after them.

Adapted from Dallas, D. & Pelham, L. (2005). Favourite Festivals. In Dallas, D. & Pelham, L. *Longman Welcome to English 5A* (pages 35-36). Hong Kong: Longman Hong Kong Education.



Festivals around the World

Fill in the table below based on the information you read.

What?	What is the name of the festival?	
Where?	Where (In which country) is it celebrated?	
When?	When do people celebrate?	
Who?	Who celebrate?	
Why?	Why do they celebrate?	
How?	What do they do?/ What games do they play?	
How:	What do they eat?	



LT 2.3.2 (Answer Keys)

Festivals around the World

		(1)	(2)	(3)	(4)
What?	What is the name of the festival?	Christmas	Thanksgiving	Water Festival	Children's Day
Where?	Where (In which country) is it celebrated?	Australia	America	Thailand	Japan
When?	When do people celebrate?	On 25 th December	On the last Thursday of November	From 13 th to 15 th April (at the Thai New Year)	On 5 th May
Who?	Who celebrate?	Australian people	Families	Thai people and tourists	Families with children
Why?	Why do they celebrate?	People want to celebrate the birth of Jesus Christ.	People want to say thank you for all the good things they have.	Thai people believe that water can wash away bad luck.	
How?	What do they do?/ What games do they play?	People go to church in the morning. They prepare their dinner in the afternoon. They take their Christmas dinner to a sandy beach in the evening.	Families gather together for a big meal.	People and even elephants splash water on one another.	Families with boys display a warrior doll at home and put up cloth banners that look like fish. Parents wish their children health and happiness. Children thank their parents for looking after them.
	What do they eat?	Turkey, Christmas pudding, mince pies	Roast turkey, pumpkin pie		Special rice cakes filled with bean paste

Unit: Favourite Festivals



LT 2.3.3



Work in groups to think of more items in each column.

work in groups to think of more tiems in each column.					
	Where is this festival celebrated?	When do people celebrate this festival?	Who celebrate this festival?	How do people celebrate this festival? (activities/food)	
1 (e.g.)	Hong Kong	summer	old people	eat vegetables only	
2					
3					
4					
5					
6					
7					
8					
9					
0					

Example:				
se the last four d	igits of your pl	hone number (as th	ne secret code.
Jsing this secret co	ode, I get this c	ombination:		
Where		When	Who	How
		in	celebrate this new fest	ival by
At/On	<i>-</i> ,			





Write in the boxes below the combination of items your group likes the most. (Each box may contain more than one item)

Where	When	Who	How

Discuss with your group members to think of a name for the new festival and the reason why people celebrate it.

What	Why
is the name of the festival?	do people celebrate this festival?

Be creative!

Look at the items your group has chosen. Can you use the following methods to make the ideas more creative?

Substitute –	Combine –	Adapt –	Modify –
Change the parts	Add/Put things together	Meet other needs	Change the look
Minify/Magnify –	Put to other uses	Eliminate –	Reverse/Rearrange –
Change the size		Take away some parts	Change the order





Example:

Original idea(s)	\setminus	New idea(s)
How	Combine –	How
Eat chocolate eggs	Add things	Put a lucky message inside a
Put a lucky message inside a fortune	together	chocolate egg
cookie		
It's your turn!		
Original idea(s)	\	New idea(s)
	V	
Original idea(s)	٨	New idea(s)
	— \	
	V	
Original idea(s)	٨	New idea(s)
	\	
	V	
	YY	





Fill in the information report below using complete sentences.

Till in the	injormation report betov	w using complete sentences.
What?	What is the name of the festival?	
Where?	Where (In which country) is this festival celebrated?	
When?	When do people celebrate this festival?	
Who?	Which people celebrate this festival?	
Why?	Why do they celebrate this festival?	
How?	What do they do to celebrate this festival?/ What games do they play to celebrate this festival?	
	What do they eat to celebrate this festival?	

A New Festival Group Presentation – Peer Assessment Form

Circle 1, 2 or 3 to show how well the group did in the presentation.

Group	(\$ \$	\$ \$ \$		
1. Do they speak clearly and loudly enough?	1	2	3		
2. Do they co-operate well with one another?	1	2	3		
3. Is the presentation interesting?	1	2	3		
4. Is their new festival special?	1	2	3		
5. Is (Are) the activity (activities) interesting?	1	2	3		
6. Is the food special?	1	2	3		
	Total	marks ()		
Suggestions:					

Unit: We Love Cheung Chau



2.4 Module: We Love Hong Kong
Unit: We Love Cheung Chau

Creative Thinking Tools

Brainstorming*
R.A.F.T. strategy*
S.C.A.M.P.E.R. techniques*
Value grid*

Activity Description

Part A: Pirate Treasures

Pupils read the biography of Cheung Po Tsai from "The Pirate of Cheung Chau" to note his major life events and personality and decide how to use the treasures found in the famous Cheung Po Tsai Cave with the help of the value grid.

Part B: Fun with the Bun Festival

Pupils read about the Bun-scrambling Competition in an information text, "Come and Celebrate the Bun Festival". With the help of the R.A.F.T. strategy, they write an autobiography in the role of a "Ping An Bun". After that, pupils make use of brainstorming and the S.C.A.M.P.E.R. techniques to design a more interesting and safer Bun-scrambling Competition for children their age.

* Please refer to Chapter 1 for the introduction to brainstorming, the R.A.F.T. strategy, the S.C.A.M.P.E.R. techniques, the value grid and other creative thinking tools.

Materials

- LT 2.4.1 – LT 2.4.6

¹ Debnam, M. (2005). The Pirate of Cheung Chau. Hong Kong: Educational Publishing House Ltd.

² McNeill, A. & Yu, V. (Consultants). (2005). Come and Celebrate the Bun Festival. In McNeill, A & Yu, V. (Consultants). *Step Up 5A* (pages 16-17). Hong Kong: Educational Publishing House Ltd.

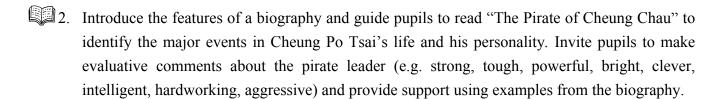
Unit: We Love Cheung Chau



Procedures

Part A: Pirate Treasures

1. Elicit from pupils their prior knowledge or personal experience about the local scenic spot Cheung Po Tsai Cave.



3. Tell pupils to imagine they have found a lot of money in Cheung Po Tsai's cave and in groups think of ways to use the money meaningfully. Use the value grid to help pupils generate ideas of using the money. Guide pupils to agree on the values to consider when finding an ideal solution. Encourage pupils to make decisions based on the pros and cons of all the ideas of using the money. Have each group share the reasons for their decisions (LT 2.4.1).

Example: Values

Ideas: Different ways of using the money	A Who will get the help?	B How many people will get the help?	C How long will the benefits last?	D What meaning does it have?
1. Invite children from poor families to visit famous places in Hong Kong.	Children from families who cannot pay for the trips	Many poor children	One trip (a few hours)	Poor children can have fun going to famous places and learn more.
2. Build more sports centres in different places in Hong Kong.	People who love sports Old and young people who want to have more exercise and be healthy	Many sports lovers and users, children and adults	Many years until the facilities break down	More people can have fun in sports. More people will do exercise regularly. More people can be healthy.

Unit: We Love Cheung Chau



Part B: Fun with the Bun Festival

1. Elicit from pupils their prior knowledge or personal experience about the Bun Festival. Play video/news clips that show the festive activities.



2. Ask pupils to read "Come and Celebrate the Bun Festival" in the textbook. Introduce the R.A.F.T. strategy (LT 2.4.2). Explain the format of an autobiography and its features.



3. Prepare pupils to write an autobiography in the role of Mr Bun with some guiding questions (LT 2.4.3). Draw pupils' attention to the topic of the autobiography, the Bun-scrambling Competition. Remind pupils to make creative use of their role as a bun. Encourage the use of all senses to observe what usually happens before, during and after the competition.



4. Ask pupils to write the autobiography of Mr Bun (LT 2.4.4a/b) and make it into a book. They can re-design the cover page (LT 2.4.5).



5. As an extended creative writing task, have pupils re-design the Bun-scrambling Competition to make it safer and more interesting for their age. They re-read "Come and Celebrate the Bun Festival" to identify the elements of the game (e.g. goal, equipment, rules, number of players) that can be improved. Focus on M.A.P. of the S.C.A.M.P.E.R. techniques. Demonstrate modifying the number of players, adapting the rules and putting the buns to different uses in the competition. Have pupils brainstorm in groups the new competition and fill in Part 1 of LT 2.4.6.



6. Ask pupils to write out the details of the new Bun-scrambling Competition individually in Part 2 of LT 2.4.6. The whole class vote for the safest and most exciting design.

Your group's decision:

Unit: We Love Cheung Chau



LT 2.4.1



Imagine you have found a lot of money in Cheung Po Tsai's Cave. Think of ways to use the money meaningfully. Use the value grid to help you think creatively.

Problem: Ways of using the money meaningfully



Step 1: List as many creative ways of using the money as you can in	Ideas Different ways of using the money	A e.g. Who will get the help?	B e.g. How many people will get the help?	C	D
Step 2: List the values you want to consider in the "Values" row.	e.g. Invite children from poor families to visit famous places in Hong Kong	Children from families who cannot pay for the trips	Many poor children		
Step 3: Fill in the grid by looking at each idea for each value.	2				
Step 4: Compare the good and bad points of all ideas.	3				
Step 5: Choose the best idea of using the money and modify it if necessary.	4				

How would you use the money? Why?				



LT 2.4.2

The R.A.F.T. poster:

The R. A. F. T. Strategy

R	ole	Who are you?
A	udience	Who do you write to?
F	ormat	What form does it take?
T	opic	What is it about?



LT 2.4.3



Getting Ready to Share Your Experience in the Bun-scrambling Competition

Take on the <u>role</u> of Mr Bun to describe the competition in the <u>f</u>ormat of an autobiography. Let people who are interested in the Bun Festival be your audience.

Topics Bun sayambling Competition			
Where you stand	What you see and hear	What you do	How you feel
4 4 4 4 4 4 4 4 4 4	00		
How high above	What do they do?	How do you attract	How do you feel?
the ground are you?	Competitors • How do they	competitors to pick you?	when competitors climb up the tower
	prepare themselves for the game?		when competitors step on you
How many buns are on the tower?			
	Audience		when competitors
	• How do they encourage the competitors?		pick you and drop you into the bag
	Other buns • How do they attract the competitors to pick them?		when competitors reach the top
	Topic: Bun-so Where you stand How high above the ground are you? How many buns	Topic: Bun-scrambling Competitive Where you stand How high above the ground are you? Competitors How do they prepare themselves for the game? How many buns are on the tower? Audience How do they encourage the competitors? Other buns How do they attract the competitors to	Topic: Bun-scrambling Competition Where you stand What you see and hear What you do What do they do? Competitors How do you attract competitors to pick you? Competitors How do they prepare themselves for the game? Audience How do they encourage the competitors? Other buns How do they attract the competitors to



An Autobiography of Mr Bun **Fun with the Bun Festival**

I am Mr Bun. Read "Come and Celebrate the Bun Festival" in the textbook and help me write my autobiography.

The most exciting day in my life is the All the buns on the tower want the competitors to pick them. In just minutes, we have to think of a good way to attract the competitors. Some buns will show a big smile to the competitors. Others	way. That is why my friends always say, "You are a very, very special bun!"	
Bun's Autobiography I am Mr Bun and "Ping An" is my name. I am an active member of the Bun Festival in Cheung Chau. I am a very special bun.	in Cheung Chau and tourists from different countries love me. Like other buns, I am busy in May. I do not stay in a kitchen or a restaurant. All my brother and sister buns are put high up onto a We are above the ground. Some buns are very scared of heights. Other buns	



Fun with the	Fun with the Bun Festival An Autobiography of Mr Bun	de pupils)
I am Mr Bun. Read "Come and Celebrate the Bun Festival" in the textbook and help me write my autobiography.	the textbook and help me write my autobiography.	
Bun's Autobiography I am Mr Bun and "Ping An" is my name. I am an active member of the Bun Festival in Cheung Chau. I am a very special bun.	The most exciting day in my life is the	
Like other buns, I am busy in May.	That is why my friends always say, "You are a very, very special bun!"	ery



An Autobiography of Mr Bun (Book cover) Fun with the Bun Festival



LT 2.4.6



Designing a Fun and Safe Bun-scrambling Competition

Part 1

Read the text "Come and Celebrate the Bun Festival". Describe the original Bun-scrambling Competition. Then design a safer competition for children your age. Make use of the thinking



Bun-scrambling	Thinking Tools	Competition
Competition		Brainstorm the design of
in Cheung Chau	M.A.P.	the NEW competition
	Make it Fun!	New tower:
	Make it Safe!	
What to use	e.g.	Different new ways to play:
★ Plastic buns	M odify the equipment	Competitors have to:
★ A 14-metre tower	- the height of the	*
	tower	
How to play	$\underline{\mathbf{A}}$ dapt the rules	
★ Climb up the tower.	- how many	
★ Pick the buns in 3	players/minutes	Different new ways to win:
minutes.	- how to win	Competitors have to:
How to win	Put the buns to other	*
★ Pick the greatest	uses	*
number of buns to	- buns for rolling	
get the highest	- buns for throwing	
scores.	and catching	
	You have come up with	many ways to play and win the competition.
	Choose the ones that can	n make it safe and fun!

Unit: We Love Cheung Chau



LT 2.4.6



🕜 <u>Part 2</u>

Describe the new competition for the Bun Festival and explain the rules.

Name:	Competition
Goal:	To make the competition safe and fun for children
Time needed:	
Equipment needed:	
How to play:	
How to win:	
Prizes:	

2.5 Module: Happy Days

Unit: An Unfair Game



2.5 Module: Happy Days

Unit: An Unfair Game

Creative Thinking Tools

Brainstorming*

R.A.F.T. strategy*

Activity Description

Telling the Truth about an Unfair Game in a Journal

Pupils read a myth "The Twelve Animals of the Years" to find out how the animals were ordered in the Chinese zodiac cycle. With the help of the R.A.F.T. strategy, they take on the role of one animal in the myth to describe the race in their journal. They also brainstorm solutions to the race and include the suggestions in their journal.

* Please refer to Chapter 1 for the introduction to brainstorming, the R.A.F.T. strategy and other creative thinking tools.

Materials

- LT 2.5.1 – LT 2.5.6

Procedures

Telling the Truth about an Unfair Game in a Journal

1. Elicit pupils' prior knowledge of story structure and myths (LT 2.5.1).



- 2. Ask pupils to predict the resulting positions of different animals in the running race and read the text to find out if their guesses are correct (LT 2.5.2).
- 3. Tell pupils that Buddha found the results of the race strange and would like to find out why. Ask them to take on the role of a particular animal and work with the same animals in a group to explain the unusual performance (LT 2.5.3).
 - a. Remind them to write the names or draw the animals on the running tracks for easy comparison of achievements in Part 1.

McNeill, A. & Yu, V. (Consultants). (2005). The Twelve Animals of the Years. In McNeill, A & Yu, V. (Consultants). *Step Up 5A* (pages 46-47). Hong Kong: Educational Publishing House Ltd.

2.5 Module: Happy Days

Unit: An Unfair Game



b. After filling in their role cards in Part 2, pupils take turns to be interviewed by animals from other groups and to interview them. Ask pupils to use the note cards to record information they get about the race in Part 3.



- 4. Guide pupils to make use of the R.A.F.T. strategy and the organiser (LT 2.5.4) to prepare for the writing of a journal entry (LT 2.5.5).
 - a. Demonstrate how to describe the running race from Rabbit's perspective with the help of the sample organiser (LT 2.5.4).
 - b. Pupils can refer to their note cards (LT 2.5.3) for the interesting details obtained from the interviewing activity.



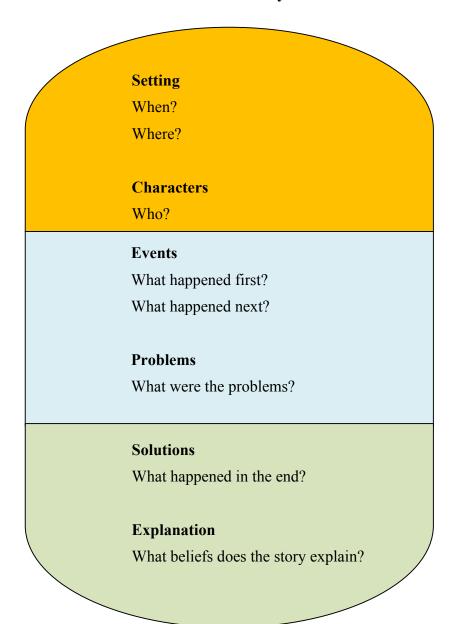
5. Guide pupils to solve the problems of the unfair race for the animals (LT 2.5.5). Encourage them to brainstorm creative solutions for Buddha.



6. Have pupils write their journal entries individually (LT 2.5.6). Invite representatives from different animal groups to share their descriptions of the race.



Structure of a Myth







An Intelligent Guess

Before reading about the race, guess the final positions of the animals. Then read to find out if your guesses are right. Give creative reasons to explain why some animals are faster/slower than usual.

What I predict before reading the myth	Give a star "★" to the animal that ran faster than you expected and	, ·		
Positions of animals:	a cross "X" to the one slower than what you expected.	Positions of animals:	Guess why. Be creative!	
1 st :		1 st : Rat		
2 nd :		2 nd :		
3 rd :		3 rd :		
4 th :		4 th :		
5 th :	-	5 th :		
6 th :	-	6 th :		
7 th :	-	7 th :		
8 th :	_	8 th :		
9 th :	-	9 th :		
10 th :	-	10 th :		
11 th :	-	11 th :		
12 th :	-	12 th :		
13 th :	-			



LT 2.5.2 (Answer Keys)



Before reading about the race, guess the final positions of the animals. Then read to find out if your guesses are right. Give creative reasons to explain why some animals are faster/slower than usual.

What I predict before reading the myth	Give a star "★" to the animal that ran faster than you expected and	What I found out after reading the myth	
Positions of animals:	a cross "X" to the one slower than what you expected.	Positions of animals:	Guess why. Be creative!
1 st :		1 st : Rat	
2 nd :		2^{nd} : Ox	
3 rd :		3 rd : <i>Tiger</i>	
4 th :		4 th : <i>Rabbit</i>	
5 th :		5 th : Dragon	
6 th :		6 th : <i>Snake</i>	
7 th :		7 th : <i>Horse</i>	
8 th :		8 th : <i>Ram</i>	
9 th :		9 th : <i>Monkey</i>	
10 th :		10 th : <i>Rooster</i>	
11 th :		11 th : <i>Dog</i>	
12 th :		12 th : <i>Pig</i>	
13 th :		Cat is out of the game	

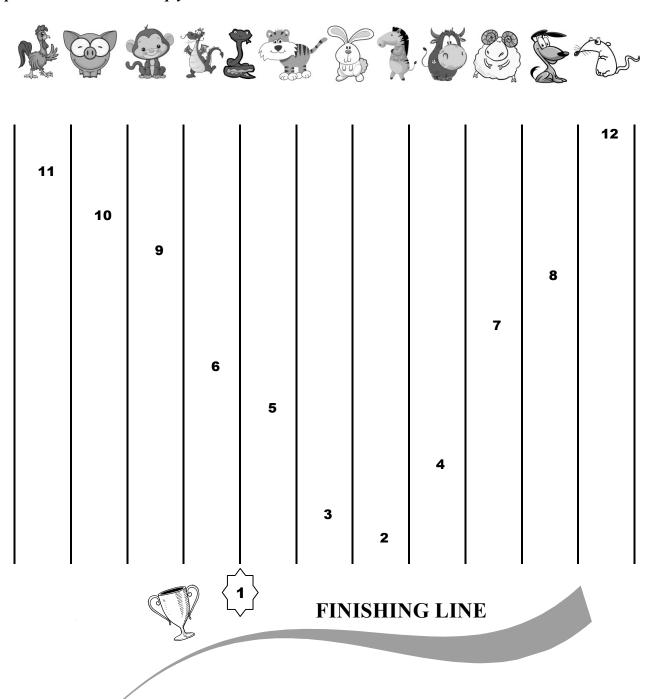




Interviewing Different Runners to Find out More about the Race

Part 1

Draw or write the names of all animals on the running tracks to help you see their final positions. It will also help you do the interview in Part 3.





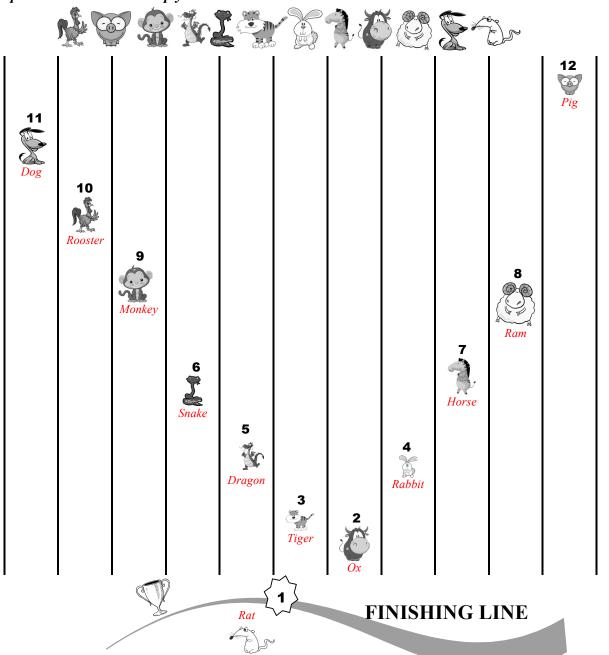


LT 2.5.3 (Answer Keys)

Interviewing Different Runners to Find out More about the Race

Part 1

Draw or write the names of all animals on the running tracks to help you see their final positions. It will also help you do the interview in Part 3.





Part 2

Buddha found the results strange. Take on the role of one animal you like.

- · Recall what happened in the race and fill in the role card.
- · Use it to help you answer other animals' questions in the interview in Part 3.



e.g. I ran faster than usual in the race. I have been running marathons for a year! I have also changed my diet. The organic carrots from Farmer Lee make me stronger and more powerful.



Example:

My Role Card

(*Circle the animal role you would like to take)

Think about what happened during the race. Other animal runners are going to interview you.

My performance

- Result of the race: 4th position
- I was *faster slower than usual because <u>I have been running marathons for a year. I have also</u> changed my diet. The organic carrots from Farmer Lee make me stronger and more powerful.
- I *cheated did not cheat in the race.

My Role Card
(*Circle the animal role you would like to take)
Think about what happened during the race. Other animal runners are going to interview you.
My performance
• Result of the race: position
• I was *faster/slower than usual because
• I *cheated/did not cheat in the race.

Unit: An Unfair Game



LT 2.5.3

Part 3

Which animals showed unusual performance in the race? Interview two of them to find out their reasons. Do you believe them? You may refer to Part 1 to look at their positions in the race.

Note Card				
I interviewed and and was unusual in the race.	to find out why their performance			
	• did very *well/badly because			
• I *believe/don't believe	• I *believe/don't believe because			
(*Circle the right words)	(*Circle the right words)			
☐ None of the animals was trying to cheat. The	<i>y</i>			
	_were trying to cheat. They			
	Не			
(Tick the right box to describe the result of the intervi-	ew)			





Getting Ready to Tell the Truth about the Race

You will write about the race in the format of a journal entry (LT 2.5.6). Buddha will be your audience. Use the questions below to help you organise what happened during the race. Refer to the information on the Note Card to help you as well (LT 2.5.3).

	Topic: The Truth about the Race			
	Did you run	What made you run	Did others run	Find out/Guess how some
Role	faster/slower	unusually fast/slow?	faster/slower	animals cheated in the
	than usual?		than usual?	race.
			Why?	
A i a 1				
Animal				
				(What did you see, smell and
				hear?)
D 1.1				
Position:				
Did you cheat?				
Why/Why not?				
(How did you				
(110W did you				
cheat?)				



LT 2.5.4 (Example)



Getting Ready to Tell the Truth about the Race

You will write about the race in the format of a journal entry (LT 2.5.6). Buddha will be your audience. Use the questions below to help you organise what happened during the race. Refer to the information on the Note Card to help you as well (LT 2.5.3).

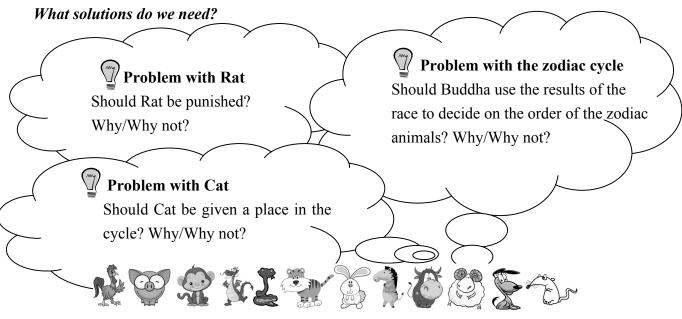
the injointatio	Topic: The Truth about the Race			
Role	Did you run faster/slower than usual?	What made you run unusually fast/slow?	Did others run faster/slower than usual? Why?	Find out/Guess how some animals cheated in the race.
Rabbit Position: 4th Did you cheat? Why/Why not? (How did you cheat?) No, I didn't cheat! Games should be fair. I don't want to upset Buddha and others.	I was faster than usual.	 I have been running marathons for a year! I have also changed my diet. The organic carrots from Farmer Lee make me stronger and more powerful. 	Two animals were unusually slow! • Horse forgot to use blinkers for his eyes. He was so busy looking everywhere that he missed the finishing line. • Poor Dragon had a cold. His runny nose meant he couldn't breathe out fire. He sneezed a lot and became slow.	(What did you see, smell and hear?) • I heard that Ox cheated others. He started running before Buddha blew the whistle! • I saw Rat cheating Ox. He jumped onto Ox's head at the beginning but slid off to cross the finishing line in the end.





Finding Solutions to the Problem of the Unfair Race

If Buddha cannot arrange a new race for all animals to join, how can the problem of the unfair race be solved? In your group, brainstorm other solutions to the problem of the unfair race.



Brainstorming solutions:

Some examples:

- * Take Rat's name off the zodiac cycle because he cheated.
- ★ Give poor Cat a place in the cycle because...
- ★ Hold the same race again to decide on the order of the animals because...
- * Hold a lucky draw to come up with a new order of the animals for the cycle because...
- **★** Other suggestions...

Solutions:

Problem with Rat	
110010111 (1111111111111111111111111111	
P 11 C 1	
Problem with Cat	
Problem with the zodiac cycle	
1 Tobiciii with the Zoulac Cycle	





Telling the Truth about the Unfair Race

In the format of a journal entry, tell the truth about the unfair race you saw in your animal role. Let Buddha be your audience. Suggest how the problems of the unfair race can be solved.

What do we have in the Beginning, Middle and Ending of a journal entry? Fill in the boxes. You can refer to the organiser (LT 2.5.4) for details about the race.

			W
		BEGI	NNING -
My Journal	21 st January XXXX Wednesday	Setting: • When did y race?	
Buddha let us run a special race in the field. I	ran with	Characters: · Who ran the race?	
The winners would The champion would start the cycle.	Importance of the race to the animals: Why did so many animals join the race?		
At the beginning of the race,			
I was faster	r/slower than usual. I know	l	w DDLE —
why!		• Did you rur slower than Why?	n faster/
Half way down the race, I was even faster/slower than . They ran faster/slower than		• Did others is slower than Why?	

2.5 Module: Happy Days Unit: An Unfair Game



LT 2.5.6

In the end, Rat was the champion, but he cheated. F	Rat	w/ ENDING —
I think		Feelings/Views/ Solutions: What was the result of the race? How did you feel? Did you see anyone cheat? How and why did he/they cheat? What solutions do you
I hope my suggestions will be accepted!	(Animal's name)	suggest?

2.6 Module: We Love Reading

Unit: A New Fairy Tale



2.6 Module: We Love Reading Unit: A New Fairy Tale

Creative Thinking Tools

Morphological matrix* R.A.F.T. strategy*

Activity Description

Part A: Storyland Baddies Tell the Truth

Pupils read materials relating to the story of "The Three Little Pigs" to help them see that the baddies in the story may not be bad after all. Taking on the role of a Storyland baddie, they turn the baddie into a good character by giving reasons for their wrongdoing(s). They then use the R.A.F.T. strategy to write a letter to either the editor of "Storyland News" or another character in the story to tell the truth.

Part B: A New Fairy Tale

Pupils make use of the "Creative Story Machine" to create an interesting story.

* Please refer to Chapter 1 for the introduction to the morphological matrix, the R.A.F.T. strategy and other creative thinking tools.

Materials

- LT 2 6 1 - LT 2 6 4

Procedures

Part A: Storyland Baddies Tell the Truth

1. Ask pupils if they think the baddies in some familiar stories are totally bad. Illustrate how we can look at the stories from a different angle with the following example.

Example: "The Three Little Pigs"

(a)

(a) Ask pupils to read the interview of the three Little Pigs in "Storyland News".

http://images.scholastic.co.uk/assets/a/43/f3/mr-big-bad-tells-the-truth-pcp-s-116301.pdf

Baven, C. (2008). Online Photocopiable 3 - Storyland News: Three Little Pigs in huff and puff horror. Mr Big-Bad Tells the Truth. Retrieved December 21, 2011, from:

2.6 Module: We Love Reading

Unit: A New Fairy Tale





- Tell pupils that Mr Wolf was upset about what the Little Pigs had said about him. He wrote to the editor of "Storyland News" to tell readers the truth. Ask pupils to read Mr Wolf's letter
- Ask questions about Mr Wolf's letter to check pupils' understanding (LT 2.6.1). (c)



2. Have pupils work in groups to take on the role of a Storyland baddie. They have to think of new reasons behind their wrongdoing(s) to turn the baddie into a good character. They can base their ideas on their experience. Ask them to use the example as reference (LT 2.6.2).



3. Ask pupils to make use of the R.A.F.T. strategy and take on the role of one Storyland baddie and write a letter to either the editor of "Storyland News" or another character in the story to explain the reason behind the wrongdoing (LT 2.6.3). Tell pupils to pay attention to the four elements of a piece of writing – role, audience, format and topic. Some examples of stories can be given: "Goldilocks and the Three Bears", "Snow White", "Little Red Riding Hood", "Jack and the Beanstalk", etc.

Part B: A New Fairy Tale

1. Use the story of "Cinderella" as an example to introduce the four story elements – character, setting, problem and solution.

Characters	Cinderella, stepmother, stepsisters, fairy godmother, prince		
Setting	a long time ago, Cinderella's house and the palace		
Events/Problems	The stepmother and sisters treated Cinderella badly.		
	The prince invited all ladies to a ball and wanted to find his bride.		
	• Fairy godmother helped Cinderella go to the ball.		
	• Cinderella danced with the prince and left her shoe behind.		
Ending/Solution	The prince found Cinderella and married her.		



2. Demonstrate how to form interesting combinations of story elements using the "Creative Story Machine" (LT 2.6.4). Tell pupils to work individually to create a short story using a random combination. Ask them to present the story to the class and evaluate their own writing.

 $http://images.scholastic.co.uk/ass\underline{ets/a/43/f3/mr-big-bad-tells-the-truth-pcp-s-116301.pdf$

Baven, C. (2008). Online Photocopiable 4 – Readers' Letters: Mr Wolf reveals the truth. Mr Big-Bad Tells the Truth. Retrieved December 21, 2011, from:



Suggested comprehension questions (with answers)

- 1. What kind of job did Mr Wolf do that day? (Delivering letters as the Storyland Postman)
- 2. Did Mr Wolf blow down Little Pigs' houses on purpose? (No)
- 3. What did he get for all his kindness? (A sizzled tail and a nasty story)
- 4. What did he call himself? (The Big SAD Wolf)
- 5. Was Mr Wolf bad? (No)
- 6. How would you describe him? Why do you think so? (Kind/Helpful/Responsible; because he helped the Jolly Postman to deliver the letters/ because he tried to blow out the fire outside Little Pig Two's house/ because he was doing all he could to deliver cards to Little Pig Three)





Storyland Baddies Tell the Truth (1)

Do storybooks say unkind things about you? Don't miss the chance to tell us your true story!



Take on the role of one Storyland baddie. Try to think from his/her point of view and explain his/her wrongdoing(s).

Example:

Story	Baddie	Wrongdoings	Your experience/ suggestions	New reasons behind the wrongdoings
The Three Little	Mr Wolf	I <u>puffed</u> Little Pig Two's house of sticks down.	When would you huff and puff or blow at things? • catch a cold • blow out candles • blow onto food/ drinks to cool it down	 I caught a bad cold. I sneezed outside his house and blew it down. I saw a fire outside his house. I huffed and puffed very hard and the house was blown down.
Pigs		I <u>climbed down</u> the chimney of Little Pig Three's house.	Why would you climb down a chimney? • deliver presents like Santa does	1. There wasn't a letter box in his house and no one would let me in, so I climbed down the chimney to give Little Pig Three his cards.





Now, work in groups. Try to put yourself in one of the baddies' shoes and think of the truth behind his/her wrongdoing(s).

Story	Baddie	Wrongdoing(s)
Goldilocks and	Caldilaalm	I broke Baby Bear's chair.
the Three Bears	Goldilocks	I went into Mr Bear's house without permission.
Cinderella	The ugly sisters	We asked Cinderella to do all the housework.
	The stepmother	I did not let Cinderella go to the ball.

Story	Baddie	Wrongdoings	Your experience/ suggestions	New reasons behind the wrongdoings





Storyland Baddies Tell the Truth (2)

Take on the role of a Storyland baddie. Others have misunderstood you and think that you are bad. Write a letter to the editor of "Storyland News" or another character in the story to explain why you did something wrong and tell him/her that you are not bad at all. Use your ideas in LT 2.6.2 or come up with some other new ideas.

Think about the four elements of a piece of writing:

Role	A Storyland baddie –
	in the story of
<u>A</u> udience	Choose one:
	The editor of "Storyland News" OR
	Another character in the story (Name the character:)
<u>F</u> ormat	A letter
Topic	I am not bad. (Explain what you did in the story and why you did it)





Flan your writing.	
Greeting: Who are you writing to? How do you greet him/her?	I
Introduction: What did you do wrong? When/Where did it happen? What do people think about you? How do you feel?	People have misunderstood me and think that I I feel
Body : Why did you do the wrong thing?	List different reasons to explain your bad behaviour: 1. 2. 3.
why did you do line wrong tilling:	Choose one reason which you think is interesting and special. Use it to write the letter. I choose reason More details about this reason:
Ending: What do you want him/her to do?	I hope you can
Closing: How would you end a letter?	

2.6 Module: We Love Reading

Unit: A New Fairy Tale



LT 2.6.3





Write your letter in the space below.

Dear			
	-	 	





Look at this powerful "Creative Story Machine". It can give you ideas for a special and interesting story!

Use a 4-digit number to get one item from each of the four columns of the machine. Then combine the items to make an unusual story.

Creative Story Machine



	Character 1	Character 2	Where	What
1	Mother Bear	Mr Wolf	palace	beanstalk
2	Father Bear	Red Riding Hood	bears' house	glass shoes
3	Baby Bear	ogre	forest	magic wand
4	stepmother	Jack	ogre's house	porridge
5	stepsister(s)	Cinderella	brick house	gold coins
6	Snow White	fairy godmother	stick house	pumpkin
7	witch	prince	straw house	goose which laid golden eggs
8	Little Pig One	Goldilocks	garden	poisonous apple
9	Little Pig Two	Beast	Jack's house	chimney
0	Little Pig Three	Aladdin	cave	flying carpet

See what I have got:

3151 — Baby Bear - Mr Wolf - the brick house - beanstalk

Here is my story:

Naughty Baby Bear took a sword and chased old Mr Wolf. Mr Wolf saw a giant beanstalk and hid behind it. Baby Bear saw him and Mr Wolf tried to run away. He saw a brick house and went in through the chimney. Poor Mr Wolf did not know the house was Baby Bear's. When he climbed down the chimney, Baby Bear was sitting on the sofa, waiting for him.





Are you ready for some really funny stories?

Now try playing with any interesting combinations and plan your story!

/

	Combination				
A 4-digit number	Character 1	Character 2	Where	What	
<u> </u>					



Plan your story:

Characters	
Setting	
Events/Problems	
Ending/Solution	



Title:	A MARINE

2.6 Module: We Love Reading

Unit: A New Fairy Tale



LT 2.6.4

Self Assessment

Put a '\sq' in the box to show how well you did.

I can	Excellent	Good	OK	Not so good
tell where and when the story happened				
describe the main characters in the story				
think of interesting and unusual events				
provide an ending				
write in paragraphs				
use the correct tense				
use the correct spelling				
use adjectives to describe the characters				

Chapter 3 References





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