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# Concept

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Outside  
the Box



- Choose one of KKL's three main values – Zionism and the State of Israel, The Land of the Bible, Environment and Innovation.
- Look at the file named 1b and choose one of the subtopics as the main focus of your activity. Make your decision according to the following parameters: interest, relevance, innovation, value, importance, age-appropriate.
- Define the activity concept – what kind of activity is it? What's the main message? What do you want participants to feel? What does the activity look like? What ideas does it transmit?

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# Goals

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**Outside  
the Box**



Write down 3-5 goals for the activity: they should be realistic and actionable. They should give you a direction for the type of activity.

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# The Basics

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Outside  
the Box



Define the "dry" facts you know. This will help you later to understand the activity you'll be building.

- **Target audience:** number of participants? Ages? Group characteristics (e.g., active, relaxed, gender – boys, girls, mixed – etc.)?
- **Where is the activity slated to take place?** Inside/outside? What is important to pay attention to in the space?
- **Duration:** how much time do we have for the activity? At what time of day? Anything else we should take into consideration?

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# Experience

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Outside  
the Box



- What type of experience do you want the student to have? (one or more): emotional / empowering/ value-oriented / bonding / learning / other...
- Find a way to actively engage the participants.



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# Methodology Tool Kit

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Outside  
the Box





- In the Toolkit, you'll find a bank of ideas and methods – choose the most appropriate method for the topic you've chosen.
- Make sure your choice serves the aims and the experience you want to create.
- Circle your choice.
- Add your own ideas.
- Prepare an "Association Sun", through which you'll come up with as many ideas as possible for developing the activity.

\*You can combine more than one method.

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# Let's Go

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Outside  
the Box



- Write down the structure of your activity in steps, as headings: Step 1, Step 2, Step 3, until the end, and the activity summary.
- Actively engage the students in the activity.
- Find a way to receive positive feedback from the participants.

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**Outside  
the Box**



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**Outside  
the Box**



Think you've finished? Think again. We're just starting! Let's move to the box and embark on a voyage of thinking outside the box. A voyage to develop creative and idea-based thinking using the SCAMPER model.

Bob Eberle, an author of books on creativity for young people, introduced the SCAMPER mnemonic in 1971 in his book *Scamper: Games for Imagination Development*. The technique draws heavily from the Idea Spurring Checklist developed by advertising executive, Alex Osborn, in the early 1950s. The idea is to create a thinking framework that creates constancy within creativity. A collection of rules that direct thinking

to focus on and see things from a different perspective and to create something new.

- Find the first step on the box, and move forward along the path on the sides until you reach the end.
- Each side contains assignments. Choose at least two and fill out the answers on the activity building board in front of you.
- The basic activity you prepared is about to change, be improved and become better, more engaging and more challenging.
- **Write down your updated activity on the board.**

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# All Together

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Outside  
the Box



- You'll share the new idea you've created for the activity with the group.
- Prepare a "marketing" presentation for the activity.
- Bear in mind that the presentation should be short and arouse interest.
- Make us feel the experience.
- Describe what you did and explain why.
- Divide the group into two, with one half pitching the activity to the other side.
- Use the feedback cards to evaluate the activity.

**Good luck!**