


UNUSUAL APPLICATION

Age group	Primary School, Grades 1 – 9; Secondary School, Grades 1 – 4
Competency features	Proactive approach and creativity 
Aims	<ul style="list-style-type: none"> ▪ to become receptive to learning ▪ to relax, open up creativity
Timing	10 minutes
Location	indoors
Resources & materials	paper and writing implements
Description	
<p>This can be used as a short energizer, to activate students, and make them receptive in class.</p> <ol style="list-style-type: none"> 1) Based on what is being taught, teacher chooses a tangible object. E.g., if the topic is <i>water, water circulation.</i>, he may opt for a plastic bottle filled with water, or pot full of water. Ideally, the object is placed right in front of the eyes of the students. 2) Teacher tells his students that in this lesson, they will go over ...(fill in as required). Before delving into it, teacher asks everyone to think a little about the topic and try to come up with out-of-the-ordinary ways of application of ... (to be specified). Students are given 5 minutes to list in their workbooks as many <u>unusual application</u> as they can think of. 3) <i>“Every thing has its primary, well-established purpose, and we use it accordingly. A tooth brush is designed to brush our teeth with; a book is to be read; water is for drinking. Yet all those items may be used for other purposes: water is good for washing or for putting out fires. A book can serve as a doorstop, and toothbrush for applying shoe cream. Now, your task is to come up with any number of unusual ways a particular thing may be used for. I give you Its usual purpose is to ..., but that is not stopping us, is it? You may have done other things with it yourselves, or you have seen others doing them. This is your opportunity to think about totally new ways of application, and let imagination be your guide. Your only boundary is that of feasibility: as long as what you suggest can be done, fine. You have 5 minutes to work, so get your brains down to it! The more uses you can think of, the better.”</i> 4) When the time is up, teacher asks his charges to count how many novel applications each of them has come up with. Once they are done, he challenges 	

them to share their ideas with the others.	
Risks and recommendations	<p>Teacher ought to stress the exercise is not about listing the standard, known applications but thinking about extraordinary, yet feasible uses.</p> <p><u>Alternative exercise:</u></p> <p>In case of the teacher opening up new subject, he may bring in the class an unknown device and make them think about what it is used for. He should stress that establishing the real purpose is not that important; students need to come up with as many ways of its possible application as possible.</p>
Application in classes	<p>This exercise may be used in any class; it only calls for adjustment to the circumstances, and well-considered choice of an object.</p> <p><u>Possible objects:</u></p> <p>compass; Petri dish; history textbook; seashell; magnet; A4 paper sheet; condom; a pair of compasses; electric cable</p>
Notes	