

The Problem

Israeli innovators have always been driven by the dual mission and immediate needs of a young nation. Now, it's time for you to make your mark, while staying true to your Jewish heritage.

Become the innovator you were meant to be to solve the problems right around you and to change the world at large. Innovative thinking is a skill that can be practiced, honed and applied. You can practice your creativity and innovative thinking in this challenge by using a tool called "S.C.A.M.P.E.R."

First, [watch this video](#) about S.C.A.M.P.E.R. to learn more about this tool.

To become the ultimate innovator, use the S.C.A.M.P.E.R. technique to find unusual and creative solutions to problems, but also to come up with innovative ideas, and the goal of improving a product or service to highlight its Jewish value.

But remember, you are not like any old innovator. As a Jewish innovator, you are on a mission to change the world for the better. Be mindful of the values of Jewish tradition, and which ones guide you along your journey to innovate.

Activity

Pick an Israeli product from the Water, Medtech, Space or Clean & Green topics that you would like to innovate to show the world what Israel and its Judaism are all about.

Pick three Jewish values (you can pick from this [list](#)) to inform what is important to your innovation.

Select from the following S.C.A.M.P.E.R. methods to innovate the innovation for use in your chosen scenario. How do the Jewish values inform which method you choose?

Scamper methods:

- Substitute
- Combine
- Adapt, Modify
- Put to another use
- Eliminate
- Reverse

Record a 1 minute video describing what your new product to change the world be and how it exemplifies Jewish values. You are welcome to use props and costumes of any kind.

Remember to save your work and create a link so that you can share on the Padlet on the Innovation Series page

Innovation Series

Criteria	Exemplary	Good	Satisfactory
 Brainstorming Problems	Student identifies more than 4 reasonable, insightful barriers/problems that need to change.	Student identifies 3-4 reasonable, insightful barriers/problems that need to change.	Student identifies fewer than 3 reasonable, insightful barriers/problems that need to change.
 Product	Student creates an original, accurate and interesting product that adequately addresses the issue.	Student creates an accurate product that adequately addresses the issue.	Student creates a product that is either not an accurate product or it does not adequately address the issue.
 Innovative Solutions	Student proposes a solution that is creative and clearly solves problem using S.C.A.M.P.E.R.	Student proposes a solution that is practical and well thought out and clearly solves problem using S.C.A.M.P.E.R.	Student proposes solution that is not a practical solution to the problem and doesn't use S.C.A.M.P.E.R.
 Jewish Values	Students identify more than 3 reasonable, insightful possible solutions/strategies to encourage	Students identify at least 3 reasonable, insightful possible solutions/strategies to encourage change.	Students identify less than 3 reasonable, insightful possible solutions/strategies to encourage change.
 Presentation of the solution	Student provides sufficient description for the viewer to understand how the invention or innovation will solve the identified problem.	Student provides sufficient description for the viewer to understand the invention or innovation, but does not clearly describe how it will solve the identified problem.	Student provides little to no description for the viewer to understand the invention or innovation, and does not clearly describe how it will solve the identified problem.