3.2.3 Flyswatter

Brief description, and rules of the implementation of the learning activity

The Flyswatter is an energetic and playful learning activity in which students work in teams to identify the correct card representing words, numbers, pictures, or concepts by "swatting" it first. While the original version is fast and competitive, this version is a creativity-focused learning activity, where students generate alternative solutions, invent strategies, and creatively connect clues to cards. Instead of only reacting quickly, students explore multiple possible answers, find unique links between concepts, and express original ideas while collaborating with teammates.

Skill focus

- **Primary Skill Focus**
  - Creativity
- **Complementary/ Secondary Skill Focus**
  - Problem-solving
  - Flexibility
  - Curiosity, sense of wonder and openness
  - Critical thinking

Age group	Student number	Duration
6-7 years old	Whole class working in pairs or small groups	45-60 minutes

Proposed step by step implementation of the learning activity

1. **Warm-up:** The teacher briefly introduces the activity and shows the materials: cards, flyswatters, and the task types (e.g., clues, riddles, associations).
2. Students brainstorm creative ways to find links between concepts (e.g., word families, metaphors, funny associations).
3. **Exploration phase:** In small groups, students observe the cards on the table and think of surprising associations; alternative groupings; creative ways to categorize cards; metaphors or stories that connect them. This builds a creative mindset before the game starts.
4. **Guided practice:** The teacher gives a few open-ended clues (not only "right/wrong" ones), e.g.: "Swat something that could be part of a story about space." "Swat something with a hidden connection to water." "Swat a card that could be combined with another card to make something new." Students explain their creative reasoning.
5. **Main activity – Creative Flyswatter Game:** In two teams, students listen to creative prompts and swat the card they believe fits best. Examples: "Swat the card that matches this riddle…"; "Choose the card that could have more than one meaning…"; "Pick a card that you can connect to today's topic in a unique way…" Teachers encourage multiple acceptable answers if reasoning is creative.

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6. **Group challenge – Invent your own clues:** Teams create their own creative clues, riddles, or tasks for the other team.
7. **Whole-class sharing:** Students present their invented clues and explain their creative choices.

Indoor/Outdoor Classroom layout notes

The activity can be implemented both indoors and outdoors. A flexible classroom layout is recommended, allowing students to move freely, collaborate in pairs or small groups, and arrange materials in a way that supports exploration and creativity. Indoors, desks can be grouped or pushed aside to create an open working area; outdoors, students may gather around a central space or move between stations. The layout should encourage visibility of materials, smooth transitions between activity phases, and a safe, spacious environment for creative interaction.

How does this learning activity develop this particular skill?

This learning activity fosters creativity by encouraging students to think divergently, explore multiple possible answers, and make surprising associations between concepts. Students are invited to generate ideas quickly, refine them collaboratively, and remain open to new interpretations. Through imagining alternative ways to “solve” each clue, students practise flexible thinking, originality, and creative problem solving.
The playful, low-pressure environment motivates them to take creative risks, while the game mechanics reward not only speed but inventive reasoning, storytelling, metaphorical thinking, and explanation of ideas.

What do we want to achieve regarding primary skill development (student understanding and/or behaviour)?

As a result of this activity, students will

- be able to generate original ideas, explore multiple creative connections between different concepts, and express their thinking in flexible and imaginative ways.
- understand that creativity is not about one correct answer but about exploring possibilities, making unusual connections, and valuing diverse ideas.
- be able to articulate their creative reasoning, build on each other’s suggestions, and appreciate the creative contributions of their peers.

Suggested use, and practical subject-related examples

Language Arts / English: vocabulary development, synonyms, metaphors, word families, categorising story elements.

Mathematics: matching tasks with shapes, numbers, operations, problem-solving clues, categories (even/odd, multiples).

Science: sorting materials, animals, plants, weather concepts, energy types.

Ethics / Social Studies: social scenarios, moral dilemmas, “Which card represents fairness?”, “Which one connects to empathy?”

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Materials and tools needed for implementation

- Flyswatters (1 per team)
- Cards with words, images, numbers, shapes, or categories
- Table or floor space for arranging cards
- Timer (optional)
- Whiteboard for clue creation
- Coloured markers for group brainstorming
- Optional: thematic card sets (animals, adjectives, scientific categories, shapes, story elements)

Guiding questions

Pair / small group:

- What strategy did you try first? Why?
- How did you come up with a creative connection between the clue and the card?
- Did you find more than one possible answer? Which one felt the most original?

Whole class:

- What surprised you about others' choices?
- Which idea made you think differently about the clue?
- How did your creativity develop during the game?

Tips and Tricks for dealing with challenges

- **Challenge**: Students swat randomly without thinking.
  Tip: Add a 3-second "thinking time" before swatting. Ask, "What connection did you imagine?" before awarding points.
- **Challenge**: Stronger students dominate the activity.
  Tip: Rotate roles (swatter, clue-reader, idea-explainer). Each point must be justified by someone who was not the swatter.
- **Challenge**: Students focus only on speed, not creativity.
  Tip: Introduce "creative points" for unusual associations. Bonus point for explanations that start with "What if...?"
- **Challenge**: Some students feel hesitant or anxious.
  Tip: Allow non-physical roles (idea connector, creative thinker). Trick: Let pairs swat together for support.

Difficulty level tailoring

This activity can be adapted to different levels depending on the students' familiarity with objects and their ability to use them creatively.

- **Beginner learners (6-7 years old):** Use simple, concrete word/picture cards. Clues are direct and familiar: "Swat something that is an animal." Students explain their choices in one short sentence.

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- **Advanced learners (8-9 years old)**: Use multi-layered clues (riddles, metaphors, category overlaps). Students must invent at least one alternative answer. Pair work includes short brainstorming before swatting.
- **Expert learners (9-10 years old):** Students create their own complex clues for classmates. Cards represent abstract concepts (e.g., fairness, energy, connection). Students explain the reasoning behind each creative connection.

Debriefing and Reflection questions

Creativity

- Which part of the activity made you feel most creative? Why?
- What unexpected idea or connection did you invent?
- Did someone else's idea inspire you? How?

Flexibility

- Did your first idea change during the activity?
- How did you adapt when someone else suggested a different answer?

Curiosity and Openness

- Which clue made you the most curious?
- What new question came to your mind while exploring the cards?

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