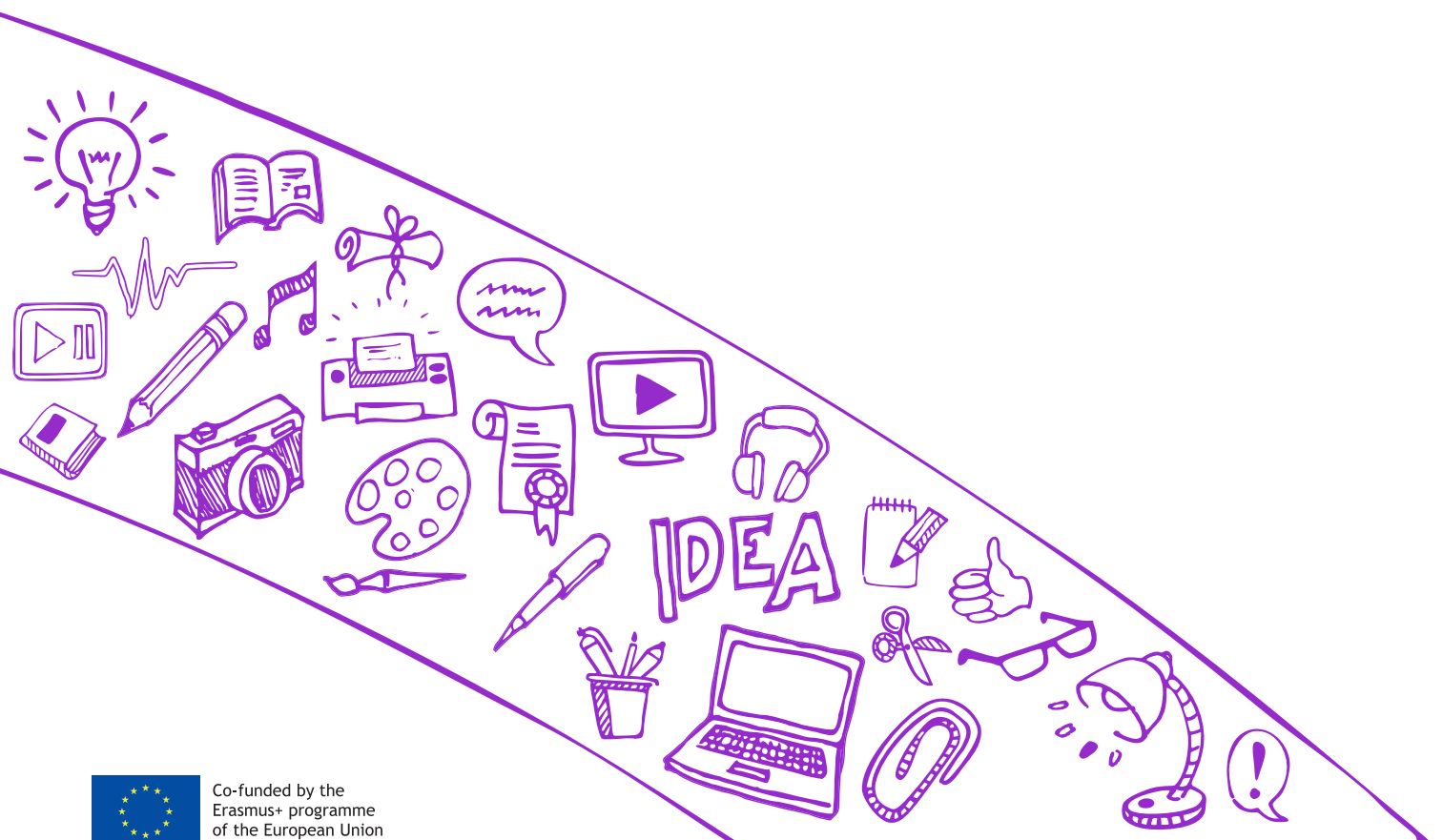


Module 2

Discovering the power of creativity



Course description

Below you can find a template to structure the courses for each module. The duration of the entire module is 4 hours including 2x 15 minutes break and 30 minutes lunch. Please use and fill the template below with the foreseen activities. Use one template for one activity.

Activity name

1. Opening of the module
2. Introduction of the course and the module
3. Exercise 1: Measuring creativity
4. Exercise 2: Express your group creativity
5. Exercise 3: Crafting individual views of creativity
6. Closing session and takeaways

Addressing competencies

- Creativity
- Critical thinking
- Teamwork
- Self-awareness
- Self-efficacy

Learning outcomes

- Enhance participants' understanding of the concept of creativity
- Support participants to appreciate why creativity doesn't need to be measured but rather seen as a unique process (i.e., not how creative am I?, but in what circumstances and ways am I creative?)
- Practice collaboration
- Practice describing concepts and applying ideas in different contexts

Concrete steps for the implementation

The idea of the opening module is to create a safe space for learners to connect and express their immediate understanding of creativity in their lives. It is also about the trainer expressing their vision and definition of creativity and emphasise on the fact that every person brings unique creativity, which matters.

The module ends with a brief introduction of main guidelines on how to nurture creativity.

See Below: Detailed step by step scenario is proposed with PowerPoint



Learning materials

Learning methods: visual PowerPoint, video observation, individual self-reflection work, discussion in virtual rooms, short creative activity as a teaser.

Methodological explanation

In light of the recurring pandemic situation, the course has been planned as an online learning opportunity, but its content is flexible in terms of delivery. It can be a standalone course or part of another curriculum.

Online based experience and flexibility: this will allow the trainer and learners to learn at their own pace and convenience.

Depending on the art field in which the trainer is involved, as well as the level of preparation of learners and their interests, the trainer decides with what frequency to deliver the 5 modules.

Debriefing questions

- *In what way has this experience nurtured your confidence in your own creative potential?*
- *How working in a group/team helped you to see yourself with more clarity?*
- *What was valuable and exciting for you today?*
- *What could make your experience even better?*

Feedback

Once the module is complete, ask learners for feedback. Use brief online form or ask them at the end of the module. Questions to ask: see above.

Description of joint practical assignments

Please see the detailed scenario below.



Guidelines for peer to peer learning and evaluation

Peer-to-peer learning is an approach to teaching where learners teach each other. Without direct intervention from the trainer, students engage in collaborative learning.

As a trainer you will monitor the process, but peers are in charge. Working one-on-one within the group tasks and in breakout rooms, peers provide each other individualised help, promote teamwork, and gain new insights from one another.

In the context of the module, peer-to-peer learning is a way for the learners to:

- Learn new skills and tactics from others in the group, through shared experiences
- Support others and be supported in their discovery journey
- Help learners to improve their overall performance – as students or workers. This contrasts with individualised learning. Most skills can't be learned independently but require teamwork.

Tips and tricks for trainers

People do not always work well in teams; they need to have a common goal to succeed in it.

Check with participants if they feel well accepted in the group generally and use your experience as a trainer to split people in pre-designed groups for the team work instead of randomly.

Potential pitfalls

Be aware of potential conflicts within the group and remember the first principle of mediation: there are not different opinions, there are different interests.

Potential adaptation for face-to-face learning

This workshop can be easily adapted to offline and online environments as well. The plan originally is written for the online setting, (using resources like Jamboard) and for discussions and breakout rooms, using any call programs (Zoom, Teams etc.)

After the activity part of the workshop, you can have a short break before the debriefing.



Further reading resources

Books

The Vein of Gold: A Journey to Your Creative Heart by Julia Cameron, 1996

<https://www.amazon.com/Vein-Gold-Journey-Creative-Heart/dp/0874778794>

Entrepreneurial You by Dorrie Clark, 2017

<https://www.amazon.com/Entrepreneurial-You-Monetize-Expertise-Multiple-ebook/dp/B06XJ4NWR9>

Change by Design, Revised and Updated: How Design Thinking Transforms Organizations and Inspires Innovation by Tim Brown, 2019

<https://www.amazon.com/Change-Design-Revised-Updated-Organizations/dp/0062856626>



Welcome

Opening of the module



10-12 minutes



Participants gather for the Session via a designated online platform and welcoming music / sound set is playing in the background:

<https://www.youtube.com/watch?v=f9Uh4Q7mXqI>

Present next activities using the proposed wording or amending it, to match your individuality:

BB Dear participants, welcome to the Training course “Youth Creativity”. As you know from the invitations and information we have shared with you, this is a part of the DiARC project. DiARC is an acronym, standing for: Digitalisation, Art, Resilience, and Creativity. These principles underpin the mission of the project: to build the resilience of young people and art communities to the negative financial consequences of the Covid-19 pandemic.

The course was developed under a KA2 Erasmus+ DiARC project (<https://diarc.org/>) through the collaboration of organisations from UK, Belgium, Slovenia and Bulgaria that are dedicated to youth prosperity.

Most of you are experiencing a significant life transition – either you have finished school and are thinking of going to college or university, or you’ve completed your college/university course and are yet to find a job or become your own boss.

You’re all welcome to this course! Let’s start by getting to know each other.

Invite everyone to introduce themselves by sharing their name and answering the following question:

BB What do I enjoy creating?

You can start first as the facilitator and give the floor to someone else. Let them know that this is not restricted to art and they can share anything they would like to.



Around 1 min per participant.

Introductory session

Introduction of the course and the module



10-15 minutes

About the opening module

BB In this module we are going to see how we connect with our inner creativity as individuals and share the different ways we create things in our everyday lives.

I will also share my vision of creativity with all of you and I would like you to remember that each one of us has a unique version of creativity, so please feel free to express yourself.

At the end of our time together today we will arrive at three main guidelines on how to nurture our creativity.

Learning methods which will be used: visual Powerpoint, video observation, individual self-reflection work, discussion in virtual rooms, and short creative activities.

Exercise 1

Measuring creativity



20 minutes

Welcome to creativity

BB Everyone is CREATIVE in a different way. What do you think?

If all the participants feel comfortable enough to use the English language, present this test – a playful way to dive into their creative power. Alternatively, consult with the authors of the curricula and decide together on usage of a tool presented in the local language.



Creative assessment: present to the participants and invite them also to do so.

5 min. to fill it in

The “**Divergent Association Task**” measures verbal creativity in less than 4-5 min. It involves thinking of unrelated ideas. It turns out that in general, people who are more creative tend to think of ideas with greater “distances” between them.

<https://www.datcreativity.com/task>



Does anyone want to share their result and or experience of the exercise?

5-10 min. for discussion

After everyone has presented, briefly present **Kirton’s Adaptation-Innovation Theory (KAI)** to participants:

<https://www.businessballs.com/change-management/kirtons-adaptation-innovation-theory/>

BB From what we have looked at so far we can see that all of us are born creative, with our own cognitive styles, and that no style is better than another – they are just different. In fact, according to the KAI theory, both Adaptors and Innovators are required to solve complex problems.

In the next hour we will continue exploring our creative styles. You may already have an idea of whether you are more of an Innovator or more of an Adaptor. With time you will get to know your creative style better.

Exercise 2

Express your group creativity



45 minutes



Introduce the Digital Cards



Share screen and present the Creativity Cards Deck

<https://nmct.eu/creativecards/>

After forming groups, pick a card for each group or leave them to do so when already in the breakout room.

The card will serve as a stimulus for them to connect with, and use it as a creative prompt for their response.



Assign each group to a breakout room and give them **30 minutes** to complete their assignment:

Group 1

Pick 1 card and use it as inspiration create a short story (up to 100 words) entitled “Creativity is”.

Group 2

Pick 1 card, reflect on it and “Draw creativity”.

In a shared session, using an online based tool such as Jam board (https://edu.google.com/intl/ALL_us/products/jamboard/) or similar, invite each group member to participate.

Group 3

Pick 1 card and create a rhyming or non-rhyming poem about “Creativity”.



Each group can take **5 mins max** to present their work and insights on “Creativity”.

Exercise 3

Crafting individual views of creativity



20-25 minutes

In this last session, you can express your definition and vision of creativity as a trainer. Reflect on it in advance and share it with the participants in words, visual or demonstration (however you can help the participants to see creativity from your perspective).

BB Creativity in my view is... (5 min)

Remind everyone of the uniqueness of creativity.



Share the “**The Creative Brain**” trailer with the participants:

<https://www.youtube.com/watch?v=5gSmcL1CJMQ>



Facilitate the closing discussion by addressing the following questions:

1. When was the last time you tried **something new**?
2. How did you feel?
3. Did this bring out your creativity? If so, how?
4. When was the last time **you pushed** your boundaries/went out of your comfort zone?
5. How did that feel?
6. Are creativity and failure connected? How so?
7. **How can we see and accept failure** as learning experience?

Share the following 3 “rules” to boost creativity (based on the research presented in the film “The Creative Brain”) with the participants:

1. Try something new
2. Push boundaries
3. Accept failure.

Closing session

This last part will help the participants link Module 1 to Module 2.

Ask the participants to complete this phrase in one sentence:

BB *If I were to write a book about creativity, its title and main message would be...*

