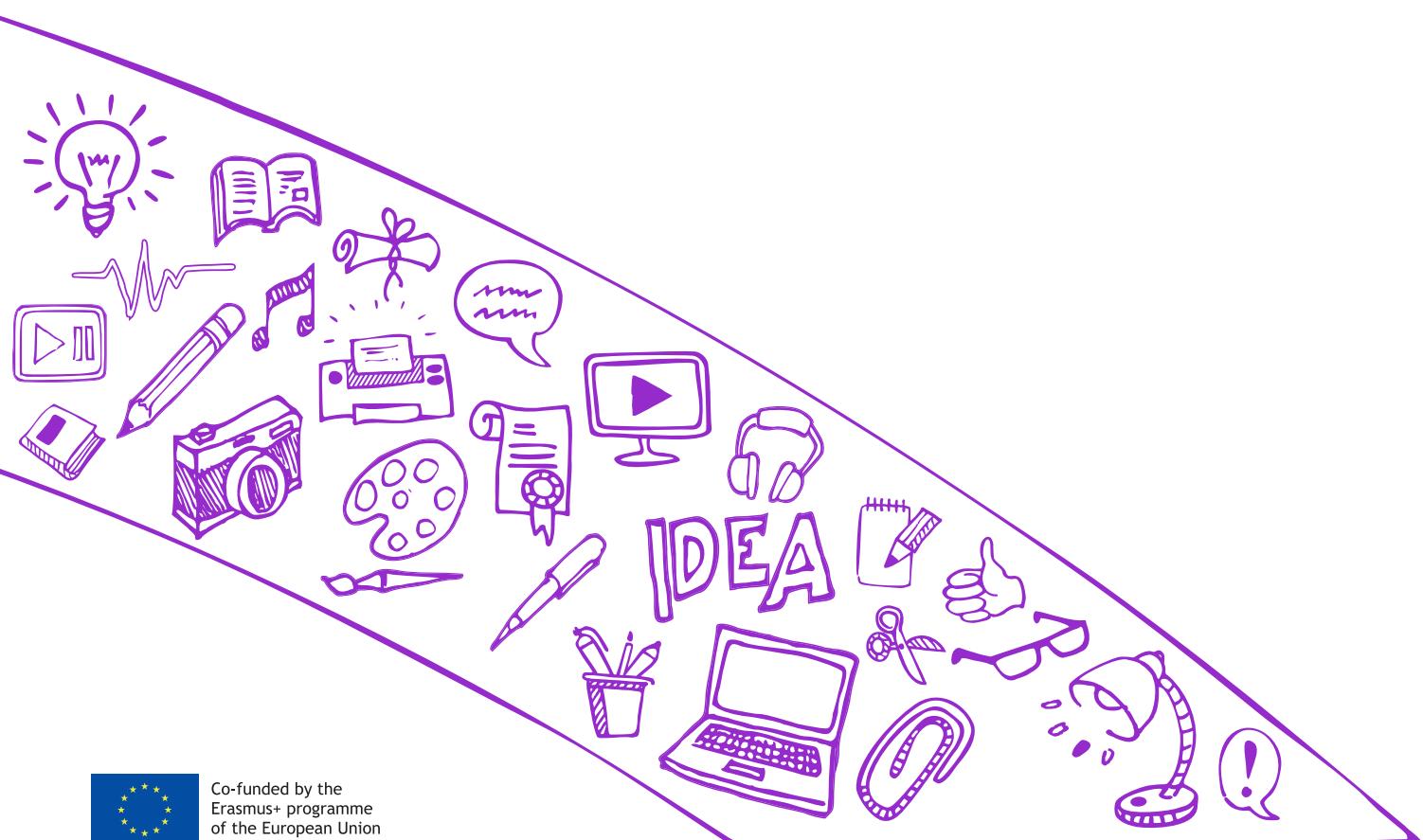


Youth Creativity Training Course

Module 4

Applying creativity for solving challenges

Part 1



About the module

These modules are dedicated to demonstrating how creativity can be applied to our daily challenges, both individual and community. They will introduce a tailored process of creative solution design and implementation, based on Design Thinking, entrepreneurship, and project management methodologies. Learners will be introduced to a brief description of the methodology and invited to engage in a group project on a community challenge they identify.

At the end of the final two modules, there will be a reflection time on what are the main learnings from the whole course.

1. How to practice creative solution design?*
2. What is the challenge?
3. What are the individual and group tasks? What is the impact we would like to achieve?
4. What are the outcomes from our creative design?
5. What have we learnt from the course and what has been improved?

Learning methods

Visual PowerPoint, creative mentoring, group work on concrete challenges, “outdoor” activities, active teamwork in between sessions.

*Here participants will be quickly introduced to different phases of the process to be experienced: Connecting with what matters to me and others? Checking my understanding with others? Making a guess about the solution? Checking my guess with others? Producing a prototype? Showing it to the others? Planning activities and delivery? Spreading the word.



Exercise 1

Opening



10-15 minutes

The final 2 modules of our course are dedicated to demonstrating how creativity can be applied to our daily challenges, both individual and in our communities. We will go through the process of creative solution, design and implementation, based on **Design Thinking**, with some elements of entrepreneurship, and project management.

This will help you to identify what is your own, unique formula for resilient response to this wild new world we live in.

You will immerse yourself in design thinking as a solution method. Then you will engage in a group project on a community challenge that you will identify.

At the end of these final two modules – 4 and 5, there will be a reflection time on what are the main learnings from the whole course.



As **check-in exercise** use as a prompt from the **DiARC online deck**, and pick a check-in card for everyone, so they can connect to it and to share thoughts on the question.

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



Exercise 2

Presenting the idea of Design Thinking (DT)



15 minutes

Presenting the concept of Design Thinking



Use this short video as an introduction:

<https://www.youtube.com/watch?v=a7sEoEvT8I8>

To know more and better understand their users, designers act as scientists and entrepreneurs: challenge assumptions, redefine problems and create innovative solutions to prototype and test.

Today we will focus on some of the phases in the process of DT and will use them to identify and start our activities on addressing a community challenge:

- **Empathize**
- **Define**
- **Ideate**
- **Prototype**
- **Test**



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Exercise 3 

Exercise 3 (page 1 of 2)

Let's try Design Thinking: Empathize & define



40 minutes

What challenge we want to address and who is our user (to whom we want to serve)?

Explain that from now on is a very practical part of participants' experience in the training and share with them that following the Design Thinking process. Participants will address a challenge in their community.

Before splitting participants into breakout rooms, the trainer gives examples of community challenges – it might be an environmental issue, or a social issue, or another problem that is specific for a given area or is common for societies around the world.

An example can be a challenge, which is linked to consequences of the Covid-19 crisis – like people living in isolation or another problem that participants unite around.

What is important in Design Thinking is that we don't guess but always check with the audience/community we want to help.

Participants must decide around a challenge they want to address and identify the community that is currently facing that challenge.

For example – if you want to improve isolation and contribute to depression prevention due to Covid isolation, which is the community you want to support? Elderly people? Single mothers with children? Young persons? Be specific.

Now you have the opportunity to define a key challenge and the main target/user group.



Example of a challenge: watch the videos in advance and decide which is most suitable to share with your group, you can use storytelling or watch the video together:

Danish case of “**The Good Kitchen**”

<https://www.youtube.com/watch?v=H3hXZImWVS8>

Cambodian “**Easy Latrine**” wins international design award

<https://sanitationupdates.wordpress.com/2010/06/27/cambodian-easy-latrine-wins-international-design-award/>

Design Thinking with the American student Sabba Quidwai

<https://www.youtube.com/watch?v=l8kg9EBZqtA&t=94s>



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Exercise 3 continued



Exercise 3 (page 2 of 2)

Let's try Design Thinking: Empathize & define



40 minutes

Individual work

I would like to ask you individually to think about the top 3 challenges that come into your mind. These can be related to COVID, or your daily life, or your neighborhood, virtual life, etc.



Write these down on a separate sheet of paper with some keywords for your choice. Also put some key words about the main persons or group of persons that are impacted by this problem/challenge.

Group work

Now, we will split you into 2 or 3 groups (3-4 participants in each), breakout rooms or in another way. Each of you will present your list of challenges to the rest of the group.

At the end you need to agree on one common challenge that you would like to address as a group along with the target user or group.



After Breakout Room discussion 1 speaker per group or all together, present / report on:

- Why do we see this to be a challenge?
- What is our reason to want to help?
- What is the best outcome / state we think the user can reach?
- Who are we helping?



(up to 5 min per group)

At the end of presenting the challenges and communities (user) groups will serve to, the Trainer checks if anyone would like to change group, in case there are some participants that may decide another group's direction is more appealing to them.

Split participants into groups of 5 or 6 people, but not less than 4.



15 minute break



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Exercise 4 

Exercise 4

Define the problem and what artistic solutions you can propose?



60-80 minutes

Next, we will move onto the **define** phase. This is where you will narrow down the broader design challenge (how might we improve the community experience for the problem they have, and we want to solve).

Here we distil the problem to something more specific, in DT it is called a problem statement, or point of view (POV) statement. The main focus will be to check what users think about the problem we have identified and what new insights can we add to be in line with their understanding as well.

Participants work in groups, focusing on the user they serve.

- Go to your community connecting online or conducting an interview with a representative of the community, if the challenge you want to address is a challenge for someone in the group (e.g., I need to find a job that supports me to pay bills while studying).
- The task is to talk with representatives of the target group or community, impacted by the identified challenge. For example, your peers suffering from ... Try to talk to/interview at least 3 representatives from the target group and try to map their understanding of the challenge and its underlying reasons.

Try to summarise your observations and findings from the communication with users.

Example/template for statement formulation:

BB Our user struggles to because she / he / they

Our solution should deliver a quick and easy way for her / him / them to

The most important thing is to stay connected with user's needs. Not to think what is good for the person but ask the person what is good for them.



10 minute break



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Exercise 5 

Exercise 5

Ideate and intend!



45 minutes

How we as a team will solve this challenge?

Activity – reframe the problem as a “how might we” question



Part 1 - Brainstorming in groups

BB How might we provide a creative, feasible and realistic solution for the persons we are serving?

Additional questions to stimulate the brainstorming:

- How can we integrate artistic work in finding the best solution?
- What is the best solution we can develop?
- Who can help us?

Individual work

Each member of the group thinks of three possible solutions and presents to the other members. Following a quick discussion the group decides on which solution to work on. In making this choice, encourage them to think not only about the level of creativity of ideas, but also their feasibility.

Each group prepares a short presentation to the other groups.

Questions to reply:

- What is the challenge we will tackle?
- Who is our user?
- What is the solution we propose?
- In what way we will use art within the solution?



Part 2 - Reflection and discussion (20 minutes)

Each group has five minutes with the other groups to share their ideas / solutions.

Facilitator supports exchange of opinions helping each group to receive quality feedback and food for thought on the presented idea.



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Exercise 6 

Exercise 6

Homework



5 minutes

Invite participants to continue working on their solutions as a homework for the final module.

Two main tasks:

1. Consult the idea for their solution with representatives of their users. They are free to choose the forms of communication.
2. Try to build a draft visualization of their solution. It can be in the form of a creative written description, comix, sketch, drawing, 3d sculpture of recycled materials. It is up to them to decide.

Closure of the module



5 minutes



Check out with a brief one word or **DiARC online deck** cards check-out closure.
<https://nmct.eu/creativecards/>

Course contact points

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Annex 1 - Course bibliography

The current list is indicative, highlighting examples of sources to be used when delivering the different modules of current course. It would be constantly updated through the piloting sessions in each piloting country (United Kingdom, Bulgaria, Slovenia and Croatia).

Guides

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>

The Field Guide to Human-Centered Design by IDEO.org

<http://www.designkit.org/resources/1>

Design Project Guide by Hasso Plattner Institute of Design at Stanford

<https://static1.squarespace.com/static/57c6b79629687fde090a0fdd/t/589ba9321b10e3beb925e044/1486596453538/DESIGN-PROJECT-GUIDE-SEPT-2016-V3.pdf>

Articles

Design Thinking for Social Innovation by Tim Brown & Jocelyn Wyatt, 2010 https://new-ideo-com.s3.amazonaws.com/assets/files/pdfs/news/2010_SSIR_DesignThinking.pdf

Human-Centered, Systems-Minded Design by Thomas Both, 2018

https://ssir.org/articles/entry/human_centered_systems_minded_design

How to create your Design thinking workshop step by step? - article with additional resources

<https://careerfoundry.com/en/blog/ux-design/design-thinking-workshop/>

Books

Finding your way in a wild new world by Martha Beck PhD, 2013

<https://marthabeck.com/product/finding-your-way-in-a-wild-new-world/>

Entrepreneurial You by Dorrie Clark, 2017

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

Videos

Career decisions supported by the Design Thinking Methodology

https://www.ted.com/talks/bill_burnett_5_steps_to_designing_the_life_you_want

Why All Young People Should Be Entrepreneurs by Justin Lafazan | TEDxAllendaleColumbiaSchool

<https://www.youtube.com/watch?v=b483sxGu630>

Movies

The Creative Brain, NETFLIX

