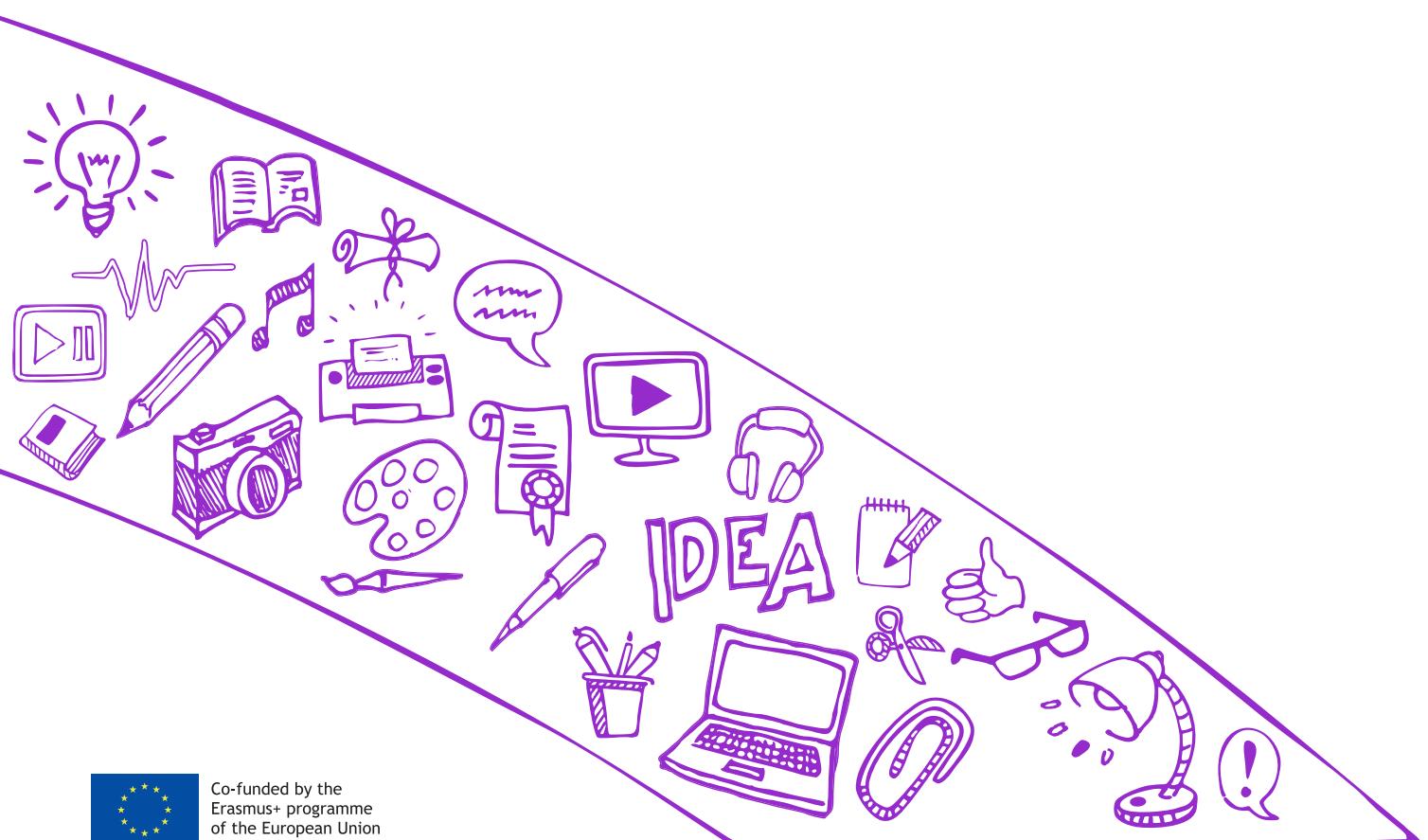


Youth Creativity Training Course

Module 1
Discovering the
power of creativity



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Course duration

18 academic hours broken down into 5 modules. In between the modules learners will be engaged in individual and group learning activities.

Course description

The Course contains 5 modules covering spectrum of knowledge, skills, and attitudes, that will equip learners to be social innovation practitioners in the CSO space.



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=f9Uh4Q7mXql>

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

 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:

 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.



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Introductory session



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.



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Exercise 1 

Exercise 1

Measuring creativity



20 minutes

Welcome to creativity

 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/>

 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.



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Exercise 2 

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).

 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.



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Closing session 

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...



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.

Course delivery

The course is designed to be delivered online with very active teamwork in between the different modules.

The initial idea is to use The Mighty Creatives platform for launching the course, but since there is a large amount of synchronous learning planned and work in virtual rooms, this should be combined with the utilization of an online platform such as Zoom.

The optimal group of learners for one course is up to 12-15 to ensure engagement and adequate mentoring.

Course contact points

United Kingdom

Nick Owen (The Mighty Creatives),
nick@themightycreatives.com

Bulgaria

Yonko Bushnyashki (National Management School),
nbs@techno-link.com

Belgium

Svetoslava Stoyanova (New Mindset Coaching and Training),
svetoslava.stoyanova@gmail.com

Slovenia

Katja Kolenc and Samanta Hadžić (Celjski mladinski center),
Katja.Kolenc@mc-celje.si and samanta.hadziczavski@mc-celje.si



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

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

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>

Movies

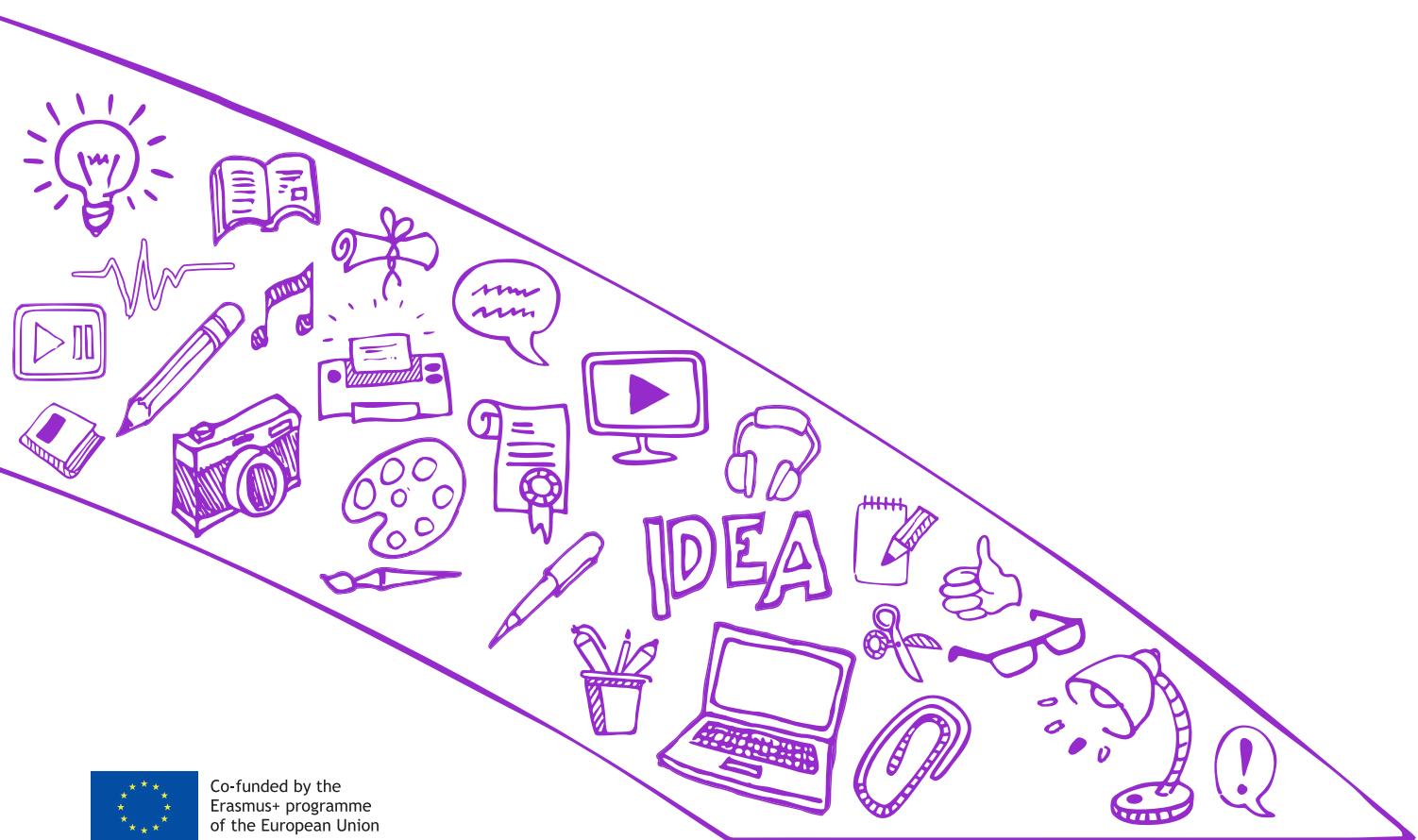
The Creative Brain, NETFLIX



Youth Creativity Training Course

Module 2

Exploring ways of developing your creative practice: Creative writing



Introduction Theory



10 minutes

The objective of this module on **creative writing** is to provide a concrete training structure with accompanying training materials and concrete exercises for people to boost their creative writing skills. Creating compelling stories that inform, touch and inspire audiences is one of the most sought-out skills in the history of humankind.

Creative writing is a form of writing where creativity is at the forefront of its purpose through using imagination, creativity, and innovation in order to tell a story through strong written visuals with an emotional impact, like in poetry writing, short story writing, novel writing, and more. Given the fact that creative writing is often of an experimental and innovative nature, it is no surprise that it takes a number of different forms such as: **poetry, short fiction, novels, plays and screenplays, comics, graphic novels, and graphic narratives, personal essays, humor writing**, etc.

In this module, you will enhance your creative writing skills by following and implementing short yet powerful exercises. At the end of the course please refer to the course bibliography and further readings and explore the links to creative content and videos.

Introduction Exploring phase



20 minutes



Inspirational articles: Articles on Writers and Writing
<https://thecreativemind.net/writers-and-writing-articles/>

Read 3-4 articles on writers and writing of your own choosing and inspiration.



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Exercise 1 

Exercise 1

Writing warm-ups



15 minutes

What is it?



Write a short story **describing an object in the room** in detail, without saying what it is. A more difficult version is to write about something not in the room. The goal here is to practice describing specific details of an object.



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Exercise 2 

Exercise 2

Writing props



20 minutes

When we want to get something unique and different from young people, we can resort to exercises that are also used in creative writing.

One idea is to **place a picture** in front of the participants and ask them to think about it for two minutes and then write a story, which they shall then share with others.



Another way to achieve this is to simply **give them the theme** of the story.

A third way is to **give them the first sentence** upon which they need to build a story.

You will not believe how many different stories one can get from just one picture, using different methods or approaches.



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Exercise 3

Exercise 3

Stream of consciousness writing



25 minutes

Another example of an activity that yields very similar results is **stream of consciousness writing**. Some writers use this process which they call “**morning pages**”.

Every morning, when they get up, they **write down 3-4 pages of everything and anything** that comes to their mind (instead of 3-4 pages, it is also possible to write for 20 minutes).

In doing so, they write sentences that come to mind at a given moment as quickly as possible - without stopping and without the intention of creating meaningful text. Only when they are finished (after 20 minutes or when they finished the third page) can they read what they have written.



The same principle can be used as an activity in the process of storytelling. **Participants describe their stream of consciousness for about twenty minutes**, without stopping. When they are finished, they each read their own writings by themselves.

From that writing, they **select a topic or sentence** upon which they begin a story.



10 minute break

Theory of strong verbs:

How to edit your writing to get rid of weak verbs



15 minutes



Review of the video:

<https://www.youtube.com/watch?v=AkaDkGgmeS8&t=6s>



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Exercise 4 

Exercise 4

Ordinary into extraordinary



15 minutes



Write a **two-page story** about something really mundane and unremarkable and make it dramatic, suspenseful or intriguing (i.e. what you had for breakfast, your journey to class, putting something in your bag). Prompts can either be given or generated by the speaker and should be true (even if there is some exaggeration).

Practice making something special and interesting, even when it does not seem like it.

How to go from mind map to outline



20 minutes



Review of the videos:

<https://www.youtube.com/watch?v=AkaDkGgmeS8&t=6s>

<https://www.youtube.com/watch?v=CbY-IjaID1Y>

Exercise 5

Create your own story outline



40 minutes

Based on the video you have just watched, sit in a quite yet inspirational place, and **start working on the outline of your story** based on the steps and elements in the video.



10 minute break



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Exercise 6 

Exercise 6

Describe your day with creative writing



20 minutes



All you have to do is sit down and **describe your day** – starting with waking up – as if you were writing it about another person.

Use your creative writing skills to bring life to even the dullest moments, like showering or brushing your teeth.

Exercise 7

Single senses



20 minutes



For this creative writing exercise **imagine your character only has one sense**.

Then describe the same scene over again swapping out which sense they have.

For example, your character has only the ability of hearing and nothing else.
Pick a scene to describe and then do it all over again using only sight.

Learning outcomes

- Enhance creative writing abilities
- Practice developing storytelling abilities
- Practice describing specific details
- Practice stream of consciousness writing

Learning materials

To be additionally developed self-evaluation guiding questions for the learning outcomes.

Course delivery

The course is designed to be delivered online with very active teamwork in between the different modules.

The initial idea is to use The Mighty Creatives platform for launching the course, but since there is a large amount of synchronous learning planned and work in virtual rooms, this should be combined with the utilization of online platform such as Zoom.

This course is designed for individual learning.

Learning outcomes assessment

As the course is designed for individual learning the learning outcomes assessment is foreseen as Self-evaluation of the learner through guiding questions for self-evaluation, available as an online document.

Type of certification

In the pilot edition of the course, all participants will receive certificate of completion, issued by the partnership of DiARC project.

Enrolment process

The course is open to learners from the indicated age group (16-21), who demonstrate motivation in the field of creativity. The application process will involve online submission of a short motivation letter.



Course contact points

United Kingdom

Nick Owen (The Mighty Creatives),
nick@themightycreatives.com

Bulgaria

Yonko Bushnyashki (National Management School),
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Slovenia

Katja Kolenc and Samanta Hadžić (Celjski mladinski center),
Katja.Kolenc@mc-celje.si and samanta.hadzicavski@mc-celje.si



Annex 1 - Course bibliography

Storytelling for Youth Work: A Tool for Connection and Understanding in Changing Times.

Multimedia Guide, 2021

<https://storytelling-youth.eu/#/en/outputs>

On the Origin of Stories: Evolution, Cognition, and Fiction by Brian Boyd, Belknap Press, 2009

The Storytelling Animal: How Stories Make Us Human by Jonathan Gottschall, Mariner Books, 2013

The Storyteller's Secret by Carmine Gallo, Pan Books, 2016

Why Inspiring Stories Make Us React, The Neuroscience of Narrative by Paul J. Zak

Cerebrum: The Dana Forum on Brain Science, 2015

Creative Writing: How to Unlock your Imagination and Develop your Writing Skills by A. Ramet, 2011

Videos

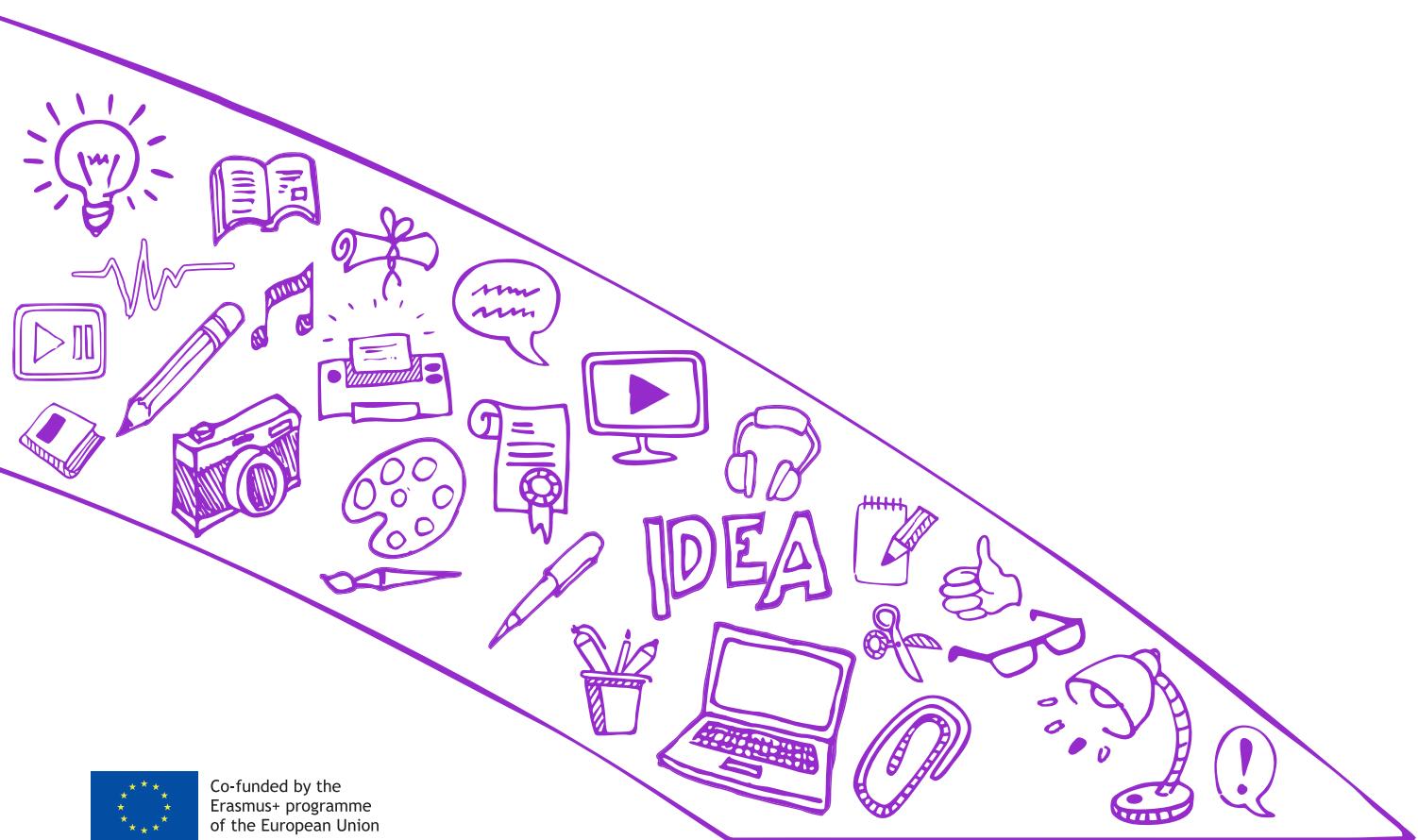
https://www.ted.com/playlists/756/why_do_we_tell_stories



Youth Creativity Training Course

Module 3

Exploring ways of developing your creative practice: Common art projects



Introduction

Review the video



20 minutes

Art comes in many forms; you could address the art form of storytelling and writing in module 2, whereas in module 3 we are addressing other forms of art, particularly **visual art**.

The following exercise will guide you through a common art project resulting in the creation of an **online art exhibition**. To come to the opening of the exhibition, the participants need to address other relevant competencies. However, before you start to embark on this course and the path on gaining new competencies, one should be inspired and learn about your inner saboteurs.



Access Shirzad Chamine's TEDx Talk here:

<https://www.youtube.com/watch?v=-zdJ1ubvoXs&t=5s>



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Exercise 1 

Exercise 1

Creative brainstorming



40 minutes

Step 1: preparation phase

This activity provides a space for creativity without resistance and prejudice. The activity is inspired by Shirzad Chamine (2012) and his book **Positive Intelligence**. In his training programme on positive intelligence, Shirzad introduces the **10% innovator rule**.

The rule says that to adopt an innovative spirit, you need to **change your mindset and accept that even in the craziest idea you hear**, there is at least 10% of the idea that could contain a great solution.

You can use this exercise when your group is in the phase of looking for possible solutions. The best way to prepare the room is to organize the chairs in a circle.

Step 2: Activity phase

1. Invite participants to sit in a circle. Ask them to present the craziest ideas that come to mind. Ask one of them to share their idea (for example: “**I think we can change the way the mayor looks at this issue by organizing a naked parade in the main square of our city**”).
2. Ask the other participants to build on the elements of this idea using the 10% rule (e.g., “Great idea. I like the idea that we need to do an attractive activity in the city center to get more people involved. How about inviting circus artists?”).

Step 3: Wrap up phase



Encourage participants to continue their **creative brainstorming** in the model described above until they find the perfect resolution. This is a very positive activity with no identifiable risks.

Before engaging participants in the brainstorming process explained above, it would be advisable to do a short demonstration with a volunteer from the group.

Issues addressed with this activity:

Creativity, problem solving, cooperation, active listening



10 minute break

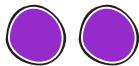


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Exercise 2 

Exercise 2

Prepare your own online art exhibition



120 minutes



This exercise enables participants to work together as a team in making an **online art exhibition**. The topics and the light motif of the exhibition is open and free for the participants to choose and brainstorm among them self.

The **Artsteps** platform is a great free tool that helps to foster creativity of art in an online environment. The activity challenges participants to work as a team in problem-solving skills as well as creativity, as the platform enables multiple diverse choices.



Access the platform here: <https://www.artsteps.com/>

Step 1

Decide as a group about the light motif of the exhibition.

Step 2

Collect pictures and images of the light motif as a group.

Collect as many as possible so that you have choices as group to decide which are selected.

Step 3

Upload digital content.

Upload your images, videos, text, select from a variety of 3D models or import your own.

Add music and narration to create striking VR environments.

Step 4

Build your VR space.

Define the space of your virtual area, place walls and select colours and textures to create a unique experience.

Step 5

Become a Storyteller.

Place guide points across your VR space, stage your own narratives and share your stories with your visitors.



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Exercise 3



Exercise 3

Dissemination campaign



40 minutes



Write as a team dissemination campaign for your online art exhibition using such examples of dissemination strategy templates:

<https://www.globalpartnership.org/content/dissemination-strategy-template>



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Learning outcomes

- Addressing problem-solving
- Enhancing teamwork
- Preparation of an online art exhibition
- Enhancing the storytelling skills

Course delivery

The course is designed to be delivered online with active teamwork in between the various modules.

The initial idea is to use The Mighty Creatives platform for launching the course, but since there is a large amount of synchronous learning planned and work in virtual rooms, this should be combined with the utilization of online platforms, such as Zoom.

This course is designed for individual learning.

Learning outcomes assessment

The assessment procedure is based on self-evaluation process, peer review, as well as trainers review, which can be summarized as follows:

Ongoing assessment: This will form 30% of the total score.

Carried out based on the course trainers' observation on the level of engagement of the learner and participation in the different practical activities offered.

Final assessment: This will form 70% of the total score.

1. Self-evaluation of the learner through online self-assessment form – 35% of the score.
2. Peer evaluation from teamwork practical assignments - 35% of the score.
3. Trainer's evaluation of learner's practical assignments implementation – 30% of the score.

Type of certification

In the pilot edition of the course, all participants will receive a certificate of completion, issued by the partnership of DiARC project.

Enrolment process

The course is open to learners from the indicated age group (16-21), who demonstrate motivation in the field of creativity. The application process will involve online submission of a short motivation letter.



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Slovenia

Katja Kolenc and Samanta Hadžić (Celjski mladinski center),
Katja.Kolenc@mc-celje.si and samanta.hadzicavski@mc-celje.si



Annex 1 - Course bibliography

<https://www.wikihow.com/Set-Up-an-Art-Exhibition>

<https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.198.33&rep=rep1&type=pdf>

Videos

<https://www.youtube.com/watch?v=ta5IkSsc8qk>

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

<https://www.youtube.com/watch?v=uAsieY-RyZI>

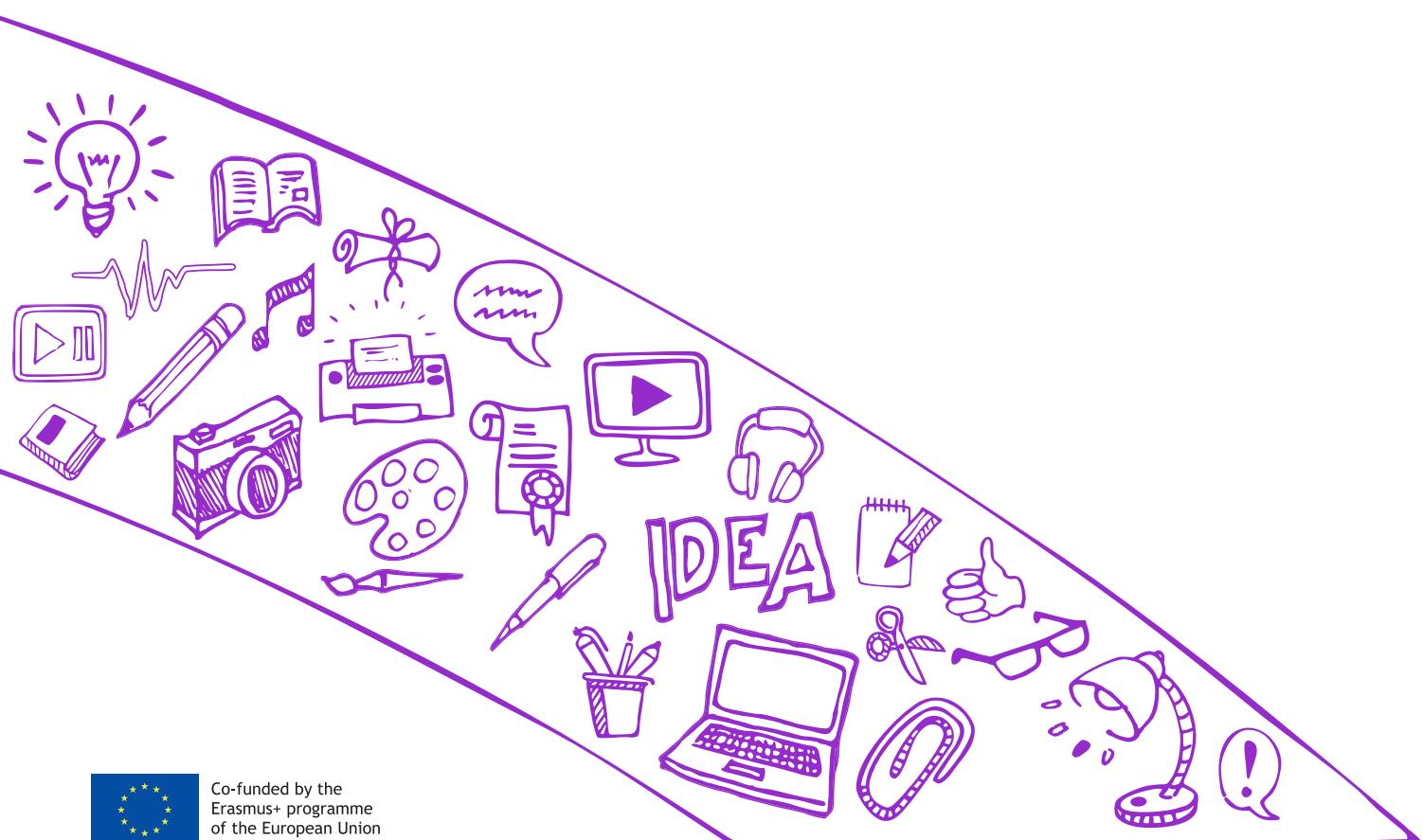


Youth Creativity Training Course

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

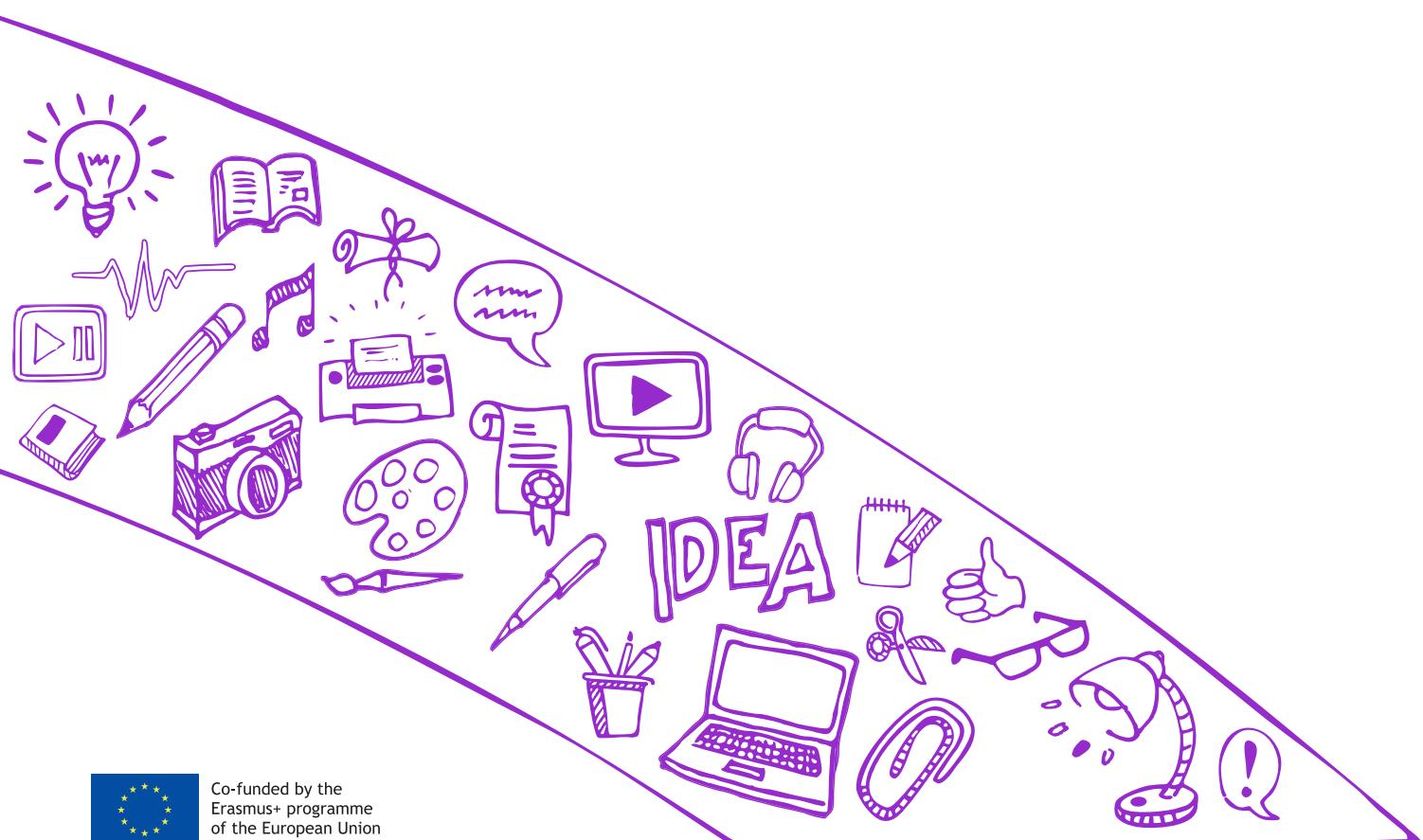


Youth Creativity Training Course

Module 5

Applying creativity for solving challenges

Part 2



Exercise 1

Opening and check-in



10 minutes



Recap of the work from previous module and check-in with DiARC Digital Cards

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

Question to all for check in:

BB One word or sentence that describes my time between latest module and this final one



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Exercise 2

Exercise 2

Reporting on homework and discussion “What have we learned so far?”



40 minutes

Facilitate a debriefing process. Start with invitation to participants who have worked between modules (there are chances someone couldn't invest the time) on brief reporting – photos and videos with a storyline, about their work between the final two modules.

After each one, sharing trainer and other participant give feedback:

- **What seems to be done well**
- **What can be added / done for an even greater outcome**
- **Congratulate the participant for the effort.**

(Participants who haven't worked on the homework are invited to organize the steps within the homework during the time allotted for Exercise 3 – working on presentations.)



After everyone individually presents their homework, continue with a Group Discussion. Questions to reflect on:

- **What are the outcomes from our creative design so far?**
- **What did we manage to plan and create within 4 hours in the previous module?**
- **What creative work did we delivered to the communities we want to serve / help?**
- **What have we learnt so far?**



Exercise 3

????????



90 minutes

Each group to work on their presentation – PPT, video, story, choice of them how will they present, summarising:

1. Intentions – when starting the course
2. Planning creative work
3. Creative work as process – what have we learned by studying the process
4. How did we approach design thinking – a story about learning and practicing: phases, how did they choose the community challenge they want to support being solved?
5. Outcome – what community did we support through creative work and how did we do it
6. Lessons learned



It is important as a trainer to demonstrate a presentation here or launch one from the Internet to see what direction teams to take.

The topic of the presentation:

- What did we experience?
- How did we experience it?
- What did we achieve?

The goal is to inspire others to participate in similar processes.

Split teams into Breakout rooms while working and visit each room to support the work.

Participants that manage to prepare their PPTs earlier are invited to compare their current scores on the creativity test (presented in Module 1) with their original score. This will allow them to explore how things have changed for them.



Link to the test: <https://www.datcreativity.com/task>



15 minute break



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Exercise 4 

Exercise 4

Show time + Q&A



40 minutes



10 min for each team to create their presentation



Q&A from the other teams

Optional – for the presentations, everyone can invite a representative of the community they supported through their project.

Or the Trainer can invite the DIARC project contact point to serve as a jury or public.

Closure of the module



15 minutes

Debriefing

Feedback gathered through online google form.



Certification and thanks for joining us.

The creative journey now begins!!!



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Articles

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

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

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>

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