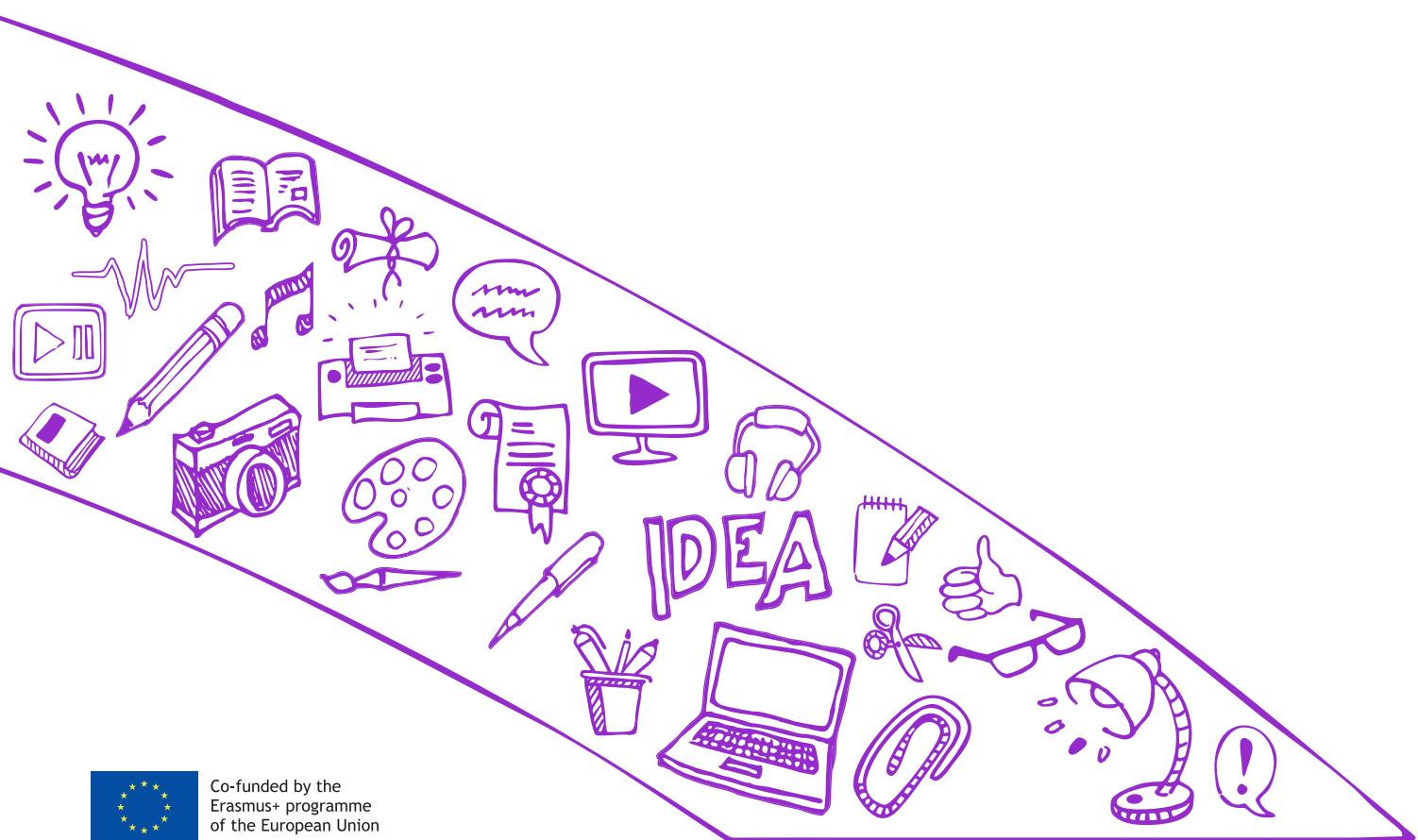


Youth Creativity Training Course

## **Module 1**

# Discovering the power of creativity



## 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/](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),  
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### Bulgaria

Yonko Bushnyashki (National Management School),  
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### Slovenia

Katja Kolenc and Samanta Hadžić (Celjski mladinski center),  
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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

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](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](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



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