



Creativity Training
for Europe



Co-funded by the
Erasmus+ Programme
of the European Union

CREATIVITY TRAINING FOR EUROPE

2018-1-ES01-KA204-050065

IO3 - European Methodology of Creativity Training in Entrepreneurship

PEDAGOGICAL ACTIVITIES GUIDE



Creativity Training
for Europe



Co-funded by the
Erasmus+ Programme
of the European Union

CREATIVITY TRAINING FOR EUROPE

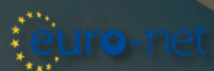
2018-1-ES01-KA204-050065

IO3 - European Methodology of Creativity Training in Entrepreneurship

**This PEDAGOGICAL ACTIVITIES GUIDE was made by
the “Creativity Training Project” partnership in autumn 2020.**



A&A Emphasys Interactive Solutions Ltd.



EURO-NET



Academia Postal 3 Vigo S.L.



Lancaster and Morecambe College



Stichting Amsterdam European Mobility

This document was realised in the project “Creativity Training for Europe” in the framework of the European programme “Erasmus Plus KA2 Strategic Partnerships for adult education”. This project has been funded with support from the European Commission.

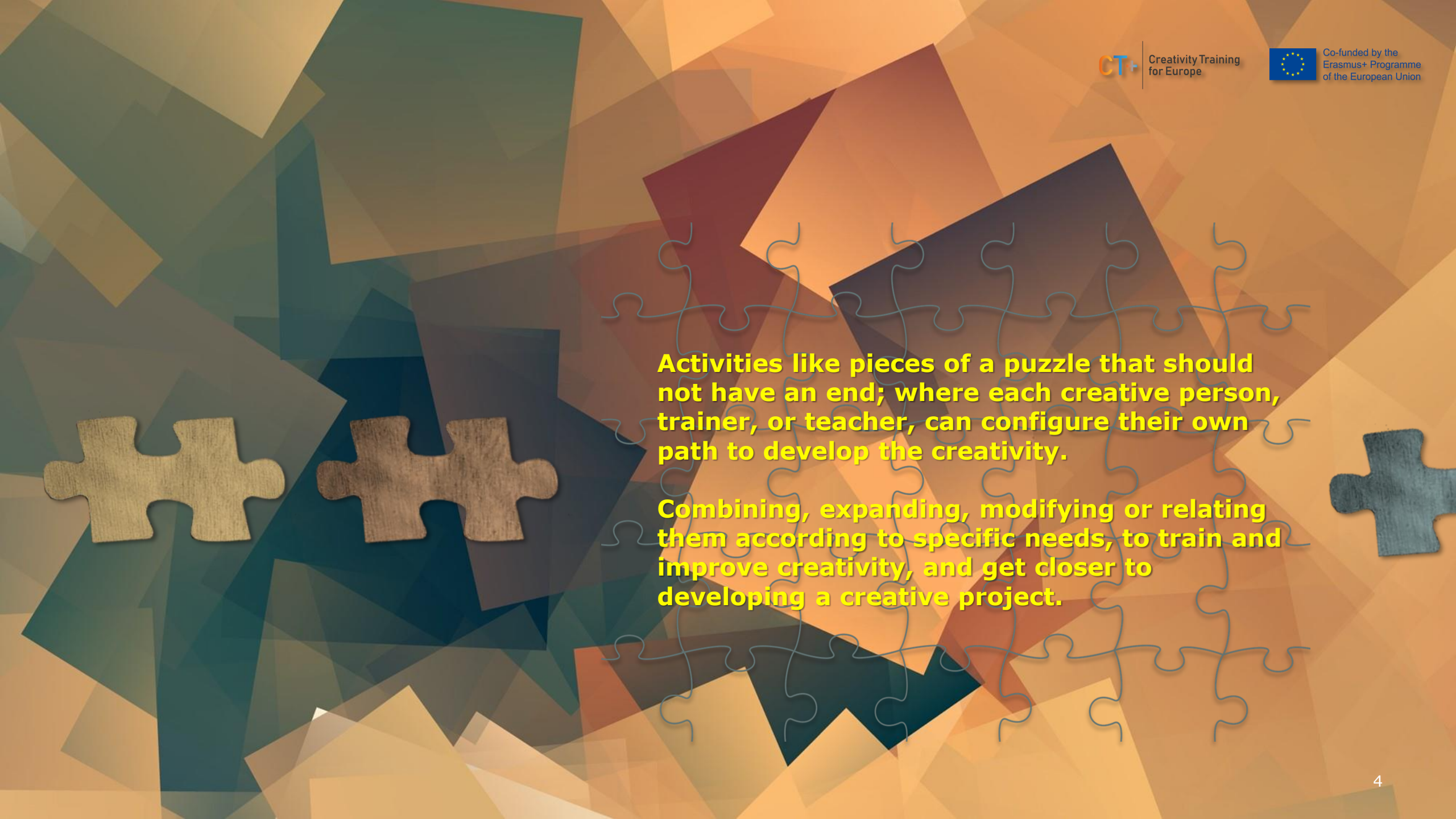
This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

This Pedagogical Activities Guide is a practical tool configured both to be a valuable complement to the European Methodology of Creativity Training in Entrepreneurship, designed by the CT+ Project partnership, and to its Activity Booklet.

It offers an important catalog of dynamic tools and activities that can be implemented to develop a useful practical training of each one of the different specific competences related to creativity and entrepreneurship proposed both in the methodology and in the developed curriculum.

Its activities are explained thinking about their immediate practical application, and the benefits that carrying them out can bring; serving as support to those coaches, professionals, support staff, or creative people in general, who want to have high quality and useful resources to start a path of improvement of creativity; individually or in groups, for themselves, or for third parties.

It's, in short, a compendium of tested and valuable resources and dynamics for the practical materialization or strengthen of each of the target competencies in this project.



Activities like pieces of a puzzle that should not have an end; where each creative person, trainer, or teacher, can configure their own path to develop the creativity.

Combining, expanding, modifying or relating them according to specific needs, to train and improve creativity, and get closer to developing a creative project.

PEDAGOGICAL ACTIVITIES GUIDE

**Professional Development
Networking and Communication
Practical Entrepreneurship
Self-Development
Transversal Competences**

Professional Development

**Aspiration
Self-evaluation
Desire to learn
Adaptability
Self-reflection**



**Competence focus:
Developing an understanding of
Aspiration**



To be completed individually



1. Electronic device with internet access
2. Pen and Paper



30 minutes



Keep in mind the **WHY** of your aspiration and it could help motivate you when things get challenging.



Creativity Training
for Europe



Co-funded by the
Erasmus+ Programme
of the European Union

“I’ve Never Done Anything Like That Before” – Sofia’s Aspirations.



Case study's are great way to learn through other people's experience. Your task is to watch the video and answer the questions about Sofia's aspirations. You then will be asked to reflect on your own career aspirations and the steps you need to take to get there.



Instructions

1. Watch this video of Sofia



<https://youtu.be/1JMW5kecLp4>

2. Aspirations are a motivating factor in decision making processes and can help us strive to achieve a general or specific outcomes. Aspirations can drive us to work towards these aims even when things get challenging. From the video, answer the following questions about Sofia's aspirations:

- What did Sofia aspire to be when she was little?
- Is this a personal or professional aspiration?
- What decisions did Sofia need to make in order to pursue her goal?
- What procedure did Sofia do for the first time by herself in the film?
- What was Sofia's reaction when she didn't know the answer to the question about Stomas?
- What are the challenges in her job?
- What does Sofia love about her job?



Instructions

3. Time to reflect.....answer the following questions:

What are your career aspirations?

What are the challenges you face on the way to achieving that goal?

What is keeping you motivated to achieve your goal?

Write a list of the decisions you need to make in order to achieve your goal...

-
-
-
-
-
-
-
-
-
-



Competence focus: Self-evaluation



To be completed individually



1. Electronic device with internet access
2. A Twitter account!



30 minutes



We recommend to write beyond the 280 character limit and then condense it into your tweet.



Creativity Training
for Europe



Co-funded by the
Erasmus+ Programme
of the European Union

#EvaluatingYourMessage



Nothing more provokes a bit of self-evaluation than drafting a tweet with a limited number of characters on a topic that you really care about...



Instructions

For those not familiar, Twitter is a social media platform in which users can share their thoughts in “tweet” form. Tweets are limited to 280 characters. Expressing often complicated and lengthy thoughts into a compressed 280 character form often requires a process of self evaluation; asking yourself, what is the meaning I am trying to convey here? What is the key information? What is my message to the world? and how on earth do i go about synthesising that into 280 characters!

When you can effectively self evaluate and communicate what you are feeling, you have potential to connect with people on a deep level and sometimes even make a world changing impact. Take for example, Alicia Garcia, Patrisse Cullors and Opal Tometi, and their initiation and contribution to the Black Lives Matter Movement.

“The origin story of Black Lives Matter is one of collective, collaborative action rather than individual glory. After George Zimmerman was acquitted of fatally shooting Trayvon Martin, an unarmed black teenager, in 2013, Garza wrote a Facebook post she called “a love letter to Black people”. Her friend Patrisse Cullors shared the post with the hashtag BlackLivesMatter. Another friend, Opal Tometi, designed the blacklivesmatter.com website and social media platforms, using the signature black and yellow colour palette. Seven years later, that rallying cry has changed our lexicon and landscape. Black Lives Matter has been chanted by millions of protesters around the world. It has been painted in giant letters on a road leading to the White House, and posted on windows in primary schools in Northamptonshire.”

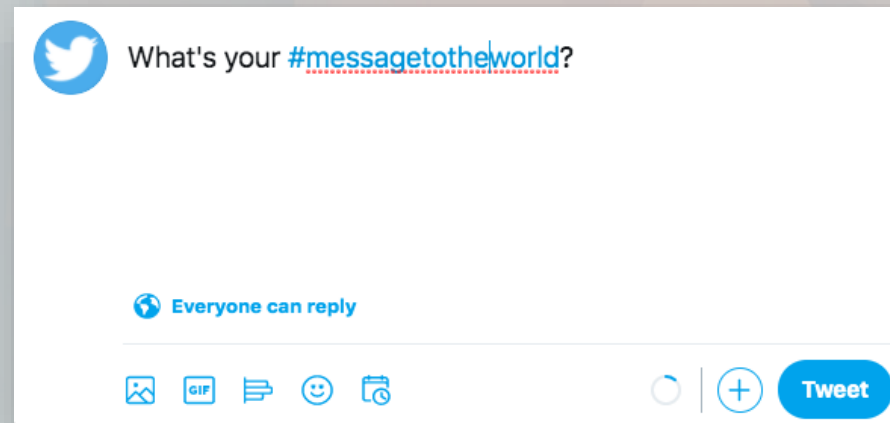
Read the full story here: <https://www.theguardian.com/world/2020/oct/17/black-lives-matter-alicia-garza-leadership-today-doesnt-look-like-martin-luther-king>



Instructions

This brings us on to our task...

1. You should draft a tweet that answers the question: **What's your message to the world?** Remember, maximum 280 characters...unless you would like to go about making a thread!
2. What's your #hashtag? Create a hashtag that captures the meaning of your message to the world.



3. Head over to <https://twitter.com/compose/tweet> and tweet your tweet (optional!).

Congratulations, you have successfully evaluated what's important to you and communicated it!



Competence focus:
Embracing your Desire to Learn



To be completed individually



1. Electronic device with internet access
2. Pen and Paper



1 hour



History is **subjective**! Gathering information from many different sources can help build a better picture.



Creativity Training
for Europe



Co-funded by the
Erasmus+ Programme
of the European Union

Internet Explorer



Your task is to explore your desire to learn through researching an event that took place in a time and a place that interests you. You will gather information to build a picture of the event and finally share your findings!





Instructions

Who? What? Where? When? Why? These are the questions we ask ourselves when we have the desire to learn! Infinitely curious and always on a quest for knowledge. Which bring us to our task...a task all about learning something new! Grab a pen and paper or open a word document to record your research, for now you are an Internet Explorer!

Let's begin by engineering a quest which is of interest to you...Pick a year anywhere between 1000 and 2000. Now, pick your favourite country or a country that captures you. Next, open up the world wide web and find 1 key historical event that happened in the year and country of choice. Write the name of the event across the top of your paper or word document, this is going to become your research and record of this event.

It's time to get to the details.

- Briefly, describe the event:
- What date did it happen? Date/Month/Year
- How do we know this event happened? What evidence do we have?
- Find 3 key facts or bits of knowledge about the event from 3 different sources
- Did the event change anything for the future? How did it make a difference?
- Find one picture relating to your selected event, it doesn't have to be of the event...most likely cameras weren't popular then! But it should relate to it in some way be related or represent your event.





Instructions

Wow that's quite some research you've undertaken! Your final part of the task is to share what you've learned with a friend, and see what questions the conversation prompts.....





Competence focus: Adaptability



To be completed individually



1. Electronic device with internet access
2. Space to stretch



45 minutes



Take **small** and **incremental** steps out of your **comfort zone**, it is when we take too big steps that our fight or flight is activated.



Creativity Training
for Europe

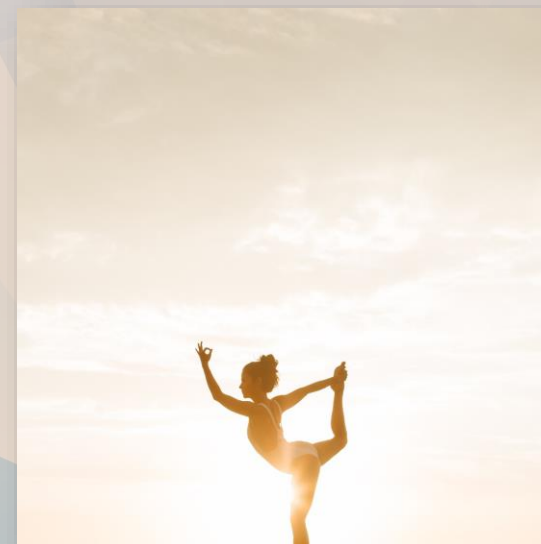


Co-funded by the
Erasmus+ Programme
of the European Union

Go With The Flow



Adaptability begins with leaving your comfort zone! It's about stretching what you are comfortable with. The bigger your comfort zone, the more adaptable you are. This is a practical exercise to get you into that "stretch zone".





Instructions

The best way to practice adaptability is by leaving your comfort zone! The more you make conscious effort to leave your comfort zone, the bigger your comfort zone will become. A larger comfort zone is great because it makes us more adaptable. This exercise is all about practicing leaving your comfort zone in small ways into the "stretch zone" and, in this case, quite literally flexing that adaptability muscle!

Yoga is the true example of going with the flow! But we realize yoga is not everyone's cup of tea, in fact, for some maybe considering yoga is already that small step out of their comfort zone. Here, read one persons' account about what yoga taught them about adaptability:
<https://missbish.com/what-yoga-taught-me-about-adaptability/>





Instructions

Now it's time to enter the "Stretch Zone" ...here's some music that might help...
<https://www.youtube.com/watch?v=1ZYbU82GVz4>

Practice the following 5 poses. Hint: How to do them safely is described here:
<https://www.doyou.com/5-yogic-exercises-to-help-you-through-change-and-adaptability-71236/>

1. Child's Pose
2. Warrior II Pose
3. Upward-Facing Dog Pose
4. Goddess Pose
5. Alternate Nostril Breathing

Finally, time to reflect.

- How did you find the experience?
- Did you feel in your comfort zone?
- or Did you feel uncomfortable?
- If so, how was it to sit with this discomfort?



Competence focus:
This task is all about self-reflection and trialing a self-reflective practice in your daily routine



To be completed individually



Pen and Paper



Around 30 minutes per day over 7 days



For this task you need to throw writing rules out of the window, this is an **unedited** and **unfiltered** stream of **consciousness**. Also, we recommend to **handwrite** for this task rather than type.



Julia Cameron, author of "The Artist's Way", created an approach to journalling called "Morning Pages" that has become widely recognised as an effective tool to record feelings, self-reflect, and inspire ideas. it's time to try it out for yourself!



Creativity Training
for Europe



Co-funded by the
Erasmus+ Programme
of the European Union

Morning Pages



Instructions

In the words of Julia herself, Morning Pages, as the title suggests, “are done in the morning and are pages”. They are a stream-of-consciousness that are journalled ritulistically, most encouraged to be undertaken first thing in the morning.

The benifits to people that engage in this technique can include:

Source: <https://www.masterclass.com/articles/tips-for-writing-morning-journal-pages#4-benefits-of-writing-morning-pages>



A Clearer Mind



Unleash Creativity



Silence Your Inner Critic



Process Emotion

“There is no wrong way to do Morning Pages– they are not high art. They are not even “writing.” They are about anything and everything that crosses your mind– and they are for your eyes only.” (Cameron, 2020)



Instructions

It's nearly time to give morning pages a go yourself! **Your task is to engage in the practice of Morning Pages for 7 days and see if you begin to experience any of the benefits.** Tomorrow morning, first thing on waking up, write a 3 page stream of your consciousness. All and any thoughts allowed, for this is a private and unihabited space that you are creating, the only guide is that **it is recommended for it to be handwritten rather than typed, for your writing to fill three A4 pages** and, whilst for this task we are only askin you to practice it for a week, we encourage it to be incorporated into your ongoing daily routine.

You might be wondering what to do with your writings, that is totally down to your preference, maybe you want to store them as a record or maybe you would prefer and would perhaps find it more cathartic to let them go...whether that be in the bin/burning them or through the shredder!

Before you begin please read this article about one persons morning pages experience and their top tips: <https://www.buzzfeed.com/rachelwmiller/what-are-morning-pages-and-why-should-you-do-them-an>

1 week check in

After 7 mornings of journalling your thoughts please write a sentence or two about your experience of the process so far. Have you felt any benefefits? Challenges? Confusion? Inspiration? Let us know!

.....
.....
.....
.....

Congratulations, you have sucessfully incorporated a self reflective practice into your daily routine! Are you going to keep it up?



Networking and Communication

Empathy
Communication
Flexibility
Digital Communication
Body Language



Competence focus:
Empathy
Non-Verbal Communication



From 8 to 25 participants



Music, Large space



40 minutes



Moving on the space, the approach to the other coming from different verbal and non verbal senses.



Creativity Training
for Europe



Co-funded by the
Erasmus+ Programme
of the European Union

The space of encounter



Experimental Learning Methodology





Put a relaxing music, ask to participants to stay scattered in the space.

1. Starting from a relaxing leaded breath, ask them to move on the space, without speak, in different directions.
2. After few minutes, ask them to meet the others, casually, one by one. When they meet another participant, they have to stop in front of him/her and stay few seconds in contact just with eyes.
3. After some minutes ask them to come back in a solitary walk
4. Then ask to participants to meet the others, casually, one by one. When they meet another participant, they have to stop in front of him/her and stay few seconds in contact just with eyes and adding a simple gesture of greeting.
5. Then ask to participants, after other moments of solitary walk, to meet the others stopping in front of the other and staying few seconds in contact just with eyes, gesture of greeting and a verbal message.
6. After some minutes ask to the group to come back to a solitary walk, reflecting on the encounters lived.
7. Then ask them to stop, breath and to put them in a circle
8. In a circle start a debriefing about the experience



This exercise is a starting point to use the body and the active listening in the field of Communication. It is really important the way to lead the exercise, give to participants the right time to be ready to a new encounter.

This is a good exercise also for group dynamic in the first step of the work.

Really important is the debriefing where the conductor has to help participants to elaborate and analyse the lived experience.





Competence focus: Communication



From 8 to 25 participants



Sheets, a lot of magazine with images, music, markers, large space.



90 minutes



This exercise try to get together different way of Communication using creativity and experimenting, in the same time, the listening capacity of Participants.



Creativity Training
for Europe



Co-funded by the
Erasmus+ Programme
of the European Union

The collage of my life



Experiential Learning Method





Starting with relaxing music and the participants in a circle.

The facilitator guides the participants in a relaxing breathing and then asks them to think about the fundamental stages of their life and what they are now.

Then he makes available to the participants large white sheets, many magazines and newspapers, scissors, markers and glue sticks.

He asks each participant to choose a comfortable place in the space and compose a collage that talks about himself by cutting and pasting images and / or single words from the magazines.
For this work he gives to participants about 30 minutes.

When the work is done, all the participants get back into a circle and one by one will show their collage listening, from the rest of the group, the story that the collage communicates.



The collage method is applicable also for the processing of a specific subject. The subject can be introduced by free movement, relaxation, with a brief verbal introduction, or by writing a few keywords on the wall, etc. It is important that magazines have many different images. It is a good idea to put collages on the wall after sharing to leave this "identities" around the whole training process.





Competence focus: Flexibility Non-verbal Communication



From 8 to 20 participants (pair number)



Chairs, large space, paintings



90 minutes



To develop skills about non-verbal communication, could be crucial to reset the sense of sight and stimulate the perception of the tactile sense, without forgetting the emotional part.



Creativity Training
for Europe



Co-funded by the
Erasmus+ Programme
of the European Union

The painting



Experiential Learning Method





Participants work in pairs. They select one person to be blindfolded.

The facilitator gives the sighted person a copy of a painting. The sighted person has to convey the painting to the blindfolded person WITHOUT WORDS.

They can move them, touch them, make sounds, etc etc.

When they have finished, they hide the painting and take off the partner's blindfold.

The whole group then observes each pair in turns, as the person who was blindfolded describes the painting to the group. The person who was not blindfolded holds the painting behind them, so the group can see but their partner cannot.

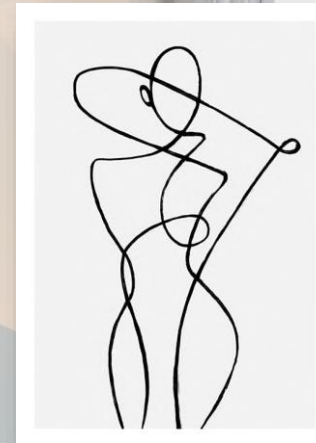
The facilitator can prompt the person describing the picture with open questions (e.g. "do you have any sense of colour?").

When the description is complete, the facilitator tells the person to look at the painting. Allow time for their response. Then swap over, so that everyone gets a go at both sides.



Facilitators should choose paintings which they feel are likely to work for each pair. Be prepared to offer an “easier” painting if someone feels lost. Contemporary paintings work best. Figurative art is better for a group doing this for the first time: more advanced participants can work well with abstracts.

There need to be lots of paintings – at least one for each participant.





Competence focus: Digital Communication



From 8 to 24 participants (pair number)



Mobile phones of participants



90 minutes



New way of Communication is smart, direct and often through digital picture or photos.

In the time of selfies we have to try to use this tool to understand and communicate what we are.



Creativity Training
for Europe



Co-funded by the
Erasmus+ Programme
of the European Union

Digital Story

Experimental Learning Method





The group is divided into small groups.

Every participant needs to find two or three photos on their mobile phone which they think represents either a funny story, something connected to their life or connected to the topic of the training they are participating in.

They show the photos to each other in their smaller groups without explaining anything.

The others in the group have to analyze the photos and tell a story, that they think the photos could represent.

At the end the original person confirms or rejects the story and tells their reason for choosing the pictures.



Even if the work is on small groups, it is really important the role of the facilitator who has to listen and see the story telling by photos and stimulate the conversation through the participants, trying to lead them to go deeper as much as possible.

At the end is important a debriefing session in the big group to underline this new way of communication with any influence on our life, personal and professional.



Competence focus: Body Language Communication – Introduce Yourself



From 8 to 25 participants



Papers, pens, music, large space



60-90 minutes



A theatrics way to introduce yourself
using verbal and non-verbal
communication.



Creativity Training
for Europe



Co-funded by the
Erasmus+ Programme
of the European Union

Theatre poem

Theatre Methodology





1. Ask to the group to make a poem with personal information, following these sentences:
I'm...
I believe...
I'm afraid of...
I cry...
I believe...
I'm...
2. Ask them to associate a simple movement for each sentence.
3. Split the group in mini groups of 4 persons. Ask to each participant to share his/her poem (with movements) in little groups.
4. Put a music and ask to each group to go on stage and perform with their poems, first with whispered words and movements, after few time just with body movement.
5. Debriefing in the big group the whole experience.



To use the theatre and its methodology is a good tools to work on communication, verbal and non-verbal, learning to use body language in a right mode to self-expression.

This exercise is a good experience also for self-awareness, to overcome body limits and to communicate with creativity.



Practical Entrepreneurship

Strategic thinking
Basic design
Problem solving
Organizational mindset
Emotional intelligence



Competence focus: Strategic thinking



The entire group



Laptop, Video beam Slide pointer, Chairs
(1 chair/participant) Cardboards
(1/person)
Markers (1-2/person)



Around 2 hours



n/a



Creativity Training
for Europe



Co-funded by the
Erasmus+ Programme
of the European Union

Canvas Business Model



Canvas online platform



Activity coordinators will: - Play a short video from the movie "Alice in Wonderland".
2 expert speakers will: - Make a quick reflection on the importance of setting a final intention or goal: why it is a MUST to know what one wants to reach as an entrepreneur. - Give a brief introduction to the Canvas Business Model and its relevance to entrepreneurship.

Speakers will: - Identify and explain each of the 9 blocks that make up the Canvas model. - Give some examples of questions that could be answered in each category. - Ask participants to come up with other questions or description that might fit into each category.

Activity ushers will: - Distribute cardboards and markers among participants: 1 cardboard + 2 markers per person.
Speakers will: - Explain to participants how they will work individually on creating their own Canvas model based on their personal business ideas.

Activity coordinators/experts will watch and give support to participants during the time they have to develop their Canvas model. *The image of the Canvas model structure will be displayed on screen along the entire activity to guide participants.





(Chair distribution: circle) Coordinators will: - Gather all participants to sit in a circle with their cardboards.
- Explain the activity & Assessment of Canvas business model.

Coordinators will: - Give a turn to each person to show to the rest of the group their personal Canvas model and explain their thinking process while everybody else listens. - After each explanation, activity coordinators will lead the group to offer a constructive feedback on each Canvas model. In order (one by one), participants will give their opinion in an objective but polite way about other participants' Canvas model.

Activity coordinators will: - Display the assessment slides on the video beam to guide the process. - Help participants to score their own business model's performance on a scale from 1 to 10 (1 being the lowest score, and 10 being the highest) and according to the instructions on screen.



Competence focus: Basic design



The entire group



Laptop, Video beam, Slide pointer, Chairs (1 chair/participant) Cardboards (1/person) Markers (1-2/person) mobile phones



Around 1,5 hours



n/a



Canva online free tool



Creativity Training
for Europe



Co-funded by the
Erasmus+ Programme
of the European Union

Canva basic design




Chair distribution: semi-circle) 2 expert speakers will offer a brief introduction on basic design principles

One speaker from the host organization will carry out a presentation on the Canva design tool:

- Briefly introduce attendants to the methodology
- Explain how the tool works and basic tricks to understand how to use the online tool.
- Describe the "20 web design principles to follow" in the Canva website.

The speakers will guide attendants on how to download the app to their mobile devices. The Canva experts will ask participants to individually create a design sample for their creative business using the app.


 **Recommended for you**

 All your designs

 Shared with you

 Brand Kit

 Create a team

 All your folders

Design anything.

 Try "Invitation (portrait)"

"The true sign of intelligence is not knowledge but imagination." —Albert Einstein >



Activity coordinators will gather all trainees again around a circle and give turns for each participant to share the results of the previous activity.

Trainers will lead the group to assess the outcomes and give constructive feedback, based on the following questions:

- Does the design fulfil its purpose?
- Is the message easy to understand?
- Is it aesthetically pleasing?
- Is the style appropriate for your audience?
- Is the design original?

Expert speakers will share some free and paid digital tools that might help expand the information after the session, if wanted (Behance, Adobe Kuler, Pinterest, Domestika, etc.)



Competence focus: Problem solving



The entire group



Laptop, Video beam, Slide pointer, Internet connection
Chairs (1/participant), Small bucket full of Ping-Pong balls (1 for all)
Blindfolds (1/team) 20-meter rope or masking tape (1 for all)
Swiss ball (1 for all) Large space



Around 1,5 hours



n/a



SCRUM methodology



Creativity Training
for Europe



Co-funded by the
Erasmus+ Programme
of the European Union

Scrum Activity



Activity coordinators will develop an energizing exercise -it can be of their personal choice- to show that Scrum is a method that involves body and energy, not only the mind. (Chair distribution: semi-circle) Experts will gather everyone in front of the screen.

Activity coordinators will offer a quick introduction to Scrum, including framework and main components, jargon, etc.

Activity ushers will:

- Mark a 5m x 5m area on the floor
- Place all elements within the area as shown in the picture below.

Activity coordinators will:

- Give instructions on the exercise.
- Give roles to all participants in each group (1 robot, 1-2 communicator(s) and 2 observers).

Activity coordinators will:

- Give instructions on the exercise: how it works, roles, rules and penalties.
- Explain roles to all participants in each group and ask them to decide who gets what role (1 robot, 1-2 communicator(s) and 2 observers).
- Place all teams next to the 5m x 5m box.

Activity ushers will:

- (1) Blindfold robots and ask everyone to take up position. (2) Place all elements within the area as instructed: "randomly place the bucket far from robots".
- Keep Swiss ball out of the box for time being.



Scrum experts will start competition on their mark. Once the exercise has started, activity ushers will randomly place the Swiss ball in the middle of the box.

**Optional: to make the task more difficult, half-way through they can change the position of the bucket as well, suggesting a changed target by end client.*

The objective of this exercise is that teams compete to be the first to retrieve the highly dangerous nuclear waste (bucket with Ping-Pong balls) and bring it back to safety—the start line. The team must use the Scrum method to go through the task.

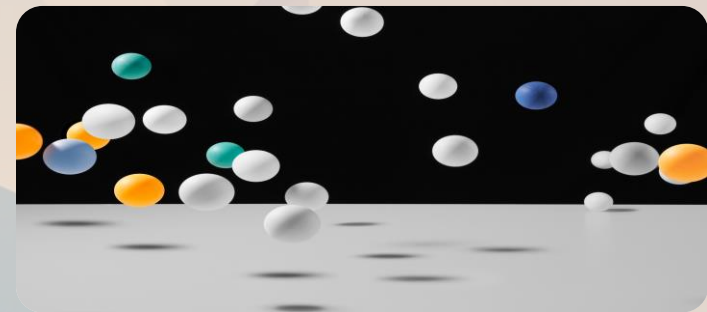
For this exercise, there are three roles in each group:

Observer (O). They stand on one end of the area away from the box, but they can clearly see the box and the Robots. They will face the Communicators. They are not allowed to talk. Observers represent Scrum Product Owners.

Communicator (C). Communicators stand next to the start line but face away from the box. They face the Observers but cannot see the Robots. They issue verbal commands to the Robots behind them. Communicators represent Scrum Masters.

Robot (R). Robots are in the box and should remain in the box at all times. They stand on the start line, their backs to the Communicators. They are blindfolded and cannot see anything. Only the Robots can move. Other members must stay where they are. Robots represent Scrum Sprinters.

[Source](#)





Once the Robots are in the box and are blindfolded, place the bucket of water into the box away from the Robots. Make it random.

Explain that a penalty of a 10 seconds freeze is imposed when:

- A robot goes out of the box.
- Two robots bump into each other. Both robots receive the penalty.
- A Robot bumps into an obstacle such as the Swiss ball. When the Swiss ball is bumped into, it is likely to move to a new location. Keep it where it ends, representing a change to the environment. If it went out of the box, put it back in the box in a random location. If the ball rolled and hit another Robot, the Robot would not get penalized of course. Gently move the ball so it is not touching anyone and let them resume.

An Observer must instruct the Communicator without talking based on what the Robot does. A Communicator in turn should issue verbal commands for the robots to follow.

Once the exercise has started, randomly

place the Swiss ball in the middle of the box.

This means Observers (Scrum Product Owners)

now need to indicate a different signal and t

he Communicators (Scrum Masters) need to reflect it to the Robots (Scrum Sprinters).



Once a Robot finds the nuclear waste (bucket of Ping-Pong balls) and picks it up, the Robot must return the waste to the start line and place it on the ground. Other Robots must freeze in position (this avoids negative competitive behaviour which is not the objective of this exercise). The Robot carrying the waste should not bump into other Robots or the obstacle, otherwise, there will be a catastrophic nuclear incidence; everyone will die, and the game is over! The last leg, after the nuclear waste has been picked up, is not competitive as only one team is operational and the other two are frozen. This gives the other two teams the opportunity to observe the teamwork of the winning team with the Robot carrying the waste and be able to have an informed discussion about the process during debrief.

[Source](#)



Once the game is over, coordinators will declare the winner and will guide participants to sit back in a circle.

Experts will lead a group discussion about the game development by asking participants:

- How did it feel to be the Observer, Communicator or Robot?
- Did your team succeed?
- What do you think of the efficiency of the structured scrum method while going through this exercise?
- What part was the most difficult or you had to absolutely get right to succeed?
- What went wrong?
- What would you do differently if you had a chance to go through this exercise again?
- What do you think made the winning team succeed?

How can you apply the Scrum methodology to your projects at work?

[Source](#)



Competence focus: organizational mindset



The entire group



Laptop, Video beam, Slide pointer,
Internet connection

Chairs (1/participant)



Around 45 minutes



n/a



Creativity Training
for Europe



Co-funded by the
Erasmus+ Programme
of the European Union

Trello activity



Trello online tool methodology.



Chair distribution: semi-circle)

1 expert speaker will offer a brief introduction on *Trello* digital tool; focusing on the creation and management of boards, lists and cards.

Activity coordinator will create a project management practical example: a wedding planning case study (optional: coordinator can decide if they want to follow a specific case study or if they want the activity to be a free-style exercise). This will serve to put into practice Trello's principles and main features Formerly explained. [Case study source](#)

On screen, coordinators will go to *Trello* website and create a new board to create a demo together with assistants.





Participants will be asked, as a group, to help coordinators introduce all the information from the case study (or their topic of choice) into the app and organize it as they believe more appropriate to efficiently respond to given requirements.

Along the way, the group will discuss different alternatives of using diverse *Trello* features; in order to achieve goals, obtain better results/outcomes, or be more efficient in the process.

Coordinators will motivate participants to involve into a final reflection on the activities carried-out and how to use the app for improving their project management skills.



Competence focus: emotional intelligence



The entire group



Laptop, Video beam, Slide pointer,
Internet connection. Chairs
(1/participant), StoryCatcher game kit
1 Personal item/object per person



Around 1,5 hour.



n/a



Creativity Training
for Europe



Co-funded by the
Erasmus+ Programme
of the European Union

Story catcher game



Story catcher game, non formal methodology



One speaker from the host organization will carry out a PowerPoint presentation on the StoryCatcher to briefly introduce attendants to the methodology and explain how the game works.

The activity coordinator will:

- Create groups of 4 or 5 people from different backgrounds.
- Assign a leader for each group to guide the game.

Assign a table for each group and help participants to sit together around it.

Group leaders will organize their teams and will place the game on the table, laying out all its items as indicated during the presentation: Spread the cloth and place the cards facing up, on the table.

Within each team, the group leader will:

- Ask everyone to select a small personal object/item to be used as their token during the game.
- Share with the group why they have chosen X object as their token and tell a short story about it (i.e. how you got it, its meaning, how it makes you feel to own it, etc.)

Ask for participants to also tell the group something brief about the personal object they have chosen and the reason for selecting it as their token.

Within each team, the group leader will:

- Show participants how to place their tokens on one of the life themes, on the cloth; and indicate them to do the same.
- Set turns for each person to roll the dice and move their token along the board, to a new theme (clockwise direction).

Explain to the group how they will have one minute to decide whether to talk about the theme they landed on after rolling the dice or to go back to the one they had originally selected.



Within each team, the group leader will:

- Guide participants to freely pick three different cards from the deck.

Explain how these will serve as inspiration and support for telling the story they want to share, as they will recreate: one, the start; other, the middle and the last one, the end of the story.

The leader will start the game by reading out loud one of the stories or poems from the booklet and by telling the participants why they have picked that particular story (*optional: leaders can share a personal story if preferred).

The leader will encourage group members to voluntarily decide who goes first, second, and so on, to tell their story. All participants will take turns to share their own story, focused on the theme their token is on, and will use the 3 selected cards to explore further the story they are sharing.

The group leader will be in charge of keeping the activity under control, ensuring a safe, non-judgemental environment where everyone can express themselves. They will make sure participants are quiet and listen when someone is talking.

Note: It can be a very emotional activity, so if someone doesn't want to tell their story, they won't be forced to do it.



Self-Development

**Self-Steem
Self-Confidence
Motivation
Initiative
Self-Development**



Competence focus: Self-Steem



Just you



Pencil and paper



Half an hour (1/2 hour)



Completing this worksheet will give you an opportunity to list all of the good things about yourself without fear of being overly proud or self-absorbed.

It is good to be both realistic and positive about yourself, and this is a good way to begin a habit of positive realism.



Creativity Training
for Europe



Co-funded by the
Erasmus+ Programme
of the European Union

Something about me



This "Something About Me" worksheet is intended to help people identify their own positive traits and characteristics and to recognize their accomplishments.

It is a simple exercise with six sentence prompts and space for a person to fill in the blanks. It has benefits for our lives.



The sentence prompts are:

- My friends think I am awesome because...
- My classmates say I am great at...
- I feel very happy when I...
- Something that I am really proud of is...
- I make my family happy when I...
- One unique thing about me is...



Competence focus: Self-Confidence



Just you



Pencil and paper



Half an hour (1/2 hour)



How do you become more positive if you have a habit of being negative?

It is possible, although it is not easy.

If you are generally already a happy person, then you can simply repeat some positive statements. These are usually statements and can be something like: "I am worthy of success and I am an expert in my field."

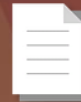


Creativity Training
for Europe



Co-funded by the
Erasmus+ Programme
of the European Union

Be positive



Being positive is essential to being confident. I mean, how can you have confidence in yourself if you are negative?

You may think that it is easy to be positive when you are successful. You're probably thinking, "Sure, Neil, that's easy for you to say."



Confidence Benefits the Bottom Line

Workers became more confident when they were told that their organization supported them in making – and learning from – mistakes.

These workers then yielded better and more productive business results in terms of net sales, lead generation and organizational affinity.

Greater confidence yielded ...



27%
better recruitment of
new Tupperware
Sales Force members



Confident Workers Make Their Own Success

Increasing individuals' confidence helps to drive worker productivity and satisfaction.



More confident workers are
45%
more optimistic about their
life and future



More confident workers are
24%
more likely to overcome
challenges encountered
at work



The sentence prompts are:

- My friends think I am awesome because...
- My classmates say I am great at...
- I feel very happy when I...
- Something that I am really proud of is...
- I make my family happy when I...
- One unique thing about me is...

Confidence - the elusive trait

Appearing confident can help us get on better in our lives. Studies show that:



Self-confidence is more important for **career success** than talent.



Individuals who appeared more confident achieved a **higher social status** than their peers.



A simple aid like giving men cologne improved their confidence enough to be rated as visibly **more attractive** in photographs.



Competence focus: Motivation



You or with others



Face to face



Half an hour (1/2 hour)



Avoid creating “favourites” by doing quick mental tallies of whom you’ve praised recently.



Creativity Training
for Europe



Co-funded by the
Erasmus+ Programme
of the European Union

Positive feedback



Giving positive comments is one of the most important activities to reinforce self and team motivation.

From first to last, regular appropriate praise can improve personal satisfaction and increase motivation.



Following the next steps:

1. No Time Like Now
Give positive feedback as close to the event as possible.
2. In Public and In Private
Praise in public, criticize in private, that's the rule.
3. Practice Makes Perfect
Setting up a formal reward and recognition scheme that everyone understands and can use.
4. Does the Reward Fit?
Judge the amount of effort and reward appropriately.



Competence focus: Initiative



Just you



Your life



All the time in your life



Improving your level of personal initiative by taking the following steps:

- Note the benefits to be gained by acting on your own initiative.
- Trust your own judgement.
- Don't wait for other people's permission or opinion.
- Apply the DO IT NOW principle

If it's to be, it's up to me!



"In other words, your life will keep going on unchanged, unless and until you apply the force of your will, to change it.

Assume that if you want things to get better, you must do something to make them better.

Many people lack personal initiative because they don't trust their own judgement.



If it's to be, it's up to me!

Adopt the philosophy that "If it's to be, it's up to me".

"For things to get better, I must get better".

Isaac Newton's first law of motion states that "bodies remain motionless, or continue in a straight line, unless acted upon by a force".



Competence focus: Self-Development



Just you or with others



A few raisins



Half an hour (1/2 hour)



Focusing on the single object of the raisin is meant to bring the participant's mind to the present, to what is right in front of them.

We may be used to raisins, and not used to taking time to actually notice them.



Creativity Training
for Europe



Co-funded by the
Erasmus+ Programme
of the European Union

The Raisin Exercise



"By focusing on the raisin in their hand and making a point to notice everything about it, they are unlikely to be expending energy, time, and attention on worrying or ruminating about other parts of their lives."

When you follow these instructions and take notice, it is much easier to focus on what is in front of you. If your mind does wander, that is natural too. Gently guide it back to the exercise.



In this exercise, the facilitator provides participants with a few raisins and asks that they pretend they have never seen a raisin before. The facilitator then asks them to pay careful attention to:

- The way the raisin looks.
- How it feels.
- How their skin responds to its manipulation.
- Its smell.
- Its taste.

Transversal Competences

**Creative Thinking
Interpersonal
Intrapersonal
Global Citizenship
Media and Information Literacy**



Competence focus: Creative Thinking



Individually



- Round tables, Chairs, 8.5" by 11" piece of paper, Tape, Pencil, Ruler, Scissors
- <https://www.youtube.com/watch?v=tuEBEKOProY>



2 hours



Be patient and positive towards the 'Paper Tower' activity. It keeps you awake and boost your creativity.



Creativity Training
for Europe



Co-funded by the
Erasmus+ Programme
of the European Union

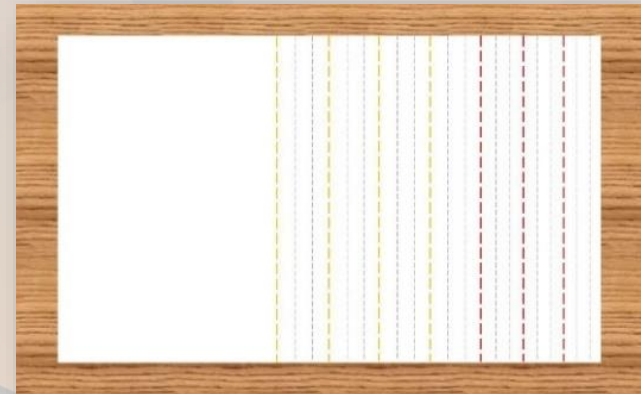
Activity: Paper Tower



This activity is great for enhancing your resourcefulness, application skills and reasoned decision-making as you will have to collaborate with your teammates and make the right moves in order to build the tallest Paper Tower.



- **Step 1:** The trainer can divide the class to work in teams. Teams should be formed out of 4-7 people.
- **Step 2:** The trainer explains the main objective of the activity which is to build the tallest freestanding tower using the video tutorial.
- **Step 3:** The trainer provides to the teams one 8.5" by 11" piece of paper (letter sized), one 15cm strip of tape, a pencil, ruler and scissors
- **Step 4:** The trainer explain to the group how to cut three strips from the sheet of paper, along the red lines shown in the image.





- **Step 5:** The students should fold these three strips along the grey lines to create three triangular prisms. Use three small pieces of tape to close the prisms. They can proceed to insert each prism just inside the slightly larger prism, and use a small piece of tape to stick them all together which is the body of the paper tower.
- **Step 6:** The trainer explains to proceed and cut out the next four strips of paper (along the yellow lines). Like previously, create triangular prisms by folding along the grey lines. Use three small pieces of tape to close the prisms. These strips are used to create a triangular based pyramid.
- **Step 7:** Insert the tips of three triangular prisms inside the tip of the fourth and use three small pieces of tape to attach them together. With a thin and small additional strip of paper, connect each of the legs together to provide additional rigidity. Now you've just created the base of the paper tower.
- **Step 8:** Slide the body of your tower into the base. Attach them with a small piece of tape.
- **Step 9:** Use the additional paper you have left (roughly a third of the sheet) to create more body components and increase the height of the tower.



Competence focus: Interpersonal (teamwork and collaboration skills), problem-solving, building trust



Minimum 4 players



Players & Video tutorial:

<https://www.youtube.com/watch?v=KahMCA0bR7s>



1 hour



This is a great activity that can be used as an "ice-breaker" activity.



Creativity Training
for Europe



Co-funded by the
Erasmus+ Programme
of the European Union

Activity: The Human Knot Game



Working on your interpersonal skills is crucial. This activity is great as it allows you to improve your collaboration and communication with your peers.



- **Step 1:** The trainer explains the main benefits and objective of this challenge which are to build teamwork, problem solving skills and build trust. (Use the video tutorial)
- **Step 2:** The ideal number of players of this game is 8-20, though you can play with as few as four people. The trainer explains the rules. 1) Circle up with the rest of the players so that each person is standing closely to the next. 2) After you're in your circle, reach out and hold hands with two different people in the circle, excluding the two people to either side of you. Each left hand should hold a left hand, and each right hand a right. 3) Although it's against the rules to let go of the hands you are holding while playing the game.
- **Step 3:** The trainer explains that players can communicate to figure out where to begin untangling.
- **Step 4:** Some people may end up facing the inside of the circle, some the outside, but by the time you've finished untangling, you should have an unbroken circle of joined hands.





**Competence focus: Intrapersonal
(develop self-compassion, self-
motivation and self-awareness)**



Individually



Participants
Table
Chairs
A3 paper
Markers



50 min



In general, writing things down helps you clarify your goals, priorities and intentions and reminds yourself of what to focus on.



This activity helps in increasing the learners self awareness and self-motivation.



Creativity Training
for Europe



Co-funded by the
Erasmus+ Programme
of the European Union

Activity: Personality Poster



- **Step 1:** The trainer explains the main objective of this activity to design their own 'Personality Poster' which describes themselves.
- **Step 2:** The trainer provides to the participants one piece of A3 paper, and markers (blue, red, green, black etc.)
- **Step 3:** The trainer explains the rules of this activity 1) Write your name and last name 2) Write into your 'Personality Poster':
 - Your city
 - Age
 - Your job
 - Favourite food
 - Favourite movie
 - Favourite colour
 - Favourite travel destination
 - Hobbies
 - 3 things you can't live without
 - 3 motivational quotes





Competence focus: Global Citizenship



3 -4 participants



Participants, Table, Chairs, Handout, Diamond paper.

Video tutorials:

<https://www.youtube.com/watch?v=5rbiOGs4AOM>

<https://www.youtube.com/watch?v=5rbiOGs4AOM>



115 min



Every human on earth should aim to learn more about global citizenship as it nurtures personal respect and respect for others, wherever they live. It encourages individuals to think deeply and critically about what is equitable and just, and what will minimise harm to our planet.



Divided into teams the participants have to rate a number of sentences according to their importance. It helps in developing an ethical and intercultural understanding and acts as an exercise for tolerance and respect for diversity in other peoples opinions.



Creativity Training
for Europe

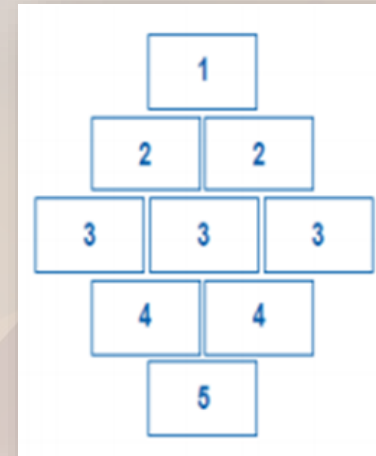


Co-funded by the
Erasmus+ Programme
of the European Union

Global citizen



- **Step 1:** This activity aims to introduce students to the concepts of 'Global Citizenship' (Using video tutorial).
- **Step 2:** The trainer explains that global citizen is to gain a sense of importance and self-worth and a growing respect for difference and diversity.
- **Step 3:** The trainer can divide the class to work in teams. Teams should be formed out of 3-4 people.
- **Step 4:** The trainer provides to the students/participants the worksheet (*Appendix 2 – Worksheet 1*) and learners should work in their groups to place the statements in order of importance. This could be done in the form of a diamond with the most important statement at the top and the least important at the bottom. Statements of equal importance could be placed next to each other.





- **Step 5:** The trainer should invite each group to share their final layout.
- **Step 6:** The trainer provides to the students/participants the worksheet (*Appendix 2 – Worksheet 2*)
- **Step 7:** Ask learners to discuss each question and write down their answers. In every case, there is more than one answer.
- **Step 8:** The trainer should invite each group to share their final answers as a whole-class activity. This gives the chance to learners to challenge stereotypes and to think outside the box.



Appendix 2 – Activity: Global Citizen

Worksheet 2

Find someone who:

1. Has eaten something from another country during the last week.
2. Can say 'hello' in another language.
3. Is wearing something made in another country.
4. Can name a famous sports star from another country.
5. Can name a charity that works in other countries.
6. Can name a famous singer from another country.
7. Can name a famous actor/actress from another country.
8. Has travelled to another country.
9. Can name a famous politician from another country.

1. Name: Answer:	2. Name: Answer:	3. Name: Answer:
4. Name: Answer:	5. Name: Answer:	6. Name: Answer:
7. Name:	8. Name:	9. Name:



Appendix 2 – Activity: Global Citizen

Worksheet 1

What is global citizen? Statements

I try to understand what other people are feeling
I am as important as everyone else
Everyone else is equal to me, but different from me
I know what is fair and not fair, and try to do the right thing
I look after the environment and don't waste things
I try to help others and not fight with them
I have my own ideas, but can alter them if I realise they are wrong
I want to learn more about the world
I think I can change things in the world



Competence focus: Media and Information Literacy (introduction to the terms Digital Footprint & Digital Identity)



Individually



Participants, Table, Chairs, Laptops, Projectors, Sticky-notes, Pens, Appendix 1 – Handout

Video tutorials

<https://www.youtube.com/watch?v=GIaRw5R6Da4>



90 min



Remember:

1. Always create strong and memorable passwords,
2. Keep all your software updated
3. Build your reputation through your online behaviour.



Creativity Training
for Europe



Co-funded by the
Erasmus+ Programme
of the European Union

Activity: Digital Footprint and Digital Identity



This activity introduces the terms Digital Footprint and Digital Identity and touches upon some ethical issues related with the use of ICT and some tips on how to critically evaluate information and media content.



- **Step 1:** This activity aims to introduce students to the concepts of digital footprint and digital identity (Using the video tutorial).
- **Step 2:** The trainer could ask the students about the video:
 - What is media literacy?
 - Why is important?
- **Step 3:** The trainer shows the following picture (digital footprint picture) to the students/participants



- **Step 4:** The trainer provides to the students/participants sticky-notes and pens and they ask them to provide answers to the following and then discuss it with the whole class:
 - What do you think a digital footprint is?
 - In your opinion, is it a negative or a positive thing to have? Why?
 - Does everyone have a digital footprint?



- **Step 5:** The trainer should share the handout (*Appendix 1 – Worksheet 1*) with definitions and some facts about the digital footprint
- **Step 6:** The trainer asks students to give examples of different things they do online in a day using the back side of the handout provided (*Appendix 1 – Worksheet 2*).
- **Step 7:** The trainer explains to the students that all those activities make up their digital identity.
- **Step 8:** The trainer can pick a few interesting examples and ask them:
 - What kind of trail does that activity generate? Passive/ Active?
 - Is that something you want other people to know about you?



Appendix 1 – Activity: Digital Footprint and Digital Identity

Worksheet 1

Digital Footprint: Your digital footprint includes all traces of your online activity (Facebook, Instagram, Twitter, etc.).

Digital Identity: Similarly, to the way your name and ID make up your identity in the physical world, the collection of your online footprint make up your digital identity.



Things You Need To Know About Your Digital Footprint:



'Active Digital Footprint': all the information a user shares online purposely (social media posting etc.)



'Passive Digital Footprint': traces of data left online or collected without the user's knowledge (shopping online will inadvertently provide your shopping preferences to the site).



Your digital footprint often cannot be deleted.



Universities and future employers will search for you online.



Your digital footprint can affect your digital identity and online reputation in general.



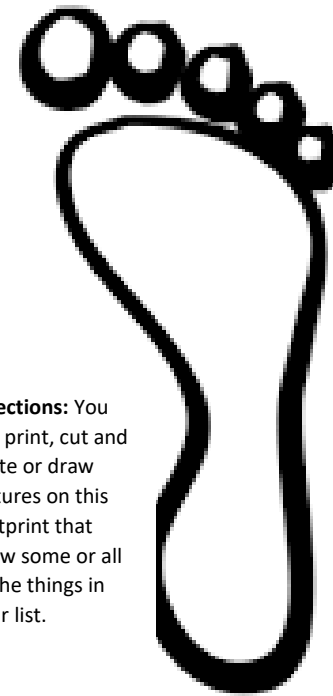
Appendix 1 – Activity: Digital Footprint and Digital Identity

Worksheet 2

My Digital Footprint

List some of your favourite digital activities (apps, websites, games, music, social media posting, online shopping etc.)

-
-
-
-
-
-
-
-
-
-
-



Directions: You can print, cut and paste or draw pictures on this footprint that show some or all of the things in your list.



Creativity Training
for Europe



Co-funded by the
Erasmus+ Programme
of the European Union

CREATIVITY TRAINING FOR EUROPE

2018-1-ES01-KA204-050065