

## Youth Development through Cre-Action- YDCA



*Project Number: 101051779*

### ***Work Package 2: Creativity and Critical Thinking Handbook***



## **Table of Contents**

|  |    |
|--|----|
| <b>Introduction</b>  | 2  |
| <b>Introduction to Critical Thinking</b>                                 | 3  |
| <b>Practical Exercises to enhance Critical Thinking</b>                  | 4  |
| Take a Step forward  | 4  |
| Creation of Social Enterprise  | 7  |
| Inclusive  | 10 |
| 6 Thinking Hats  | 12 |
| Critical Thinking by your POV (point of view)                            | 15 |
| Critical Thinking by Analysing news articles                             | 18 |
| My Social Media Platform   | 19 |
| The other him and I  | 21 |
| ESL DEBATE   | 22 |
| Big Paper: Building a Silent Conversation                                | 24 |
| Matching Tasks and Skills  | 26 |
| The Invention Challenge  | 28 |
| <b>Work-based Simulations to foster Critical Thinking</b>                | 30 |
| <b>Theoretical Basis of Creativity</b>                                   | 32 |
| <b>Practical Exercises to Promote Creativity</b>                         | 34 |
| Mental Imagery   | 34 |
| The Advertisement and the Anti-advertisements                            | 36 |
| Simple Ethnography   | 37 |
| Lightning Demos  | 42 |
| The Alternative Uses Test  | 47 |
| Classroom Activity on Perspective Taking                                 | 48 |
| The Incomplete Figure Test   | 50 |
| 30 circles Test  | 51 |
| Mind map your creativity   | 53 |
| Creative storytelling  | 55 |
| The Creative Soup  | 56 |
| Creativity to solve community issues                                     | 58 |
| <b>A general overview of the world of businesses related to Culture.</b> | 61 |
| <b>Work-based simulations to promote creativity</b>                      | 62 |
| <b>References</b>  | 65 |

## **Introduction**

Youth Development through Cre-Action” (YDCA) is a capacity building project involving 6 partner organizations from Europe (Greece, Italy, Spain), and North Africa (Morocco, Algeria, Egypt).

The YDCA project aims at providing a comprehensive approach based on trans-continental cooperation and Non-formal Education (NFE) to empower youth operators and organizations in partner regions and beyond to support empowerment, employability, and social integration of disadvantaged youths by means of spreading knowledge, skills and competences to be used in the cultural sector. Local cultural assets are particularly relevant in rural areas. Businesses in the cultural sector could be the natural landing market for youngsters approaching the job market in these areas. However, a combination between the low level of skills developed and the misplacement of those in the workplace contribute to the worrying phenomenon of youth unemployment.

The methods that the Consortium used to create the Training Formats were mainly consisted in Non-Formal Education featuring a combination of energizers activities, get to know each other activities, ice-breakers activities, theoretical sessions, focus group sessions, business canva model sessions, simulations, round-tables, case studies, exercises, participatory presentations, practical sessions, as well as external contributions by experts in the field.

This Handbook presents the culmination of the aforementioned efforts. Its purpose is to serve as a resource for professionals working with young individuals, particularly those who face limited opportunities. The Handbook aims to enable them to develop comprehensive training programs or utilize individual exercises to promote the specific topics covered within.

The Handbook is divided into two parts. The first part centers around fostering critical thinking, while the second part emphasizes the promotion of creativity. Each section incorporates thoroughly researched definitions derived from an extensive literature review.

## Introduction to Critical Thinking

Thinking is a natural process, but if left on its own, it is often prejudiced, skewed, biased, misinformed and potentially manipulative, and thus excellence in thinking needs to be cultivated (Duron, Limbach, & Waugh, 2006). Simply described, the ability to analyze and assess information is critical thinking. The ability to think critically, argue in a variety of ways and solve intractable problems has become essential in a world where the ability to develop an acceptable solution to the next new problem is the key. Critical thinkers formulate their concerns and problems clearly, obtain and assess important information, make use of abstract concepts, are open-minded, and effectively interact with others. Passive thinkers have a constrained and egocentric perspective on the world; they respond to questions with yes or no answers and believe that their point of view and set of facts are the only ones that matter. The ability to think critically is crucial for success in the business world, can help you deal with emotional and spiritual challenges, and can be used to evaluate others, policies, and institutions to prevent social crises (Hatcher & Spencer, 2005).

Many definitions of critical thinking have been suggested over the years. Critical thinking, according to Norris (1985), is the deliberate choice of what one should or should not believe. According to Elder and Paul (1994), the ability of thinkers to accept responsibility for their own thinking is the greatest way to understand critical thinking. While according to Harris and Hodges (1995), critical assessment is the process by which we determine a text's worth or significance by assessing its quality. This higher-order thinking ability provides the opportunity to justify existing knowledge or situation to correct errors and complete deficiencies in order to reach suitable decisions (Howard, Tang, & Austin, 2015).

Indeed, critical thinking skills include identifying and assessing the reliability of information sources, referring to prior knowledge, and making connections and drawing conclusions (Thurman, 2009). The following are some general characteristics of critical thinking (Thurman, 2009):

- Conjectures and suspicions
- Considering situations from multiple perspectives and dimensions
- Being open to change and innovation
- Examining thoughts without preconceptions
- Being open-minded
- To think analytically
- Pay attention to details

While some important advantages of critical thinking are (Demirel, 2012):

- People who are critical thinkers think freely and independently.
- People do not behave without thinking.
- People can formulate the problem in a clear way.

## Practical Exercises to enhance Critical Thinking

| Take a Step forward         |  |
|-----------------------------|--|
| <b>Learning Objectives:</b> | <ul style="list-style-type: none"> <li>● To raise awareness about inequality of opportunity</li> <li>● To develop imagination and critical thinking</li> <li>● To foster empathy with others who are less fortunate</li> </ul>   |
| <b>Duration:</b>            | <i>40 minutes</i>  |
| <b>Materials needed:</b>    | Role cards   |
| <b>Preparation:</b>         | Make the role cards, one per participant.  |
| <b>Description:</b>         | <p><i>Step one:</i></p> <p>Ask participants to take a role card out of the hat. Tell them to keep it to themselves and not to show it to anyone else.</p> <p>Now ask them to begin to get into the role. To help them, read out some of the following questions, pausing after each one, to give people time to reflect and create an image of themselves and their lives:</p> <ul style="list-style-type: none"> <li>● What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?</li> <li>● What is your everyday life like now? Where do you socialize? What do you do in the morning, in the afternoon, in the evening?</li> <li>● What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What you do in your holidays?</li> </ul> <p><i>Step two:</i></p> <p>Now ask people to remain absolutely silent as they line up beside each other (like on a starting line).</p> <p>Tell the participants that you are going to read out a list of situations or events. Every time that they can answer "yes" to the statement, they should take a step forward. Otherwise, they should stand still and not move.</p> <p>Read out the situations one at a time. Pause for a while between each statement to allow people have time to step forward and to look around to take note of their positions relative to each other.</p> |

|   |  |  |                                     |   |   |   |   |  |   |  |  |  |   |  |   |   |   |                                     |   |  |
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|   | <p><i>Step three:</i></p> <p>At the end, invite everyone to reflect on their final positions. Then give them a couple of minutes to come out of the role before debriefing in plenary.</p>   |  |                                     |   |   |   |   |  |   |  |  |  |   |  |   |   |   |                                     |   |  |
| <p><b>Learn check/<br/>Debriefing:</b></p>  | <ul style="list-style-type: none"> <li>• <i>How easy or difficult was it to play the different roles?</i></li> <li>• <i>How did people feel about stepping forward - or not?</i></li> <li>• <i>Does the exercise mirror society in some way? How?</i></li> </ul>   |  |                                     |   |   |   |   |  |   |  |  |  |   |  |   |   |   |                                     |   |  |
| <p><b>Tips for the<br/>Trainer:</b></p>   | <p>In the imagining phase at the beginning, it is possible that some participants may say that they know little about the life of the person they have to role-play. You can tell them that this is not a problem, and that they can just use their imagination to depict the role.</p>  |  |                                     |   |   |   |   |  |   |  |  |  |   |  |   |   |   |                                     |   |  |
| <p><b>Handouts:</b></p>   | <p><i>Yes- 1) Role Cards</i></p> <p><b><u>Role Cards</u></b></p> <table border="1" data-bbox="470 987 1385 2045"> <tr> <td data-bbox="470 987 935 1115">You are an unemployed single mother</td> <td data-bbox="935 987 1385 1115">You are the president of a party-political youth organization (whose “mother” party is now in power).</td> </tr> <tr> <td data-bbox="470 1115 935 1243">You are the daughter of the local bank manager. You study economics at university</td> <td data-bbox="935 1115 1385 1243">You are the son of an immigrant who runs a successful fast-food business.</td> </tr> <tr> <td data-bbox="470 1243 935 1370">You are a soldier in army, doing compulsory military service.</td> <td data-bbox="935 1243 1385 1370">You are a fashion model of African origin.</td> </tr> <tr> <td data-bbox="470 1370 935 1498">You are a disabled young man who can only move in a wheelchair.</td> <td data-bbox="935 1370 1385 1498">You are the daughter of the American ambassador to the country where you are now living.</td> </tr> <tr> <td data-bbox="470 1498 935 1626">You are an HIV positive, middle-aged prostitute.</td> <td data-bbox="935 1498 1385 1626">You are a 17-year-old Roma (Gypsy) girl who never finished primary school.</td> </tr> <tr> <td data-bbox="470 1626 935 1753">You are a homeless young man, 27 years old.</td> <td data-bbox="935 1626 1385 1753">You are an unemployed university graduate waiting for the first opportunity to work.</td> </tr> <tr> <td data-bbox="470 1753 935 1881">You are the 19-year-old son of a farmer in a remote village in the mountains.</td> <td data-bbox="935 1753 1385 1881">You are a 24-year-old refugee from Afghanistan.</td> </tr> <tr> <td data-bbox="470 1881 935 2009">You are the girlfriend of a young artist who is addicted to heroin.</td> <td data-bbox="935 1881 1385 2009">You are an immigrant without papers</td> </tr> <tr> <td data-bbox="470 2009 935 2045">You are a retired worker from a factory that makes shoes.</td> <td data-bbox="935 2009 1385 2045">You are the owner of a successful import-export company.</td> </tr> </table> |  | You are an unemployed single mother | You are the president of a party-political youth organization (whose “mother” party is now in power). | You are the daughter of the local bank manager. You study economics at university | You are the son of an immigrant who runs a successful fast-food business. | You are a soldier in army, doing compulsory military service. | You are a fashion model of African origin. | You are a disabled young man who can only move in a wheelchair. | You are the daughter of the American ambassador to the country where you are now living. | You are an HIV positive, middle-aged prostitute. | You are a 17-year-old Roma (Gypsy) girl who never finished primary school. | You are a homeless young man, 27 years old. | You are an unemployed university graduate waiting for the first opportunity to work. | You are the 19-year-old son of a farmer in a remote village in the mountains. | You are a 24-year-old refugee from Afghanistan. | You are the girlfriend of a young artist who is addicted to heroin. | You are an immigrant without papers | You are a retired worker from a factory that makes shoes. | You are the owner of a successful import-export company. |
| You are an unemployed single mother   | You are the president of a party-political youth organization (whose “mother” party is now in power).  |  |                                     |   |   |   |   |  |   |  |  |  |   |  |   |   |   |                                     |   |  |
| You are the daughter of the local bank manager. You study economics at university | You are the son of an immigrant who runs a successful fast-food business.  |  |                                     |   |   |   |   |  |   |  |  |  |   |  |   |   |   |                                     |   |  |
| You are a soldier in army, doing compulsory military service.                     | You are a fashion model of African origin.   |  |                                     |   |   |   |   |  |   |  |  |  |   |  |   |   |   |                                     |   |  |
| You are a disabled young man who can only move in a wheelchair.                   | You are the daughter of the American ambassador to the country where you are now living.   |  |                                     |   |   |   |   |  |   |  |  |  |   |  |   |   |   |                                     |   |  |
| You are an HIV positive, middle-aged prostitute.                                  | You are a 17-year-old Roma (Gypsy) girl who never finished primary school.   |  |                                     |   |   |   |   |  |   |  |  |  |   |  |   |   |   |                                     |   |  |
| You are a homeless young man, 27 years old.                                       | You are an unemployed university graduate waiting for the first opportunity to work.   |  |                                     |   |   |   |   |  |   |  |  |  |   |  |   |   |   |                                     |   |  |
| You are the 19-year-old son of a farmer in a remote village in the mountains.     | You are a 24-year-old refugee from Afghanistan.  |  |                                     |   |   |   |   |  |   |  |  |  |   |  |   |   |   |                                     |   |  |
| You are the girlfriend of a young artist who is addicted to heroin.               | You are an immigrant without papers  |  |                                     |   |   |   |   |  |   |  |  |  |   |  |   |   |   |                                     |   |  |
| You are a retired worker from a factory that makes shoes.                         | You are the owner of a successful import-export company.   |  |                                     |   |   |   |   |  |   |  |  |  |   |  |   |   |   |                                     |   |  |


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|  | You are a 22-year-old lesbian  | You are a 30-year-old woman from Ukraine who just arrived in the country. |
|  | <p>2) <i>Situation &amp; Events</i></p> <p><b><u>Situations &amp; Events</u></b></p> <p>Read the following situations out aloud. Allow time after reading out each situation for participants to step forward and also to look to see how far they have moved relative to each other.</p> <ul style="list-style-type: none"> <li>• You have never encountered any serious financial difficulty.</li> <li>• You have decent housing with a telephone and television.</li> <li>• You feel your language, religion, and culture are respected in the society where you live.</li> <li>• You feel that your opinion on social and political issues matters, and your views are listened to.</li> <li>• Other people consult you about different issues.</li> <li>• You are not afraid of being stopped by the police.</li> <li>• You know where to turn for advice and help if you need it.</li> <li>• You have never felt discriminated against because of your origin.</li> <li>• You have adequate social and medical protection for your needs. • You can go away on holiday once a year.</li> <li>• You can invite friends for dinner at home.</li> <li>• You have an interesting life, and you are positive about your future.</li> <li>• You feel you can study and follow the profession of your choice.</li> <li>• You are not afraid of being harassed or attacked in the streets, or in the media.</li> <li>• You can vote in national and local elections.</li> <li>• You can celebrate the most important religious festivals with your relatives and close friends.</li> <li>• You can participate in an international seminar abroad.</li> <li>• You can go to the cinema or the theater at least once a week.</li> <li>• You are not afraid for the future of your children.</li> <li>• You can buy new clothes at least once every three months.</li> <li>• You can fall in love with the person of your choice.</li> </ul> |   |

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|                    | <ul style="list-style-type: none"> <li>• You feel that your competence is appreciated and respected in the society where you live.</li> <li>• You can use and benefit from the Internet.</li> <li>• You are not afraid of the consequences of climate change.</li> <li>• You are free to use any site on the Internet without fear of censorship.</li> </ul> |
| <b>References:</b> | <p><i>Compass: Manual for Human Rights Education with Young People</i>, Council of Europe, 2nd edition, updated in 2020</p> <p>(<a href="https://rm.coe.int/compass-eng-rev-2020-web/1680a08e40">https://rm.coe.int/compass-eng-rev-2020-web/1680a08e40</a>)</p>   |

| Creation of Social Enterprise |   |
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| <b>Learning Objectives:</b>   | <ul style="list-style-type: none"> <li>• critical thinking and problem-solving skills</li> <li>• communication and collaboration skills</li> <li>• leadership skills</li> <li>• Increase the sense of active citizenship.</li> </ul>  |
| <b>Duration:</b>              | <i>80 minutes</i>   |
| <b>Materials needed:</b>      | Flip Charts, Markers, A3 papers   |
| <b>Preparation:</b>           | N/A   |
| <b>Description:</b>           | <p><i>Step one:</i></p> <p>Encourage the participants to brainstorm to identify social issues their society faces. Then group the major issues identified in three (3) categories and/or choose the three (3) most important ones as identified by the participants and ask them (the participants) to form three (3) separate groups- ideally with the same number of people in each group.</p> <p><i>Step two:</i></p> <p>Give colorful post-it and/or papers and markers to the participants and ask them to think of possible solutions for the issue they were given to work on. Encourage them to be innovative but also as realistic as possible. Ask them to discuss the possible solutions within their group and start their own social enterprise to tackle the issue.</p> <p><i>Step three:</i></p> <p>Give one Handout to each team and ask them to fill in the profile of their social enterprise.</p> <p><i>Step four:</i></p> |



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|  | <p>Ask from each team to present their social enterprise and from the rest to give constructive feedback.</p>   |
| <p><b>Learn check/<br/>Debriefing:</b></p> | <ul style="list-style-type: none"> <li>● <i>How was your collaboration with your teammates?</i></li> <li>● <i>Was it easy to make decisions and to be all at the same page?</i></li> </ul>                                  |
| <p><b>Tips for the<br/>Trainer:</b></p>    | <p>Give time to creativity and encourage thinking outside the box.</p> <p>In case participants need help finding ideas about social challenges, you can show them the UN Sustainable Development Goals for inspiration.</p> |

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| <p><b>Handouts:</b></p> | <div style="text-align: right;">Handout</div>  <div style="border: 1px solid #f0e68c; padding: 5px; margin-top: 10px;"> <p><i>Name of Social Enterprise:</i></p> <hr/> <p><i>Social Issues:</i></p> <hr/> <p><i>Service/product description:</i></p> <hr/> <p><i>Implementation Area:</i></p> <hr/> <p><i>Participants' names:</i></p> <hr/> </div> <div style="text-align: right; margin-top: 20px;">Handout</div> <div style="border: 1px solid #f0e68c; padding: 5px; margin-top: 10px;"> <p><i>Logo:</i></p> <hr/> </div> |
|                         | <p><b>References:</b></p>   |

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|  | <p><a href="https://www.britishcouncil.gr/sites/default/files/life-skills-developing-social-entrepreneurs-gr.pdf">https://www.britishcouncil.gr/sites/default/files/life-skills-developing-social-entrepreneurs-gr.pdf</a></p> <p>Based methodologically on:</p> <p><a href="https://www.britishcouncil.org/sites/default/files/social_enterprise_class_room_resource.pdf">https://www.britishcouncil.org/sites/default/files/social_enterprise_class_room_resource.pdf</a></p> |
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| Inclusive                   |  |
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| <b>Learning Objectives:</b> | <ul style="list-style-type: none"> <li>● To increase self-awareness of values</li> <li>● Increase of belonging that each person has, and how the aspect of identity can link to values.</li> </ul>   |
| <b>Duration:</b>            | <i>60 minutes</i>  |
| <b>Materials needed:</b>    | Five (5) sticky notes per participant  |
| <b>Preparation:</b>         | <p>Large outline drawing of a body, one for each participant, with space to write inside and outside the body shape and with a heart (this can also be drawn on a half flip chart). Example completed by the facilitator, to explain the process to participants.</p> <p>Space for individual reflection, small group work, and plenary debriefing</p> <p>List of different values available to participants (e.g., on a poster, on a wall)</p>  |
| <b>Description:</b>         | <p><i>Step one:</i></p> <p>Introduce the activity to the participants with an example picture done previously by you. Explain about identity– visible and non-visible aspects, roles, senses of belonging, etc. Introduce the concept of values and explain that different roles or “senses of belonging” have different behaviors, attitudes, and values connected to them. It is the values that we will be focusing on eliciting here.</p> <p><i>For example,</i> being a member of a football team connects to teamwork, success, reliability, and commitment. Someone who attends church might have a commitment as a value, but perhaps also spirituality, compassion, and humility.</p> <p><i>Step two:</i></p> <p>Ask participants to individually reflect on parts of themselves. Aspects of their identity that <b>are visible</b> to others are written <i>outside</i> the body shape</p> |

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|  | <p>line. Aspects of their identity that <b>are not visible</b> are written <i>inside</i> the body shape line.</p> <p>Aspects to be considered are the roles participants have, what they enjoy doing, and the different affiliations or senses of belonging that make up their identity.</p> <p>Ask participants to order these aspects—the ones that are written closer to the heart are more core/central to their identity.</p> <p><i>Step three:</i></p> <p>Ask participants to choose five of the many aspects of their identity to have on their picture. On each of the five separate sticky notes, they should write a value that is related to one of their chosen aspects from their body shape picture. It should be a value that they feel they have because of this particular sense of belonging or because of the particular role they take/play. Some examples: “Manager of the work team – Leadership” or “Mother to two children – Responsibility”</p> <p><i>Step four:</i></p> <p>Ask participants to join pairs/smaller groups and share:</p> <ul style="list-style-type: none"> <li>–key aspects of their identity (as much as they are willing to reveal);</li> <li>–the values connected to them.</li> <li>–in sharing, participants identify where the similarities and differences are.</li> </ul> |
| <p><b>Learn check/<br/>Debriefing:</b></p> | <p>It is important for participants to reflect on their own identity, and then to make a link to the Topic of values.</p> <ul style="list-style-type: none"> <li>● <i>How did you find the individual processes? How did you identify the different aspects of yourself?</i></li> <li>● <i>How was it to “extract” the values from them?</i></li> <li>● <i>When seeing other people’s identities, were there any affiliations in common, but different values? Or the same values but different affiliations?</i></li> <li>● <i>Were there moments in your life when these affiliations were closer or further away from the heart?</i></li> <li>● <i>How do you relate to different people having their identities in mind?</i></li> <li>● <i>How do you relate to other people who have different identities and values than yours?</i></li> </ul>  |

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| <b>Tips for the Trainer:</b> | <p>This activity has a medium level of complexity because the setup is fairly straightforward. Still, the facilitation of debriefing might be more demanding, so make sure you are able to adapt (while keeping the learning objectives in mind) and support the participants.</p> <p>It is important to ensure that participants only share with others what they are comfortable disclosing.</p> |
| <b>Handouts:</b>             | N/A  |
| <b>References:</b>           | <i>Critical Thinking About Fake News.</i>  |

| <b>6 Thinking Hats</b>      |  |
|-----------------------------|--|
| <b>Learning Objectives:</b> | <ul style="list-style-type: none"> <li>● To develop critical &amp; analytical thinking,</li> <li>● To foster empathy</li> <li>● Improving decision making.</li> </ul>  |
| <b>Duration:</b>            | <i>90 minutes</i>  |
| <b>Materials needed:</b>    | <p>Paper, glue, stick, plastic cups etc</p> <p>Internet connection</p> <p>Projector or a digital/smart board</p> <p>Materials that are suitable for group work, discussions, brainstorming, etc. (Board, Bulletin Board, Chalk, Board markers, etc.)</p>   |
| <b>Preparation:</b>         | <p>Separate the participants into 6 different groups.</p> <p>You should initially explain to the participants that they are going to view a problem in six different ways.</p>   |
| <b>Description:</b>         | <p><i>Step one:</i></p> <p>Present a problem/issue to the team members. Tell them that they are going to think about it from a variety of perspectives. There will be six types of thinkers - those who are in those roles will only address the issue from the particular perspective that each hat represents.</p> <p><b>Hats' Thinking Roles:</b></p> <ul style="list-style-type: none"> <li>● <b>White Hat Thinking:</b> <i>Data information-</i> This covers facts, figures,</li> </ul> |

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|  | <p>information needs and gaps.</p> <ul style="list-style-type: none"> <li>● <b>Red Hat Thinking:</b> <i>Feelings-</i> This covers intuition, feelings, and emotions. The red hat allows the thinker to put forward an intuition without any need to justify it.</li> <li>● <b>Black Hat Thinking:</b> <i>Potential problems, Danger, Difficulties-</i> The Black Hat is judgment -- the devil's advocate or why something may not work. This is the hat of judgment and caution. The black hat must always be logical.</li> <li>● <b>Yellow Hat Thinking:</b> <i>Benefits with rationale. The optimistic view. Plus points-</i> The Yellow Hat symbolizes brightness and optimism. This is the logical positive. Why something will work and why it will offer benefits. It can be used to look forward to the results of some proposed action but can also be used to find something of value in what has already happened.</li> <li>● <b>Green Hat Thinking:</b> <i>Creativity, Ideas, Alternatives, Solutions. Possibilities-</i> This is the hat of creativity, alternatives, proposals, what is interesting, provocations and changes.</li> <li>● <b>Blue Hat Thinking:</b> <i>Process control. Managing the thinking-</i> The Blue Hat is used to manage the thinking process. This is the overview or process control hat. It looks not at the subject itself but at the 'thinking' about the subject. In technical terms, the blue hat is concerned with meta-cognition.</li> </ul> <p><i>Step two:</i></p> <p>Each team deliberately chooses which hat they want to start with. Then each team starts focusing the discussion on a particular approach. Each group has the appropriate amount of time to present their thinking, according to the Hat Thinking they have, on the topic under discussion.</p> <p><i>Step three:</i></p> <p>After developing a set of solutions, the participants examine the set critically and choose one solution. Then each group must propose a solution, following their hat's way of thinking. After the solutions are ready, the class must discuss all possibilities and proposed solutions, while the blue hat makes sure everything goes according to the activity's rules.</p> <p><b>Case Study:</b></p> <p><i>"A coffee house is getting a growing number of complaints from customers as they are having to wait too long for their coffee – how can they solve this problem?"</i></p> |
| <p><b>Learn check/<br/>Debriefing:</b></p> | <ul style="list-style-type: none"> <li>● <i>How was your collaboration with your teammates?</i></li> <li>● <i>Was it easy to make decisions and to be all at the same page?</i></li> </ul>  |

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| <p><b>Tips for the Trainer:</b></p> | <p><b>Gamification Elements</b></p> <p>You can include the elements you and your students feel more comfortable with and gradually incorporate more.</p> <p>Some ideas include:</p> <ul style="list-style-type: none"> <li>● Leaderboards</li> <li>● Timers</li> <li>● Points</li> <li>● Badges</li> </ul> <p>Form, length, and resources.</p> <p>Form: depends on the framework given to training the adults. Typically, open courses have a decided framework set by the adult learning center, while tailored training can be from working with one case to several hours of training.</p> <p>Physical attendance is to be preferred since the group of learners themselves is the best tool in training. Well-prepared online training can also work as a reserve solution.</p> <p>Length: learner’s needs and educator’s foresight are the main factors to define a precise time for sessions and the total length of the training.</p> |
| <p><b>Handouts:</b></p>             | <p>N/A</p>   |
| <p><b>References:</b></p>           | <p>TRaining MAterial in Creativity and InnovaTion for EurOpean R&amp;D Organisations &amp; SMEs, European Commission.<br/>(<a href="https://www.bicforsme.eu/wp-content/uploads/Module-2-Trainers-Appendix-1a.pdf">https://www.bicforsme.eu/wp-content/uploads/Module-2-Trainers-Appendix-1a.pdf</a> )</p>   |

| <p><b>Critical Thinking by your POV (point of view)</b></p> |   |
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| <p><b>Learning Objectives:</b></p>                          | <ul style="list-style-type: none"> <li>● To develop critical thinking skills by analyzing real-world scenarios</li> <li>● To practice identifying bias and assumptions in arguments</li> <li>● To improve decision-making by considering multiple perspectives</li> </ul> |
| <p><b>Duration:</b></p>                                     | <p><i>60-90 minutes</i></p>   |

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| <b>Materials needed:</b>        | Handouts with scenarios for analysis (provided in handouts section below), flipchart and markers.   |
| <b>Preparation:</b>             | Print out enough copies of the handouts for each participant.<br>Prepare any materials needed for the debriefing or follow-up activities  |
| <b>Description:</b>             | <p><i>Step one:</i></p> <p>Divide the participants into small groups of 4/5. Give each group a handout with a real-world scenario for them to analyze. The scenario should present a problem or issue with multiple perspectives. Allow 15/25 minutes for the group to read and discuss the scenario.</p> <p><i>Step two:</i></p> <p>Next, have each group present their analysis of the scenario and their reasoning for their conclusions. Encourage the group to identify any bias or assumptions present in the scenario. Allow 30/40 minutes for group presentations and discussion.</p> <p><i>Step three:</i></p> <p>After all groups have presented, lead a debriefing session to discuss the key takeaways from the exercise and how the skills developed can be applied in real-world decision-making. Allow 15/25 minutes for the debriefing.</p> |
| <b>Learn check/ Debriefing:</b> | <ul style="list-style-type: none"> <li>● <i>Lead a discussion on the key takeaways from the exercise, such as the importance of considering multiple perspectives and identifying bias and assumptions in arguments.</i></li> <li>● <i>Ask participants to reflect on how the skills developed in the exercise can be applied in their own decision-making.</i></li> <li>● <i>Encourage participants to share any insights or challenges they encountered during the exercise.</i></li> </ul>   |
| <b>Tips for the Trainer:</b>    | <p>Encourage participation and active listening during group discussions and presentations.</p> <p>Remind participants that there may not be a "right" or "wrong" answer to the scenarios presented, but rather multiple perspectives to considered at the same time.</p> <p>Be prepared to address any sensitive or controversial topics that may arise during the exercise, make the participants aware after we finished the exercise to disconnect emotionally from the exercise.</p>   |



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| <p><b>Handouts:</b></p> | <p><b><i>Handout 1: "The Vaccine Debate"</i></b></p> <p><b><i>Background:</i></b></p> <p>As the COVID-19 pandemic continues to spread, the race for a vaccine has become a major issue. While many people believe that a vaccine is crucial for ending the pandemic and saving lives, others have raised concerns about the safety and effectiveness of the vaccines that have been developed.</p> <p><b><i>Scenario:</i></b></p> <p>A town hall meeting is being held to discuss the issue of the COVID-19 vaccine. The mayor has invited experts from different fields to present their perspectives on the vaccine and answer questions from the community.</p> <p><b><i>Perspectives:</i></b></p> <p>Dr. Jane Smith, a medical doctor, will present the scientific evidence for the safety and effectiveness of the COVID-19 vaccines. She will also discuss the importance of herd immunity and the benefits of getting vaccinated for individuals and society as a whole.</p> <p>Mr. John Doe, a community leader, will present concerns about the vaccine, including potential side effects and lack of long-term studies. He will also discuss the potential impact of the vaccine on marginalized communities and the importance of informed consent.</p> <p>Ms. Sarah Johnson, a bioethicist, will present an ethical perspective on the vaccine, including the duty to protect vulnerable populations and the importance of balancing individual rights with the common good. She will also discuss the implications of mandatory vaccination policies.</p> <p><b><i>Handout 2: "Climate Change and Energy Policy"</i></b></p> <p><b><i>Background:</i></b></p> <p>Climate change is one of the most pressing issues of our time, with many scientists and experts agreeing that human activity is a significant contributor. However, there is debate about the best ways to address the problem and the role of government in implementing solutions.</p> <p><b><i>Scenario:</i></b></p> <p>A panel discussion is being held to discuss climate change and energy policy. The panel includes representatives from different industries, government agencies, and environmental organizations.</p> <p><b><i>Perspectives:</i></b></p> |
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|                    | <p>Mr. Mark Brown, CEO of a coal mining company, will present the economic benefits of coal and argue that it is still a necessary energy source. He will also discuss the potential negative impact of regulations on the industry and the importance of protecting jobs.</p> <p>Ms. Lisa Green, a representative from a renewable energy organization, will present the benefits of renewable energy sources, including their potential to create jobs and reduce carbon emissions. She will also discuss the potential challenges of transitioning to renewable energy and the need for government investment.</p> <p>Mr. Tom White, a representative from a government agency, will present the current state of climate change and energy policy. He will discuss the challenges and opportunities of implementing solutions and the need for a collaborative approach.</p> <ul style="list-style-type: none"> <li>• <i>Please note that the above scenarios and perspectives are examples and can be modified to suit the specific needs and context of the exercise.</i></li> </ul> <p>Keep in mind to follow a consistent structure with the other handouts given to the rest of the participants.</p> |
| <b>References:</b> | <i>By Ionut Barb with the use of Artificial Intelligence (Chat GPT)</i>  |

| Critical Thinking by Analyzing news articles |   |
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| <b>Learning Objectives:</b>                  | <ul style="list-style-type: none"> <li>• To develop critical thinking skills by analyzing news articles</li> <li>• To practice identifying bias and fact-checking in news sources</li> <li>• To improve media literacy by evaluating the credibility of news sources</li> </ul> |
| <b>Duration:</b>                             | <i>60-90 minutes</i>  |
| <b>Materials needed:</b>                     | A selection of news articles from different sources (print or online/link) flipchart and markers.   |
| <b>Preparation:</b>                          | Gather a selection of news articles from different sources (ex. local newspaper, national newspaper, online news website, cable news  |

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|  | <p>network), and find a variety of topics in order to have different perspectives on the issues addressed.</p>  |
| <p><b>Description:</b></p>                 | <p><i>Step one:</i></p> <p>Divide the participants into small groups of 4/5. Give each group a selection of news articles to read and analyze. Allow 15/25 minutes for the group to read and discuss the articles.</p> <p><i>Step two:</i></p> <p>Next, have each group present their analysis of the articles and the credibility of the news sources. Encourage the group to identify any bias or fact-checking errors present in the articles. Allow 30/40 minutes for group presentations and discussion.</p> <p><i>Step three:</i></p> <p>After all groups have presented, lead a debriefing session to discuss the key takeaways from the exercise and how the skills developed can be applied in evaluating news sources in real life. Allow 15/25 minutes for the debriefing.</p> |
| <p><b>Learn check/<br/>Debriefing:</b></p> | <ul style="list-style-type: none"> <li>● <i>Lead a discussion on the key takeaways from the exercise, such as the importance of fact-checking and evaluating the credibility of news sources.</i></li> <li>● <i>Ask participants to reflect on how the skills developed in the exercise can be applied in their own consumption of news.</i></li> <li>● <i>Encourage participants to share any insights or challenges they encountered during the exercise.</i></li> </ul>  |
| <p><b>Tips for the<br/>Trainer:</b></p>    | <p>Encourage participants to consider the source and funding of the news outlets when evaluating their credibility.</p> <p>Remind participants that there may not be a "right" or "wrong" answer to the news articles presented, but rather multiple perspectives to consider.</p> <p>Be prepared to address any sensitive or controversial topics that may arise during the exercise.</p>  |
| <p><b>Handouts:</b></p>                    | <p><i>Provide handouts (printed or online/link) with the news articles and sources used in the activity.</i></p> <p><i>Handouts should include a brief summary of the articles, the sources, and the date of publication.</i></p>   |

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| <b>References:</b> | <i>By Ionut Barb with the use of Artificial Intelligence (Chat GPT)</i> |
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| My Social Media Platform    |  |
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| <b>Learning Objectives:</b> | <ul style="list-style-type: none"> <li>● Increasing awareness and raising interest on critical thinking for young people.</li> <li>● Through non-formal education, involved youngsters in the community, boosting both their individual as well as their collective happiness and prosperity.</li> </ul>   |
| <b>Duration:</b>            | <i>2h30 min.</i>   |
| <b>Materials needed:</b>    | Colored post-its, Markers, colored pen, PC, projector, WIFI, flipchart papers  |
| <b>Preparation:</b>         | Energizer: Activities & Games on creative thinking. 10 minutes   |
| <b>Description:</b>         | <p><i>Step one:</i></p> <p>Preparation of the topic: Questions to be asked to the participants about Social Media Platforms: (10min)</p> <ul style="list-style-type: none"> <li>● <i>What is your favorite social media? (Give 2)</i></li> <li>● <i>What do you like on social media? (3 word /phase)</i></li> <li>● <i>What do you dislike about social media? (3 words/phrase)</i></li> </ul> <p><i>Step two:</i></p> <p>Ask the participants the following question:</p> <ul style="list-style-type: none"> <li>● <i>How can you imagine a new ethical social media? (5 min)</i></li> </ul> <p>After the conversation, divide the participants into 3 or 4 groups (depending on the number of participants (5 min).</p> <p><i>Step three:</i></p> <p>Provide the participants with Flip Chart papers, colored markers or pencils (5 min) and ask them to create their own social media by filling out the following instructions: (45 min)</p> <ul style="list-style-type: none"> <li>● A fair ethical Media</li> <li>● A short slogan</li> </ul> |

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|                                     | <ul style="list-style-type: none"> <li>• A logo</li> </ul> <p><i>Step four:</i></p> <p>Ask each group to present and argue for their platform and choices. (60 min / 15 min per group).</p> <p>The remaining participants will be given a green and a red post-it, and after the presentation, they will be able to express their agreement by showing a green post-it and sharing their thoughts, or their disagreement in a constructive way by showing a red post-it.</p> <p>At the end, the participants should vote on the best media and announce the winner (10min).</p> |
| <b>Learn check/<br/>Debriefing:</b> | <ul style="list-style-type: none"> <li>• <i>How was the workshop?</i></li> <li>• <i>Can we have an alternative and more ethical social media platform?</i></li> <li>• <i>What is the influence of social media on our lives, values?</i></li> <li>• <i>Can new platform control fake news?</i></li> </ul>   |
| <b>Tips for the<br/>Trainer:</b>    | <p>Give time to creativity and encourage thinking out of the box. The first games on creative thinking can help.</p> <p>it is interesting to use mentimeter.com to make it visual.</p>  |
| <b>Handouts:</b>                    | N/A   |
| <b>References:</b>                  | <i>Inspired partially from "Be the leader project"</i>  |

| The other him and I         |  |
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| <b>Learning Objectives:</b> | <ul style="list-style-type: none"> <li>• Critical thinking and empathy</li> </ul>  |
| <b>Duration:</b>            | <i>90 min.</i>   |
| <b>Materials needed:</b>    | A4 paper, Markers  |
| <b>Preparation:</b>         | <p>Energizer: The human body portrait: Divide the group in small groups of four (4) and give them words (on the topic of critical thinking and cooperation) and ask them to form a human portrait representing the word or what does it mean to them. (10 min)</p> |

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| <p><b>Description:</b></p>                 | <p><i>Step one:</i></p> <p>Form two-persons teams and ask them to perform some kind of opposite pairs in life. For example</p> <ul style="list-style-type: none"> <li>● <i>Mother and kid (girl or boy)</i></li> <li>● <i>Student and teacher</i></li> <li>● <i>Socialist and economists</i></li> <li>● <i>Manager and employee</i></li> <li>● <i>Citizen and Mayor</i></li> </ul> <p><i>Step two:</i></p> <p>After having duos. Ask each one to prepare for a play/ performance where she/he tries to tackle challenges and different perspectives. Everyone tries to defend her/ his vision and rights/duties and advocate for her/his point of view (20 min).</p> <p><i>Eg: Teacher thinks student does not do enough and quite lazy. The students think teacher does not understand his needs and does not try to understand her/him, etc.</i></p> <p><i>Step three: (Performing: 45min to 1 hour)</i></p> <p>Asking duos to perform a kind of play where each one changes roles at the last minute, and everyone has 1 minutes to defend herself/himself.</p> <p>Changing roles at the last minute will help them put themselves in the shoes of the opposite character they have chosen.</p> <p>Same example. You prepare for the role of a teacher and at the last second you find yourself in the shoes of a student, and you have to see the other perspective and advocate for it.</p> |
| <p><b>Learn check/<br/>Debriefing:</b></p> | <ul style="list-style-type: none"> <li>● <i>Debrief on how important it is to understand others and see other perspectives when using critical thinking. (15 min)</i></li> </ul>   |
| <p><b>Tips for the<br/>Trainer:</b></p>    | <p>The participants could be frustrated for a while when you ask them to change the role at the last second, but it will also be a way to deal with a last-minute change and dealing with a new element and perspective in a sudden change.</p>  |
| <p><b>Handouts:</b></p>                    | <p>N/A</p>   |
| <p><b>References:</b></p>                  | <p>-</p>   |

| ESL DEBATE                  |   |
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| <b>Learning Objectives:</b> | <ul style="list-style-type: none"> <li>● Compare and discriminate between ideas x and y.</li> <li>● Verify the value of evidence for concept x or y.</li> <li>● Resolve controversies.</li> <li>● Recognize the strengths and weaknesses of arguments.</li> </ul>   |
| <b>Duration:</b>            | <i>90 minutes</i>   |
| <b>Materials needed:</b>    | A watch for time management, Alarm to announce the end of time, Papers, Pens  |
| <b>Preparation:</b>         | <p>Participants need an adequate reading level as well as sufficient knowledge or time to develop basic knowledge of the concepts explored in order to develop effective tactics and discussion topics.</p> <p>Because of the variety of topics, it is beneficial that the questions have been prepared.</p> <p><u>Examples of different Topics:</u></p> <p>Youth Employability</p> <p>Critical Thinking &amp; Youth</p>  |
| <b>Description:</b>         | <p><i>Step one:</i></p> <p>Divide the participants into two (2) groups of three (3) people each.</p> <p>One team will be the <i>affirmative</i> group that will argue for one issue and the other will be the <i>negative</i> group that will argue against this issue.</p> <p><i>Step two:</i></p> <p>Inform the participants to follow the below instructions:</p> <p><i>Speech 1:</i> The first <b>affirmative</b> speaker introduces the topic and states the affirmative team's first argument. (2min30 sec)</p> <p><i>Speech 2:</i> The first <b>negative</b> speaker states their first argument. (1min30sec)</p> <p><i>Speech 3:</i> The second <b>affirmative</b> speaker states their second argument. (1min30sec)</p> <p><i>Speech 4:</i> The second <b>negative</b> speaker states their second argument. (1min30sec)</p> <p>Make a break of five- ten (5-10) minutes in order for each team to prepare <b>the rebuttal speech.</b></p> |

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|                                     | <p>Then continue with:</p> <p><i>Speech 5:</i> The <b>negative</b> team states two rebuttals for the affirmative team's two arguments and summarizes their own two reasons. (2min)</p> <p><i>Speech 6:</i> The <b>affirmative</b> team states two rebuttals for the negative team's two arguments and summarizes their own two reasons. (2 min)</p> <p><i>Step three:</i></p> <p>Each team will defend its opinion based on <b>arguments</b> and <b>evidence</b> by mentioning the <b>sources</b> in order to influence the opinion of the public, which will ultimately decide the winner of this debate.</p> |
| <b>Learn check/<br/>Debriefing:</b> | <ul style="list-style-type: none"> <li>• Check the learning achievements of the participants.</li> <li>• <i>At the beginning \ after each debate, we count the opinions of the participants (spectators) in order to see if there are any changes of opinion or not.</i></li> <li>• During the debate, the trainer should remark if the quality of the arguments and evidence increases or stays the same.</li> </ul>  |
| <b>Tips for the Trainer:</b>        | N/A  |
| <b>Handouts:</b>                    | N/A  |
| <b>References:</b>                  | <p><a href="https://www.youtube.com/watch?v=X-nbZXVnlHw">https://www.youtube.com/watch?v=X-nbZXVnlHw</a></p> <p><a href="http://iteslj.org/Techniques/Krieger-Debate.html">http://iteslj.org/Techniques/Krieger-Debate.html</a></p>  |

| Big Paper: Building a Silent Conversation |  |
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| <b>Learning Objectives:</b>               | <ul style="list-style-type: none"> <li>• Help youth participants to explore a topic in depth,</li> <li>• Slows down participant's thinking and gives them an opportunity to focus on the views of others,</li> <li>• Creates a visual record of participants' thoughts,</li> <li>• To engage students who are not as likely to participate in a verbal discussion</li> </ul> |
| <b>Duration:</b>                          | 60 minutes   |
| <b>Materials needed:</b>                  | Flipchart paper pad,<br>markers  |



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| <p><b>Preparation:</b></p> | <p>Trainer needs to prepare 4 to 5 “stimulus” (question, excerpt, quotation) discussion topics. Trainer needs to select the “stimulus». It might consist of questions, quotations, historical documents, excerpts from novels, poetry, or images. Groups can all be given the same stimulus for discussion, but more often they are each given a different text related to the same theme.</p> <p>Each group also needs a Flipchart paper (We'll now refer to it as <b>Big Paper</b>) that can fit a written conversation and any added comments. In the middle of each of these, tape or write the "stimulus" (image, quotation, excerpt, etc.) that will be used to spark the participants’ discussion.</p> <p>Inform the participants that this activity will be completed in silence. All communication is done in writing. Participants should be told that they will have time to speak in large groups later. Go over all the instructions at the beginning so that they do not ask questions during the activity. Also, before the activity starts, the trainer should ask participants if they have questions to minimize the chance that participants will interrupt the silence once it has begun. A trainer can also remind participants of their tasks as they begin each new step.</p>   |
| <p><b>Description:</b></p> | <p><i>Step one: (Participants Comment on their Group’s Big Paper)</i></p> <p>Divide the participants into groups, give each group a Big Paper, and give each participant a marker. Each marker could be a different color to make it easier to see the back-and-forth flow of a conversation.</p> <p>The groups read the text (or looked at the image) in silence. After participants have read, they are to comment on the text and ask questions of each other in <i>writing</i> on the Big Paper. The written conversation must start on the topic of the text but can stray wherever the participants take it. If someone in the group writes a question, another member of the group should address the question by writing it on the Big Paper. Participants can draw lines connecting a comment to a particular question. Make sure participants know that <i>more than one</i> of them <i>can</i> write on the Big Paper at the same time. The trainer can determine the length of this step, but it should be at least 15 minutes.</p> <p><i>Step two: (Participants continue to comment on others’ Big Papers)</i></p> <p>Still working in silence, participants leave their groups and walk around reading others' Big Papers. Participants bring their marker with them and can write comments or further questions for thought on others' Big Papers.</p> |

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|                                     | <p><i>Step three: (Participants Return to their own Big Paper and Silence is Broken)</i></p> <p>The groups reassemble back at their own Big Paper. They should look at any new comments written by others. Now they can have a free verbal conversation about the text, their own comments, what they read on other papers, and the comments their fellow students wrote for them. At this point, you might ask participants to take out their journals and identify a question or comment that stands out to them.</p>  |
| <b>Learn check/<br/>Debriefing:</b> | <p><i>(Last step: Discuss as a group)</i></p> <p><i>Finally, debrief the process with the large group. The conversation can begin with a simple prompt, such as:</i></p> <ul style="list-style-type: none"> <li>• <i>“What did you learn from doing this activity?”</i></li> </ul> <p><i>This is the time to delve deeper into the content and use ideas on the Big papers to draw out students' thoughts. The discussion can also touch upon the importance and difficulty of staying silent and the participant's level of comfort with this activity.</i></p> |
| <b>Tips for the Trainer:</b>        | N/A  |
| <b>Handouts:</b>                    | N/A  |
| <b>References:</b>                  | <a href="https://www.youtube.com/watch?v=mpc9a6ZaJvA">https://www.youtube.com/watch?v=mpc9a6ZaJvA</a>  |

| Matching Tasks and Skills   |  |
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| <b>Learning Objectives:</b> | <ul style="list-style-type: none"> <li>• Practice &amp; improve the Essential Skills</li> <li>• Improve thinking by analyzing, assessing, and reconstructing the way they think.</li> <li>• Think in a self-regulated and self-corrective manner.</li> <li>• Involve mindful communication, problem-solving, and a freedom from bias or egocentric tendency in their everyday life.</li> </ul> |
| <b>Duration:</b>            | <i>60 minutes</i>  |
| <b>Materials needed:</b>    | A4 Paper, pens   |

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| <p><b>Preparation:</b></p>                 | <p>Share the List of essential skills and sheet of pares</p>  |                  |                     |                   |  |                   |         |         |         |         |         |                 |  |  |  |                   |
| <p><b>Description:</b></p>                 | <p><i>Step one:</i></p> <p>Ask the participants to brainstorm different tasks in order to include a wide range of types of problems and to record them on a sheet of paper.</p> <p>Share with each participant the table of essential skills.</p> <p>Ask them to reflect on the tasks and think about which skills from the list are required for each task.</p> <p><i>Step two:</i></p> <p>Write the abbreviation for any of the skills you think would be used to complete the task (all tasks require more than one skill).</p> <p><i>Step three:</i></p> <p>Let's discuss what they believe they need as a skill to complete a task.</p>  |                  |                     |                   |  |                   |         |         |         |         |         |                 |  |  |  |                   |
| <p><b>Learn check/<br/>Debriefing:</b></p> | <p><i>The trainer will have a list of valid skills for each problem and how relevant each is. In addition, essential skills are measured on a 5 level scale. The scale describes:</i></p> <ol style="list-style-type: none"> <li><i>1. The complexity (difficulty) of an essential skills task, question, or problem.</i></li> <li><i>2. The proficiency (ability) of a person in completing an essential skills task, question, or problem.</i></li> </ol> <p><b>THE ES MEASUREMENT SCALE</b></p> <p><i>skills need work: level 1</i></p> <p><i>skills are adequate level 2 to level 4</i></p> <p><i>skills are strong level 5</i></p> <p><b>WHAT DO THE LEVELS MEAN?</b></p> <div style="text-align: center;"> <table border="1" style="margin: auto;"> <tr> <td style="text-align: center;">skills need work</td> <td colspan="3" style="text-align: center;">skills are adequate</td> <td style="text-align: center;">skills are strong</td> </tr> <tr> <td style="text-align: center;">Level 1</td> <td style="text-align: center;">Level 2</td> <td style="text-align: center;">Level 3</td> <td style="text-align: center;">Level 4</td> <td style="text-align: center;">Level 5</td> </tr> <tr> <td style="text-align: center;">tasks are basic</td> <td colspan="3"></td> <td style="text-align: center;">tasks are complex</td> </tr> </table> </div> <p><i>They made the adequacy of the answers in the scale on 3 levels in order to reflect degrees of being basic to complex Tasks, questions, and problems at Levels 1 and 2 are less difficult than those at Levels 3, 4 and 5.</i></p> | skills need work | skills are adequate |                   |  | skills are strong | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | tasks are basic |  |  |  | tasks are complex |
| skills need work                           | skills are adequate   |                  |                     | skills are strong |  |                   |         |         |         |         |         |                 |  |  |  |                   |
| Level 1                                    | Level 2   | Level 3          | Level 4             | Level 5           |  |                   |         |         |         |         |         |                 |  |  |  |                   |
| tasks are basic                            |   |                  |                     | tasks are complex |  |                   |         |         |         |         |         |                 |  |  |  |                   |

|                                     | <p><i>People with essential skills at Levels 1 and 2 need to practice, in order to make their skills stronger. When we have skills at, or above, Level 3 we have skills that are strong enough to enable us to cope with new situations and to efficiently learn academic, technical, or job- specific skills.</i></p> <p><i>Employers prefer to have workers who are efficient, capable, learners because they can accurately solve problems, complete their work, learn new processes, and adapt to changes on the job.</i></p> <p><i>The skills are just as important in daily life. We all need to read information, fill out documents, make decisions about how much we can spend on things we want to buy, work and communicate effectively with friends, family, teachers, and employers, and use computers and other digital technologies.</i></p> |                  |  |              |    |                 |    |          |   |         |   |                    |    |                 |    |                     |     |                |    |                     |    |
|-------------------------------------|---|------------------|--|--------------|----|-----------------|----|----------|---|---------|---|--------------------|----|-----------------|----|---------------------|-----|----------------|----|---------------------|----|
| <p><b>Tips for the Trainer:</b></p> | <p>Distributing the tasks equally according to their difficulties</p> <p>Some examples of the tasks for the brainstorming:</p> <ul style="list-style-type: none"> <li>- Find an information to complete the set up for a new iphone,</li> <li>- Use a transit schedule to get to your new job on time,</li> <li>- Arrive at work early to learn the new customer payment system</li> </ul>  |                  |  |              |    |                 |    |          |   |         |   |                    |    |                 |    |                     |     |                |    |                     |    |
| <p><b>Handouts:</b></p>             | <p>1) <i>List of Essential Essential Skills:</i></p> <table border="1" data-bbox="470 1137 1157 1507"> <thead> <tr> <th colspan="2">Essential Skills</th> </tr> </thead> <tbody> <tr> <td>Reading Text</td> <td>RT</td> </tr> <tr> <td>Using Documents</td> <td>DU</td> </tr> <tr> <td>Numeracy</td> <td>N</td> </tr> <tr> <td>Writing</td> <td>W</td> </tr> <tr> <td>Oral Communication</td> <td>OC</td> </tr> <tr> <td>Thinking Skills</td> <td>TS</td> </tr> <tr> <td>Working with Others</td> <td>WWO</td> </tr> <tr> <td>Digital Skills</td> <td>DS</td> </tr> <tr> <td>Continuous Learning</td> <td>CL</td> </tr> </tbody> </table>   | Essential Skills |  | Reading Text | RT | Using Documents | DU | Numeracy | N | Writing | W | Oral Communication | OC | Thinking Skills | TS | Working with Others | WWO | Digital Skills | DS | Continuous Learning | CL |
| Essential Skills                    |   |                  |  |              |    |                 |    |          |   |         |   |                    |    |                 |    |                     |     |                |    |                     |    |
| Reading Text                        | RT  |                  |  |              |    |                 |    |          |   |         |   |                    |    |                 |    |                     |     |                |    |                     |    |
| Using Documents                     | DU  |                  |  |              |    |                 |    |          |   |         |   |                    |    |                 |    |                     |     |                |    |                     |    |
| Numeracy                            | N   |                  |  |              |    |                 |    |          |   |         |   |                    |    |                 |    |                     |     |                |    |                     |    |
| Writing                             | W   |                  |  |              |    |                 |    |          |   |         |   |                    |    |                 |    |                     |     |                |    |                     |    |
| Oral Communication                  | OC  |                  |  |              |    |                 |    |          |   |         |   |                    |    |                 |    |                     |     |                |    |                     |    |
| Thinking Skills                     | TS  |                  |  |              |    |                 |    |          |   |         |   |                    |    |                 |    |                     |     |                |    |                     |    |
| Working with Others                 | WWO   |                  |  |              |    |                 |    |          |   |         |   |                    |    |                 |    |                     |     |                |    |                     |    |
| Digital Skills                      | DS  |                  |  |              |    |                 |    |          |   |         |   |                    |    |                 |    |                     |     |                |    |                     |    |
| Continuous Learning                 | CL  |                  |  |              |    |                 |    |          |   |         |   |                    |    |                 |    |                     |     |                |    |                     |    |
| <p><b>References:</b></p>           | <p><i>Essential Skills Work Ready Youth Program</i><br/>(<a href="https://www.skillscompetencescanada.com/wp-content/uploads/2019/01/Reading_final.pdf">https://www.skillscompetencescanada.com/wp-content/uploads/2019/01/Reading_final.pdf</a>)</p>   |                  |  |              |    |                 |    |          |   |         |   |                    |    |                 |    |                     |     |                |    |                     |    |

| The Invention Challenge            |   |
|------------------------------------|---|
| <p><b>Learning Objectives:</b></p> | <ul style="list-style-type: none"> <li>● Improve problem solving.</li> <li>● Analyzing an argument</li> </ul> |

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|--------------------------|--|
|                          | <ul style="list-style-type: none"> <li>• Critical Thinking.</li> </ul>   |
| <b>Duration:</b>         | 60 minutes   |
| <b>Materials needed:</b> | Color tools and white sheets to be distributed over the tables in front of the groups.   |
| <b>Preparation:</b>      | N/A  |
| <b>Description:</b>      | <p><i>Step one:</i></p> <p>Divide the participants into different groups and ask them to think of different problems that they would like to solve (for example: a problem relating to your country, the whole earth, your community, or even within your own home).</p> <p>Also, ask them to reflect on: Have you ever thought of a product you would like to invent; something that would help solve a problem that you think is important? Want to give it a try?</p> <p><i>Step two:</i></p> <p>Below is a set of steps the participants can follow, to help them plan their own unique invention and to describe it to potential partners, investors, and users.</p> <ol style="list-style-type: none"> <li>The trainer will ask them to think of what the big problem is that they would like to solve (for example, climate change) and write it down.</li> <li>The trainer will check on the 1<sup>st</sup> point then ask them to think of a problem, related to the big one, but small enough that their invention could have an impact. It might be something within their home, community, school, or job. Write down what the problem is. Try to describe it in one sentence. To keep it clear and manageable</li> <li>The trainer will check the second point then ask them to put their thinking skills to work to imagine a product that could help to solve the problem you identified.</li> <li>Name their invention and draw a model of what they think it will look like.</li> <li>The trainer will ask to create a list, describing the people they think will use their invention. Some questions to consider such as: <ul style="list-style-type: none"> <li>• How old are they?</li> <li>• Where do they live?</li> <li>• What sorts of jobs do they have if they are of working age?</li> </ul> </li> </ol> |

|                                     |   |
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|                                     | <p><i>Step three:</i></p> <p>Ask to think of at least three (3) questions you will need to find answers to, in order to be able to develop their invention.</p> <p>List the questions and ideas for where you might start your research to find the answers.</p>  |
| <b>Learn check/<br/>Debriefing:</b> | <ul style="list-style-type: none"> <li>• <i>Checking the validity of the relationship between the problem and the invention according to a scale whether it is relevant- semi relevant- non relevant.</i></li> </ul>  |
| <b>Tips for the<br/>Trainer:</b>    | N/A   |
| <b>Handouts:</b>                    | N/A   |
| <b>References:</b>                  | <p><i>Essential Skills Work Ready Youth Program</i></p> <p><a href="https://www.skillscompetencescanada.com/wp-content/uploads/2020/06/ZZ.EN_TS_FINAL.pdf">https://www.skillscompetencescanada.com/wp-content/uploads/2020/06/ZZ.EN_TS_FINAL.pdf</a></p> <p><a href="https://guidedpathways.ca/essential-skills-work-ready-youth-program/">https://guidedpathways.ca/essential-skills-work-ready-youth-program/</a></p> |

## Work-based Simulations to foster Critical Thinking

Critical thinking is among the most desired soft skills for new recruits and especially for the youth, meaning the group of people starting their professional career. In the workplace, employees with critical thinking skills are less likely to take situations for granted or accept information without questioning them.

Therefore, critical thinking helps employees deal with particular or unique situations and/or new information and most specifically filter new information and take the necessary actions when facing a challenging situation or a problem.

Additionally, critical thinkers are typically able to explain in detail their motivations and goals. This gives them a perspective and at the same time enables them to gain a better understanding of potential career pathways, working conditions, and roles that may provide them with fulfilment and/or pleasure. Critical thinking skills can be considered a tool for defining and achieving career goals while at the same time managing expectations.

To assess the effectiveness of the proposed activities in achieving our goal, a workshop was conducted locally in Cairo, Egypt, from February 20th to 28th.

Main scope of this training was to conduct exercises using non-formal educational (NFE) methods involving twenty-four (24) young participants. All exercises focused on developing skills related to critical thinking. Eleven (11) out of the twelve (12) exercises included in the handbook were completed. The trainer merged the proposed exercises in the design thinking model and delivered a training with both theoretical and practical components.

Each exercise was evaluated separately. The evaluation sheet included questions related to the length, the utility, the learning experience (whether the person learned something new), and the content using an 1 (not satisfied) to 5 (very satisfied) scale.

The implemented exercises were:

- 1) Take a step forward,
- 2) Creation of Social Entrepreneurship
- 3) Inclusive
- 4) 6 thinking hats
- 5) Matching Tasks and Skills
- 6) Critical thinking by POV (point of view)
- 7) Critical thinking by Analyzing new articles.
- 8) My Social Media Platform

- 9) The other him and I
- 10) ESL DEBATE
- 11) Big Paper: Building Silent Conversation.

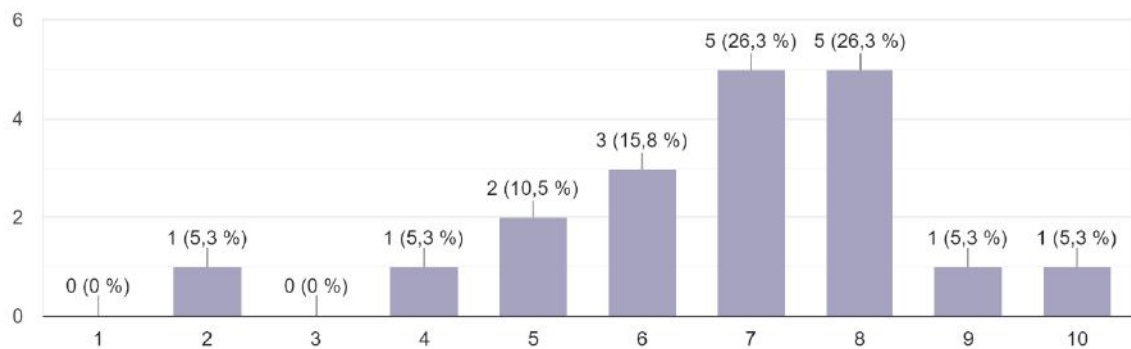
The exercise that had the greatest impact (on the 1 to 5 scale) in terms of utility was "My social media platform", followed by the activity "Inclusive".

The "Big Paper" was the exercise that had the greatest impact on the learning experience. Followed by the exercises "the other him and I" and "Make a Step forward".

The exercise that did not have the corresponding impact in terms of utility and learning experience was "6 thinking hats". Thirteen (13) out of 18 students scored the exercise on a scale of 4 to 5, relating to its utility and respective role in the learning process.

On a general level, participants remained satisfied with the overall training, as we can see from the graphic below. Out of the 19 participants, the majority gave a 6+ to the training (15 persons), while 4 participants graded the seminar with a 5- score.

**TRAINING OVERALL**  
19 respuestas





## Theoretical Basis of Creativity

Creative thinking skills are one of the key competencies for the twenty-first century since they allow us to remain flexible and deal with the opportunities and challenges that come with our complex and rapidly changing world. In addition to being valued in the arts and sciences, creativity has been demonstrated to be crucial in tackling everyday problems. Creativity could be defined as the "process of creating something new and useful" (Sternberg & O'Hara, 1999). There are two dimensions behind creativity. The first dimension is that innovation is a daily occurrence; as a result, everyone can be creative as part of their contribution to the business environment, and everyone must participate in creative processes. The second dimension is utility, which refers to tangible or practical techniques of assessing the use of new concepts (Shalley et al., 2004).

Often the terms creativity and innovation are used interchangeably, or creativity is viewed as a precursor, sub-dimension, or overall umbrella of innovation. The process of transforming an idea into a marketable product or service is referred to as innovation (Trott, 2008). In this regard, there is a lot of overlap between the concepts of innovation and creativity. The emphasis on the interaction between the creative individual, the product, the process, and the environment vary across conceptualizations of creativity.

McWilliam and Dawson (2008) observe an evolution in the conceptualization of creativity from a "first generation" understanding based on an innate quality of an artistic individual to a "second generation" understanding that sees creativity as a collaborative process applicable to a variety of disciplines such as business and science. This modern understanding dispels myths about creativity as an individualistic process in flamboyant, gifted individuals that requires a higher level of intelligence and cannot be taught or learned (Leonard & Swap, 1999).

The increasing focus on creativity in education has been evident for several years with the aim of personal and professional development, in an attempt to bridge the needs between educational systems and the development or realization of personal creativity. Given the uncertainties evident in most reasonable predictions about the future of jobs and the seemingly inevitability of continued and increasingly intense technological disruption, education systems are adapting or at least now beginning to ask serious questions about an approach to fostering creativity in students. One of the most important responsibilities of education is to prepare students for uncertainty, which is also a complex challenge. Nevertheless, creativity thrives in uncertainty, and creative people are more open to challenges in order to deal with ambiguous and difficult problems, whether in their personal or professional lives (Wilson et al., 2017).

"Creative industries" is a general term used to describe industries that have their origins in individual creativity, skills, and talent and that have the potential to create wealth and jobs through the production and exploitation of intellectual property (Mao & Shen, 2022). Art, design, film, music, writing, fashion, games, architecture, and advertising are examples of

creative industries that produce goods and services with "cultural, artistic, or simply recreational value" (Caves, 2000). Due to the uncertainty of the labour market, flexible collaboration, and prevalence of project-based work, investing in an individual's employability is critical to developing and sustaining a career in the creative industries (Hesmondhalgh, 2013).

What is more, according to creativity is a trait that is highly valued by all cultures in a variety of contexts, ranging from education to business. Since creativity is a phenomenon that results in the appreciation, adoption, cultivation, or rejection of ideas and products that are valued differently in various cultural contexts, there can be no creativity without culture (Mourgues et al., 2015). However, what it means to be creative varies greatly between cultures. One example would be that some cultures value innovation and originality in design, while others do not. Some cultures focus on creativity as highly artistic, whereas others regard creativity as applicable to all aspects of life.

How creativity may be improved and if it can be taught to people have long been topics of interest. High levels of creativity have been linked to a variety of factors. These include cognitive stimuli like novel associations, different styles, and incubation, as well as social stimuli like competition, accountability, upward comparisons, and goals (Paulus, 2000). However, it is unclear if these stimuli can be applied universally or whether particular elements encourage creativity in different ways depending on the culture.

The following educational activities are designed to enhance the creativity of the trainees, which are mainly aimed at young people, but can also be used for other age groups. The overall aim of the following training activities is to maximize the creative potential and employability of trainees through creativity enhancement.

## Practical Exercises to Promote Creativity

| Mental Imagery              |   |
|-----------------------------|---|
| <b>Learning Objectives:</b> | <p>The imagination procedures can help the person <b>generate ideas, set targets to achieve, inspire their work</b> etc.</p> <p><b>Different factors of imagery include:</b></p> <ul style="list-style-type: none"> <li>● Mental practice of specific performance skills,</li> <li>● Improving confidence and positive thinking,</li> <li>● Problem solving,</li> <li>● Anxiety control,</li> <li>● Anger management,</li> <li>● Performance review and analysis,</li> <li>● Preparation for performance, and</li> <li>● Maintain mental balance at work.</li> </ul>  |
| <b>Duration:</b>            | <i>40 minutes</i>   |
| <b>Materials needed:</b>    | Yoga Mats (Not necessarily), A4 Papers and Markers  |
| <b>Preparation:</b>         | <p>Turn down the lights and create a relaxing atmosphere. Put on relaxing music as a background (optional).</p> <p>Explain to the participants the aim of the exercise. They shall take a guided imaginary journey and think about the challenges they may face. In order to do so, they should relax their body &amp; mind (empty their heads if possible) and to use their imagination to make the process as real as possible.</p> <p>Now we can turn off the lights and start.</p>  |
| <b>Description:</b>         | <p>Lie down (or take a seat) in a comfortable position. Your back should be straight, and your arms should be slightly open with your palms facing upwards. Close your eyes and take a deep breath. With each exhalation, let go of all tensions. Relax more and more.</p> <p>Breath-in breath-out.</p> <p>Imagine you are on a deserted beach. Listen to the sound of the waves and smell the ocean. A gentle breeze caresses your face.</p> <p>Walk on the beach, and let our toes sink into the sand. You are calm and relaxed. Your steps lead you in front of a chest that was washed up onto the beach.</p> <p>How does the chest/ footlocker look like?</p> <p>Touch it,</p> |

| Mental Imagery                      |   |
|-------------------------------------|---|
|                                     | <p>Try to open it. Can you open it easily?</p> <p>Inside the chest, you find a treasure. Valuable items, magic potions/ filters, and symbols. You look at them, you touch them. You recognize their value to you. You can choose three items to take along with you. Choose those you desire the most.</p> <p>Close the chest now. While carrying your three valuable items, you start going back. You are back in the room. Stretch and start moving slowly your body, hands, head, and feet. Slowly- slowly, open your eyes when ready. If you are lying down, please come to a sited position.</p> <p>Take a piece of paper and draw your treasures.</p> <p>Let's discuss.</p>   |
| <b>Learn check/<br/>Debriefing:</b> | <ul style="list-style-type: none"> <li>● <i>How did you feel during the procedure?</i></li> <li>● <i>How do you describe the valuable items you picked? Do they match your needs and/ or your desires?</i></li> <li>● <i>Was it easy for you to leave your reality behind and start imagining?</i></li> <li>● <i>How did you feel when on hold of the items?</i></li> </ul>   |
| <b>Tips for the<br/>Trainer:</b>    | <p>Make sure before starting that all the participants understand the key English words that shall be used during the exercise, such as valuable items, chest/footlocker, exhalation, etc.</p> <p>Read in a gentle way, in a steady tone, and with a calm, relaxing voice (please be neither too loud nor whisper). Everybody should be able to hear without an effort.</p> <p>Read slowly, take breaks, and give time to the participants to do the imaginary work.</p> <p>Remember that there shouldn't be any disruptions when you're implementing the exercise. All questions the participants may have regarding the process should be answered before you start. No interruptions or questions during the exercise should take place.</p> <p>Ensure that, in case you choose to listen to music during the exercise, you should choose something calm, relaxing, and not too loud (music with lyrics is not recommended).</p> |
| <b>Handouts:</b>                    | N/A   |

| Mental Imagery     |  |
|--------------------|--|
| <b>References:</b> | Beneti, F. (2020). <i>Group animation with the Synthetiki Paigniodrasi Method</i> . Athens: Empsychosis. |

| The Advertisement and the Anti-advertisements |   |
|---|---|
| <b>Learning Objectives:</b>                   | <ul style="list-style-type: none"> <li>● Help participants generate as many creative ideas as possible,</li> <li>● Boost their imagination.</li> <li>● Acquire new skills.</li> </ul>   |
| <b>Duration:</b>                              | <i>70-90 minutes</i>  |
| <b>Materials needed:</b>                      | <p>Photos and pictures of different products</p> <p>Painting materials: A4/A3/A2 paper, wooden crayons etc.</p>   |
| <b>Preparation:</b>                           | You divide the group into smaller teams of 5 to 6 people.   |
| <b>Description:</b>                           | <p><i>Step One:</i></p> <p>We present to each team photos or pictures of different products. We suggest they use them as inspiration to make their own TV advertisement of one of those products, using any available material. They are free to improvise or reproduce the advertisement (20 min).</p> <p>Each team should present their advertisement to the group (15-20 min in total- always depending on the number of teams though).</p> <p><i>Step two:</i></p> <p>Each team should deconstruct and critique their own advertisement and then create their own anti-advertisement “exposing” the product and preventing consumers from buying it.</p> <p>For example (to be shared with the teams in case they do not fully grasp the concept of the exercise), we can create an advertisement for insecticides by having the protagonists try to exterminate a huge mutant cockroach. An anti-advertisement of an insecticide could highlight the negative effect of the product for the environment.</p> |
| <b>Learn check/ Debriefing:</b>               | <ul style="list-style-type: none"> <li>● <i>How would you describe the experience of participating in this exercise in general?</i></li> <li>● <i>Was it easy or difficult to recreate the advertisements?</i></li> <li>● <i>Was it easy or difficult to use your imagination?</i></li> </ul>   |

| The Advertisement and the Anti-advertisements |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• <i>How was your collaboration with your teammates?</i></li> </ul> |
| <b>Tips for the Trainer:</b>                  | N/A  |
| <b>Handouts:</b>                              | N/A  |
| <b>References:</b>                            | Beneti, F. (2020). <i>Group animation with the Synthetiki Paigniodrasi Method</i> . Athens: Empsychosis.   |

| Simple Ethnography          |   |
|-----------------------------|---|
| <b>Learning Objectives:</b> | <ul style="list-style-type: none"> <li>• Developing Observation Skills</li> <li>• Cultivating Empathy and Cultural Understanding</li> <li>• Challenging Assumptions and Stereotypes</li> <li>• Enhancing Creativity and Lateral Thinking</li> <li>• Developing Analytical and Interpretive Skills</li> <li>• Promoting Effective Communication</li> <li>• Encouraging Reflective Practice</li> <li>• Fostering Cross-Cultural Competence</li> <li>• Nurturing a Sense of Curiosity and Wonder</li> <li>• Encouraging Ethical Research and Engagement</li> </ul>   |
| <b>Duration:</b>            | <i>90 minutes</i>   |
| <b>Materials needed:</b>    | <p>For a simple ethnography exercise aimed at fostering creativity, you don't need extensive materials. However, here are some materials that can be useful during the exercise:</p> <p>Notebook or Journal, Pens, Pencils, and Markers, Camera or Smartphone Camera, Research Materials (such as books, articles, or online resources about the group they will be studying), maps or diagrams, multimedia resources, and art supplies.</p> <p><i>Remember, the emphasis of a simple ethnography exercise is on participant engagement, observation, and reflection rather than heavily relying on materials. The focus should be on the participants' interactions with the group were observed, their ability to analyze cultural elements, and their creative expression of their findings.</i></p> |

| Simple Ethnography  |  |
|---------------------|--|
| <b>Preparation:</b> | <p>To prepare for a simple ethnography exercise that encourages creativity, consider the following steps:</p> <ul style="list-style-type: none"> <li>➤ Define the Purpose and Learning Objectives: Clarify the purpose of the exercise and identify the specific learning objectives you want to achieve.</li> <li>➤ Choose a Group or Community: Select a specific group or community that participants will study during the exercise.</li> <li>➤ Conduct Background Research: Gather relevant background information about the chosen group or community.</li> <li>➤ Plan Observation Methods: Determine the methods participants will use to observe and engage with the group. Encourage a mix of participant observation, interviews, and document analysis.</li> <li>➤ Develop observation guides or questionnaires: Create observation guides or questionnaires that participants can use during their fieldwork. These guides can include prompts for noting specific cultural practices, rituals, symbols, or behaviors they observe.</li> <li>➤ Consider Ethical Considerations: Ensure that participants are aware of and adhere to ethical considerations when engaging with the group. Emphasize respect for privacy, consent, and cultural sensitivities. Provide guidance on how to approach sensitive topics or situations that may arise during the exercise.</li> <li>➤ Provide training or workshops: Offer training sessions or workshops to prepare participants for the ethnography exercise. Cover topics such as active listening, effective interviewing techniques, note-taking skills, and cultural sensitivity.</li> <li>➤ Establish logistics: Determine the logistics of the exercise, including the duration, location, and schedule.</li> <li>➤ Communicate Guidelines and Expectations: Clearly communicate the guidelines, expectations, and timeline of the exercise to participants. Provide them with a detailed overview of what is expected during the fieldwork, how to handle any challenges that may arise, and the timeline for debriefing and sharing findings.</li> <li>➤ Anticipate and adapt: Keep in mind that the ethnography exercise is an iterative process. Anticipate that participants may encounter unexpected situations or challenges during their fieldwork. Be prepared to offer support, adapt plans if needed, and encourage participants to be flexible and open to new experiences.</li> </ul> <p>By thoroughly preparing for a simple ethnography exercise, you can set the stage for a meaningful and creative exploration of a group's culture. Preparation helps participants engage effectively, fosters ethical research practices, and enhances the overall learning experience.</p> |

|                            |   |
|----------------------------|---|
| <p><b>Description:</b></p> | <p>The exercise <i>begins</i> with a clear articulation of the purpose and learning objectives. The facilitator or trainer communicates the value of ethnography in fostering creativity, challenging assumptions, and developing cultural awareness.</p> <p>Participants are <i>introduced</i> to the chosen group or community through background research materials that provide a foundational understanding of their history, practices, values, and significant events. This knowledge serves as a starting point for participants to engage with the group and deepen their understanding.</p> <p><i>During</i> the fieldwork phase, participants are encouraged to <i>actively</i> observe and interact with the group. They employ ethnographic methods such as participant observation, interviews, and document analysis to gather data and insights. The facilitator may provide observation guides or questionnaires to help structure their observations and guide their inquiries.</p> <p>Participants are urged to approach the exercise with an open mind, embracing curiosity and suspending judgment. They are encouraged to challenge their preconceived notions and stereotypes, fostering empathy and cross-cultural understanding.</p> <p><i>Throughout the exercise</i>, participants are invited to be creative in their analysis and interpretation of the collected data. They explore patterns, connections, and unique aspects of the group's culture, seeking alternative perspectives and unconventional insights.</p> <p>Regular reflection sessions provide opportunities for participants to share their experiences, insights, and challenges. These sessions foster open dialogue, allowing participants to analyze their findings, question their biases, and reflect on their personal growth and development.</p> <p><i>Upon completion of the fieldwork phase</i>, participants engage in a debriefing session. They analyze their data, draw conclusions, and summarize their key findings. They may use various forms of expression, such as storytelling, visual representations, or creative writing, to convey their insights.</p> <p>The exercise culminates in the sharing of the findings with others. Participants have the opportunity to present their work through reports, presentations, or creative projects. This sharing process celebrates their achievements, acknowledges the value of their contributions, and encourages further dialogue and learning.</p> |
|----------------------------|---|



| Simple Ethnography                         |  |
|--|--|
| <p><b>Learn check/<br/>Debriefing:</b></p> | <p><i>Debriefing is a crucial component of a simple ethnography exercise as it provides an opportunity for participants to reflect on their experiences, share insights, and collectively make sense of their findings.</i></p> <p><i>Facilitate the discussion by asking open-ended questions that encourage participants to delve deeper into their experiences. Some sample questions could include:</i></p> <ul style="list-style-type: none"> <li>● <i>What were your overall impressions of the user's behavior during the observation period?</i></li> <li>● <i>How did your initial assumptions or stereotypes change throughout the exercise?</i></li> <li>● <i>What challenges did you encounter during your fieldwork, and how did you overcome them?</i></li> <li>● <i>Did you notice any patterns or trends in their behavior?</i></li> <li>● <i>Were there any unexpected behaviors that you observed?</i></li> <li>● <i>Did you discover any unique cultural practices or aspects that stood out to you?</i></li> <li>● <i>How did your understanding of the group or community evolve throughout the exercise?</i></li> </ul>  |
| <p><b>Tips for the<br/>Trainer:</b></p>    | <p>As a trainer facilitating a simple ethnography exercise aimed at fostering creativity, here are some <b>tips</b> to enhance the participants' experience:</p> <p><b>Set the Tone:</b> Create a positive and open-minded atmosphere from the start. Emphasize the importance of creativity, curiosity, and cultural sensitivity throughout the exercise. Encourage participants to embrace new perspectives and challenge their assumptions.</p> <p><b>Clearly Communicate Expectations:</b> Clearly communicate the objectives, guidelines, and timeline of the exercise to participants. Ensure they understand what is expected of them during the fieldwork and debriefing stages. Address any questions or concerns they may have.</p> <p><b>Provide Context and Background:</b> Offer participants relevant background information about the group or community they will be studying. Share insights about the culture, history, traditions, and significant events that can inform their observations and interactions.</p> <p><b>Foster Active Listening and Observation:</b> Guide participants in developing active listening and observation skills. Emphasize the importance of being</p> |

| Simple Ethnography |   |
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|                    | <p>present, attentive, and receptive during interactions with the group. Encourage them to take note of both verbal and nonverbal cues.</p> <p><b>Encourage Diverse Data Collection Methods:</b> Encourage participants to use a variety of data collection methods, such as participant observation, interviews, and document analysis. Help them explore different avenues to gather a comprehensive understanding of the group's culture.</p> <p><b>Stimulate Creative Thinking:</b> Incorporate activities or exercises that stimulate creative thinking and alternative perspectives. Encourage participants to think beyond the obvious and consider unique or unconventional aspects of the group's culture. Promote the exploration of different mediums for expression, such as storytelling, art, or multimedia.</p> <p><b>Supportive Fieldwork Guidance:</b> Offer support and guidance to participants during the fieldwork phase. Be available to answer questions, address concerns, and provide feedback on their approach. Encourage them to reflect on their experiences and offer suggestions for further exploration.</p> <p><b>Foster Collaboration and Discussion:</b> Create opportunities for participants to collaborate, discuss their observations, and share insights with each other. Facilitate group discussions that encourage the exchange of ideas, perspectives, and interpretations. Encourage participants to learn from one another's experiences.</p> <p><b>Provide Constructive Feedback:</b> During debriefing sessions, provide constructive feedback on participants' findings, interpretations, and presentations. Help them refine their analysis, challenge their assumptions, and deepen their understanding of the group's culture. Offer guidance on effective communication and presentation skills.</p> <p><b>Celebrate and Acknowledge Participants' Contributions:</b> Recognize and celebrate participants' efforts, insights, and growth throughout the exercise. Create a space where participants feel valued and acknowledged for their contributions. Encourage a sense of accomplishment and pride in their work.</p> <p>Remember to adapt these tips to suit the specific needs and dynamics of the participants and the chosen group. Flexibility, cultural sensitivity, and a supportive facilitation approach will contribute to a successful and enriching simple ethnography exercise.</p> |
| <b>Handouts:</b>   | N/A   |

| Simple Ethnography |  |
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| <b>References:</b> | <p>Liberating Structure was developed by Henri Lipmanowicz and Keith McCandless. Inspired by Chris McCarthy and ethnographers in the Innovation Learning Network:</p> <p><a href="https://www.liberatingstructures.com/28-simple-ethnography/">https://www.liberatingstructures.com/28-simple-ethnography/</a></p> |

| Lightning Demos             |   |
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| <b>Learning Objectives:</b> | <ul style="list-style-type: none"> <li>● Expand Knowledge and Awareness</li> <li>● Foster Creativity and Inspiration</li> <li>● Encourage Effective Communication</li> <li>● Develop Analytical Skills</li> <li>● Enhance Collaboration and Teamwork</li> <li>● Encourage Adaptability and Open-Mindedness</li> <li>● Develop Presentation Skills</li> <li>● Stimulate Problem-Solving Abilities</li> </ul>   |
| <b>Duration:</b>            | <i>60-90 minutes</i>  |
| <b>Materials needed:</b>    | <p>The Lightning Demos exercise is designed to expose participants to a variety of ideas, concepts, and solutions in a short period of time. Here are some materials you can use to facilitate the exercise:</p> <p>Presentation Slides (Prepare a set of presentation slides featuring a diverse range of ideas, concepts, products, or solutions related to the topic or theme of the exercise), Worksheets, Timer or Stopwatch, Internet Access and Projector, Sample Products or Prototypes, Additional Reference Materials (such as books, articles, or case studies, related to the showcased ideas or concepts), Flipchart Markers or Whiteboard Pens, Evaluation Forms or Feedback Cards.</p> |
| <b>Preparation:</b>         | <p>To prepare for a creative Lightning Demos exercise, follow these steps:</p> <ul style="list-style-type: none"> <li>➤ Define the Objective: Clarify the purpose of the Lightning Demos exercise. Determine whether you want to inspire participants, expose them to innovative ideas, or encourage creative problem-</li> </ul>   |

| Lightning Demos |  |
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|                 | <p>solving. Understanding the objective will help guide your preparation.</p> <ul style="list-style-type: none"> <li>➤ Choose a Theme or Topic: Select a specific theme or topic that aligns with the objectives of the exercise. This can be a broad area or a specific problem that participants will explore through the Lightning Demos. Ensure the theme or topic is relevant to the participants' interests and the overall learning goals.</li> <li>➤ Research and Curate Content: Conduct thorough research to find a diverse range of ideas, concepts, products, or solutions related to the chosen theme or topic. Explore various sources, including books, articles, online platforms, industry publications, or case studies. Curate a collection of content that represents different perspectives, approaches, and innovations.</li> <li>➤ Select Lightning Demo Examples: From the curated content, select a subset of examples that you will present during the Lightning Demos session. Aim for a variety of ideas, ranging from well-established concepts to emerging trends. Choose examples that are relevant, engaging, and thought-provoking. Consider including both successful and unsuccessful cases to promote critical thinking.</li> <li>➤ Prepare Presentation Materials: Create visually appealing presentation slides that showcase each Lightning Demo example. Include key information, visuals, images, videos, or interactive elements to engage participants. Structure the presentations to be concise, providing enough information to convey the main points within the allotted time frame.</li> <li>➤ Determine Time Allocation: Decide on the time allocation for each Lightning Demo presentation. Typically, Lightning Demos are brief, lasting between 3 to 5 minutes per demo. Consider the number of demos you want to showcase and ensure that the total time fits within the overall session duration.</li> <li>➤ Plan the Session Flow: Determine the order of the Lightning Demos and the overall flow of the session. Consider starting with a captivating or attention-grabbing demo to set the tone. Arrange the demos in a logical sequence, building upon each other or presenting contrasting ideas. Leave room for discussion and reflection after each demo.</li> <li>➤ Practice Timing: Time yourself while presenting each Lightning Demo to ensure that you can effectively convey the key points within the allocated time. Adjust the content and delivery as needed to stay within the time limit. Practicing will help you maintain a smooth and engaging session flow.</li> <li>➤ Anticipate Discussion Points: Reflect on potential discussion points or questions that may arise from each Lightning Demo. Prepare prompts or guiding questions to facilitate meaningful conversations and encourage participants to share their thoughts, insights, and inspirations.</li> <li>➤ Prepare Supplementary Materials: Consider preparing additional resources, such as handouts, reference materials, or further</li> </ul> |

| Lightning Demos            |   |
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|                            | <p>reading suggestions, related to the showcased Lightning Demo examples. These materials can provide participants with opportunities for deeper exploration and follow-up after the session.</p> <p>By thoroughly preparing for the Lightning Demos exercise, you can ensure a smooth and impactful session that sparks creativity, inspires participants, and fosters insightful discussions.</p>   |
| <p><b>Description:</b></p> | <p>The Lightning Demos exercise is a dynamic and interactive session designed to introduce participants to a range of ideas and concepts related to a specific theme or topic. <i>During the exercise</i>, a facilitator presents a series of concise and impactful demonstrations, each lasting only a few minutes. These lightning-fast presentations provide participants with a rapid-fire exposure to various examples, sparking their creativity and igniting their imagination.</p> <p>The facilitator carefully selects a diverse collection of examples that showcase innovative solutions, creative approaches, or interesting concepts relevant to the chosen theme. Each Lightning Demo is presented using visually engaging slides, videos, or demonstrations that encapsulate the essence of the showcased idea. The presentations are concise yet informative, capturing the key points and inspiring participants to explore further.</p> <p><i>Following each Lightning Demo</i>, there is a brief moment for participants to reflect, share immediate reactions, and ask questions. This allows for dynamic discussions, idea sharing, and the exploration of participants' initial thoughts and inspirations. The facilitated discussion encourages participants to make connections, analyze the presented concepts, and delve deeper into their implications.</p> <p>The Lightning Demos exercise not only exposes participants to a range of ideas and concepts but also promotes critical thinking, innovation, and collaborative learning. Participants are <i>encouraged</i> to actively engage in the session, ask questions, share their perspectives, and contribute to the collective exploration of the showcased examples. The exercise creates an environment that nurtures open-mindedness, creativity, and a willingness to explore unconventional approaches.</p> <p><i>Throughout the Lightning Demos exercise</i>, participants have the opportunity to experience a condensed journey through a myriad of concepts and solutions. They gain exposure to a wide array of innovative thinking and diverse approaches, which can inspire them in their own projects, problem-solving endeavors, or creative pursuits.</p> <p><i>By the end</i> of the exercise, participants will have expanded their knowledge, developed a broader perspective, and potentially discovered new avenues</p> |

| Lightning Demos                            |   |
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|  | <p>for their own creative exploration. The Lightning Demos exercise serves as a catalyst for inspiration, collaboration, and the cultivation of a creative mindset.</p>   |
| <p><b>Learn check/<br/>Debriefing:</b></p> | <p><i>After conducting the Lightning Demos exercise, it's important to facilitate a debriefing session to help participants reflect on their experiences, consolidate their learning, and deepen their understanding. Here are some steps to follow for an effective debriefing session:</i></p> <p><i>Recap the Lightning Demos: Begin the debriefing by briefly summarizing the key ideas, concepts, or solutions that were showcased during the Lightning Demos. Remind participants of the variety and diversity of examples they were exposed to and highlight any common themes or patterns that emerged.</i></p> <ul style="list-style-type: none"> <li>● <i>Encourage Reflection: Create an open and supportive atmosphere where participants can freely share their thoughts and reactions to the Lightning Demos. Encourage them to reflect on their initial impressions, the ideas that resonated with them, and any connections they made between the presented concepts and their own experiences or projects.</i></li> <li>● <i>Promote Discussion: Facilitate a discussion by asking open-ended questions that encourage participants to delve deeper into their thoughts and insights. Explore how the showcased examples challenged their thinking, inspired new ideas, or provided fresh perspectives on the chosen theme or topic. Encourage participants to share specific examples or moments that stood out to them and explain why.</i></li> <li>● <i>Discuss Applications: Guide the conversation towards the practical applications of the showcased concepts. Ask participants how they envision applying or adapting these ideas in their own work, projects, or contexts. Encourage them to consider the potential impact and feasibility of integrating the demonstrated concepts into their practice.</i></li> <li>● <i>Share Inspirations: Give participants the opportunity to share any creative inspirations or innovative ideas that emerged during or after the Lightning Demos. Create a supportive space for participants to exchange thoughts and provide feedback to one</i></li> </ul> |

| Lightning Demos                     |   |
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|                                     | <p><i>another. Encourage them to consider how the exercise has influenced their thinking and expanded their creative possibilities.</i></p> <ul style="list-style-type: none"> <li>● <i>Extract Key Learnings: Summarize the main takeaways from the Lightning Demos exercise as identified by participants. Highlight common themes, insights, or lessons that emerged from the discussion. This helps consolidate participants' learning and provides a collective understanding of the exercise's impact.</i></li> <li>● <i>Discuss Follow-Up Actions: Explore possible follow-up actions participants can take based on the insights gained from the Lightning Demos. Encourage them to identify specific steps they can implement to further explore or incorporate the showcased concepts into their work or projects. This could include further research, collaboration, prototyping, or experimentation.</i></li> <li>● <i>Offer Closing Remarks: Conclude the debriefing session with closing remarks that emphasize the value of creativity, diverse perspectives, and continuous learning. Encourage participants to continue exploring and seeking inspiration beyond the exercise and highlight the importance of incorporating innovative thinking into their ongoing endeavors.</i></li> </ul> <p><i>The debriefing session should be a collaborative and participatory experience, allowing participants to actively engage, share their thoughts, and learn from one another. It provides a valuable opportunity for participants to reflect on their journey through the Lightning Demos exercise and helps solidify their creative insights and inspirations.</i></p> |
| <p><b>Tips for the Trainer:</b></p> | <p>Use impactful visuals, videos, or demonstrations to capture participants' attention and convey the essence of the showcased ideas. Make sure the content is clear, well-structured, and easily digestible within the allotted time frame.</p> <p>Keep the Lightning Demos fast-paced and energetic to maintain participants' engagement.</p> <p>Curate a diverse range of examples that cover different aspects and perspectives related to the chosen theme. Encourage Active Participation</p> <p>Allocate time after each Lightning Demo for participants to reflect on their immediate reactions and engage in discussions.</p>  |

| Lightning Demos    |   |
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|                    | <p>Create a safe and supportive atmosphere that encourages participants to express their thoughts and ideas without fear of judgment.</p> <p>Remain flexible and adaptive throughout the exercise. Be prepared to adjust the session flow, timing, or content based on the dynamics of the group or unforeseen circumstances.</p> <p>As the trainer, share your own insights, experiences, and reflections during the Lightning Demos.</p> <p>Encourage participants to continue exploring the showcased concepts after the Lightning Demos. Provide resources, references, or suggested further reading to support their continued learning and discovery.</p> <p>Guide the discussion to extract the main insights, encourage participants to discuss potential applications, and identify follow-up actions. Ensure the debriefing session is inclusive, respectful, and focused on collective learning.</p> |
| <b>Handouts:</b>   | N/A   |
| <b>References:</b> | Sprint: How to Solve Big Problems and Test New Ideas in Just Five Days by Jake Knapp: <a href="https://www.youtube.com/watch?v=1iH9jKHbs4">https://www.youtube.com/watch?v=1iH9jKHbs4</a>   |

| The Alternative Uses Test   |   |
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| <b>Learning Objectives:</b> | <ul style="list-style-type: none"> <li>● Divergent thinking</li> <li>● Generation of lots of ideas.</li> <li>● Develop Creativity</li> <li>● Thinking out of the box</li> </ul> |
| <b>Duration:</b>            | <i>60 minutes</i>   |
| <b>Materials needed:</b>    | Simple objects (ex: A ping pong ball, A plank of wood, A paperclip) paper pen   |
| <b>Preparation:</b>         | N/A   |



| The Alternative Uses Test       |  |
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| <b>Description:</b>             | <p><i>Step one:</i></p> <p>Divide the group into smaller teams, depending on the number of participants.</p> <p><i>Step two:</i></p> <p>Give each group two different objects. Each group has 30 minutes to think of as many possible uses for each object beyond its regular use!</p> <p>When they finish, each team will present their ideas within 10 minutes.</p> <p><i>Step three:</i></p> <p>Score the results of the test based on:</p> <ul style="list-style-type: none"> <li>● The number of uses generated for each object per group.</li> <li>● You can then rate each use in terms of how well it performs (how valuable the uses are).</li> </ul> |
| <b>Learn check/ Debriefing:</b> | <ul style="list-style-type: none"> <li>● <i>What kind of difficulties did you face during the process?</i></li> <li>● <i>Was it difficult to imagine as many different uses as possible for each object?</i></li> </ul>  |
| <b>Tips for the Trainer:</b>    | The test is usually time constrained.  |
| <b>Handouts:</b>                | N/A  |
| <b>References:</b>              | <p><i>Designed by J.P. Guilford in 1967.</i></p> <p><a href="https://www.creativehuddle.co.uk/post/the-alternative-uses-test">https://www.creativehuddle.co.uk/post/the-alternative-uses-test</a></p>  |

| Classroom Activity on Perspective Taking |  |
|--|--|
| <b>Learning Objectives:</b>              | <ul style="list-style-type: none"> <li>● Enhance diversity.</li> <li>● Development and understanding of different perspectives.</li> </ul> |
| <b>Duration:</b>                         | <i>60 minutes</i>  |
| <b>Materials needed:</b>                 | Perception picture, Overhead projector   |

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| <b>Preparation:</b>                 | <p>Check the following link:<br/><a href="https://www.youtube.com/watch?v=7f1G6Nx5VDw">https://www.youtube.com/watch?v=7f1G6Nx5VDw</a></p>   |
| <b>Description:</b>                 | <p><i>Step one:</i></p> <p>Explain to the student that you are going to show a picture on the overhead;</p> <p>You want them to look at it and think about what they see, but not say it yet.</p> <p>Show the picture without giving it a title.</p> <p><i>Step two:</i></p> <p>Ask students what they see in the picture.</p> <p><i>Step three:</i></p> <p>You will ask one of the students who saw the young woman in the picture to come up in front of the class to point it out (to show them the young woman) to the other students who didn't see the young woman (to help them see the young woman) and ask one of the students who saw the old woman to do the same.</p> <p><i>Step Four:</i></p> <p>Let's discuss (Debriefing section)</p> |
| <b>Learn check/<br/>Debriefing:</b> | <ul style="list-style-type: none"> <li>● <i>Why did some people see a young woman while others saw an old woman?</i></li> <li>● <i>Is there a correct way to draw the picture?</i></li> <li>● <i>What's your feeling toward those who saw the picture the same way you did? And toward those who saw it differently.</i></li> <li>● <i>What did you feel when you discovered the other aspect of the picture?</i></li> <li>● <i>Was there ever a time when you saw something one way and someone else saw it differently?</i></li> <li>● <i>How did you feel about the person who saw the situation differently?</i></li> </ul>  |
| <b>Tips for the Trainer:</b>        | N/A  |
| <b>Handouts:</b>                    | N/A  |

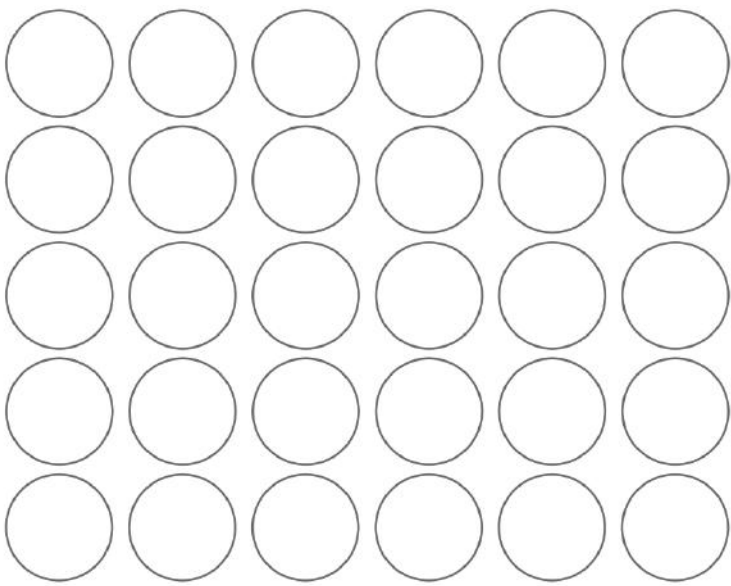
|                    |  |
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| <b>References:</b> | Webb, D. (n.d.). <i>Old Woman Young Woman Illusion</i> . All About Psychology. <a href="https://www.all-about-psychology.com/old-woman-young-woman-illusion.html">https://www.all-about-psychology.com/old-woman-young-woman-illusion.html</a> |
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| <b>The Incomplete Figure Test</b> |  |
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| <b>Learning Objectives:</b>       | <ul style="list-style-type: none"> <li>● Divergent thinking</li> <li>● Generation of lots of ideas.</li> <li>● Develop Creativity</li> <li>● Thinking out of the box</li> </ul>  |
| <b>Duration:</b>                  | <i>60 - 90 minutes</i>   |
| <b>Materials needed:</b>          | A3 papers, Pencils   |
| <b>Preparation:</b>               | <p>The trainer is invited to learn more about The Torrance Test of Creative Thinking, more specifically this exercise, in order to better understand the concept and the purpose of the activity:</p> <p>One of the most iconic elements of the Torrance Test of Creative Thinking is the Incomplete Figure test. The participant is given a shape and asked to complete the picture.</p> <p>It was developed by Ellis Paul Torrance in 1966. The test was updated in 1974, 1984, 1990, 1998 and 2008. Today, it is the most used creativity test in the world and predicts creative achievement better than any other creativity test. There are many different elements to the Torrance Test of Creative Thinking, but the Incomplete Figure Test is the most famous.</p> <p><i>The trainer will need to prepare papers with incomplete figures for the participants (Check the references below.)</i></p> |

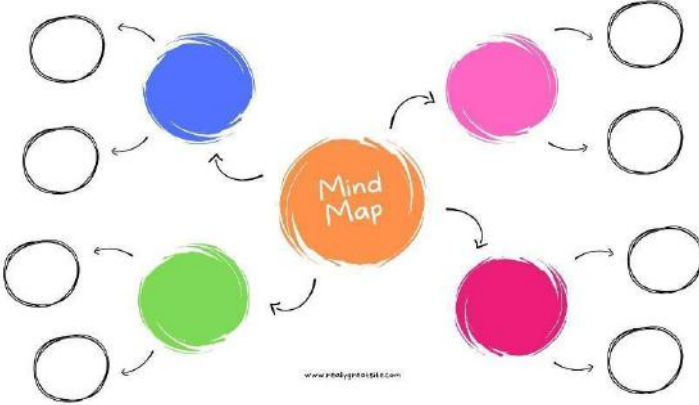
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| <b>Description:</b>             | <p><i>Step One:</i></p> <p>You can explain to the participants the scope of this exercise (please see the preparation section).</p> <p><i>Step two:</i></p> <p>Distribute to each participant 5 different incomplete figures. (<i>Tip:</i> It will be better to give the same figures to the participants.)</p> <p><i>Step three:</i></p> <p>Give the participant the appropriate time to finalize their drawing.</p> <p><i>Step four:</i></p> <p>Let's Discuss.</p>  |
| <b>Learn check/ Debriefing:</b> | <ul style="list-style-type: none"> <li>• <i>Can you see similarities between your drawing and those of the other participants?</i></li> <li>• <i>How would you describe the experience of participating in this exercise in general? (Obstacles, challenges, \ creativity)</i></li> </ul>   |
| <b>Tips for the Trainer:</b>    | N/A   |
| <b>Handouts:</b>                | N/A   |
| <b>References:</b>              | <p>Strimaityte, A. (1, January 1). <i>The Incomplete Figure Creativity Test</i>. Raisecreativekidz. <a href="https://raisecreativekidz.com/2013/01/25/the-incomplete-figure-creativity-test/">https://raisecreativekidz.com/2013/01/25/the-incomplete-figure-creativity-test/</a></p> <p>Madans , H. (2014, April 12). <i>Creativity Test: The Incomplete Figure Test</i>. A Study in Creativity. <a href="https://hannahsstudyincreativity.wordpress.com/2014/04/12/creativity-test-torrance-test-of-creative-thinking/">https://hannahsstudyincreativity.wordpress.com/2014/04/12/creativity-test-torrance-test-of-creative-thinking/</a></p> <p>Creative Thinking Exercises:<br/><a href="https://www.youtube.com/watch?v=Gy_2vcTza8c">https://www.youtube.com/watch?v=Gy_2vcTza8c</a></p> |

| 30 circles Test             |  |
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| <b>Learning Objectives:</b> | <ul style="list-style-type: none"> <li>• Think outside the box and generate ideas.</li> <li>• Train your creative fluency. By doing this exercise several times, several days apart, you can train your creative fluency and get used</li> </ul> |

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|                                     | to overcoming the blockage that occurs once all the "conventional" or obvious ideas have been found.  |
| <b>Duration:</b>                    | <i>90 minutes</i>   |
| <b>Materials needed:</b>            | Copies of the 30 circles sheet according to the number of participants, coloring pencils and a timer  |
| <b>Preparation:</b>                 | You can "warm up" the creativity of a group by encouraging participants to use divergent thinking on a simple problem.  |
| <b>Description:</b>                 | <p><i>Step one:</i></p> <p>Give a sheet of 30 circles to each participant.</p> <p><i>Step two:</i></p> <p>Ask the participant to transform as many circles as possible into recognizable objects.</p> <p><i>(Tip: For example, you can use one circle to draw a smiley and another to represent a soccer ball, to be shared with the teams in case they do not fully grasp the concept of the exercise)</i></p> <p>Tell them to aim for quantity and not quality. The idea is to complete as many circles as possible in 5 minutes max.</p> <p><i>Step three:</i></p> <p>Ask them to reflect on their own results by answering the questions that are in the debriefing section (read this part after completing the exercise).</p> |
| <b>Learn check/<br/>Debriefing:</b> | <ul style="list-style-type: none"> <li>● <i>How many circles have you filled? Are there 10, 15, or even 30?</i></li> <li>● <i>Has the same theme been applied to several circles?</i></li> <li>● <i>Was the same theme used in several circles?</i></li> <li>● <i>Was the outside of the circles used?</i></li> <li>● <i>Did you "break" the rules by combining several circles?</i></li> <li>● <i>Were you blocked? What helped you to continue, or prevented you from going further?</i></li> </ul>   |
| <b>Tips for the<br/>Trainer:</b>    | <p>The 30 Circles Challenge allows the participants to regain confidence and realize that we all have creative tendencies. This exercise can also be used to start a work session on a problem requiring an original solution (i.e., a problem for which there is no single relevant solution).</p> <p>Once the exercise is done, they will better understand the difference between convergence and divergence. Blockages linked to self-censorship are also becoming more evident.</p>  |

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|                           | <p>If the participants completed the 30 circles easily, they probably did not have a problem generating a lot of ideas.</p> <p>You can suggest to the person who may face difficulties to try the same exercise again after a few days.</p> |
| <p><b>Handouts:</b></p>   | <p><b>30 Circles Sheet Handout:</b></p>    |
| <p><b>References:</b></p> | <p>Wagener, B. (n.d.). <i>Libérez votre créativité avec l'exercice des 30 cercles</i>. Se réAliser. <a href="https://se-realiser.com/creativite-30-cercles/">https://se-realiser.com/creativite-30-cercles/</a></p>                         |

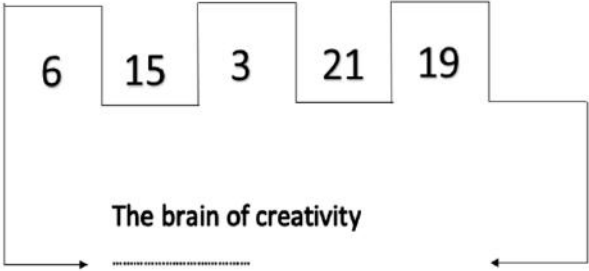
| <h3 style="text-align: center;">Mind map your creativity</h3> |  |
|---|--|
| <p><b>Learning Objectives:</b></p>                            | <ul style="list-style-type: none"> <li>● To develop creativity by exploring new ways of organizing and representing information.</li> <li>● To improve problem-solving skills by looking at a problem or idea from different perspectives.</li> <li>● To enhance critical thinking by analyzing and evaluating different solutions and the whole process.</li> </ul> |
| <p><b>Duration:</b></p>                                       | <p>60 - 90 minutes</p>   |
| <p><b>Materials needed:</b></p>                               | <p>Blank paper or flipchart, markers or pens, mind mapping platforms like MindMup, MindMaster, and Miro (optional)</p>   |
| <p><b>Preparation:</b></p>                                    | <p>Prepare a few examples of mind maps to share with the group, if desired (You can check the following link: <a href="#">Mind Meister</a>).</p>   |

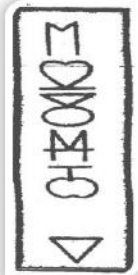

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| <p><b>Description:</b></p>             | <p>Begin by introducing the concept of mind mapping and its benefits for developing creativity and problem-solving skills.</p> <p><i>Step one:</i></p> <p>Divide the group into small teams or have participants work individually.</p> <p><i>Step two:</i></p> <p>Give each team or individual a problem or idea to brainstorm solutions for and ask them to create a mind map to organize their thoughts and ideas.</p> <p>Encourage participants to think outside the box and consider different perspectives.</p> <p><i>Step three:</i></p> <p>Allow time for teams or individuals to share their mind maps and discuss their ideas with the group.</p> |
| <p><b>Learn check/ Debriefing:</b></p> | <ul style="list-style-type: none"> <li>● <i>Reflect on your experience and the ways in which mind mapping helped you generate new ideas and solutions.</i></li> <li>● <i>Share your thoughts on how you will use mind mapping in their future problem-solving and idea-generation.</i></li> </ul>   |
| <p><b>Tips for the Trainer:</b></p>    | <p>Provide guidance on the concept of mind mapping but allow participants to explore and experiment with different techniques and styles. Encourage participants to not be afraid to explore different perspectives and to not dismiss any idea, as these may lead to new breakthroughs.</p>  |
| <p><b>Handouts:</b></p>                | <p><i>Example of mind map:</i></p>  <p><small>www.pptpoint.com</small></p>  |
| <p><b>References:</b></p>              | <p><i>By Ionut Barb with the use of Artificial Intelligence (Chat GPT)</i></p>  |

| Creative storytelling           |   |
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| <b>Learning Objectives:</b>     | <ul style="list-style-type: none"> <li>● To develop creativity by exploring new ways of generating and telling stories</li> <li>● To improve collaboration and communication skills by working in a group</li> <li>● To enhance imagination and creativity by creating unique and unexpected stories</li> </ul>   |
| <b>Duration:</b>                | <i>60-90 minutes</i>  |
| <b>Materials needed:</b>        | Blank paper or whiteboard, Markers or pens, a set of random objects or images to use as inspiration   |
| <b>Preparation:</b>             | Begin by introducing the concept of collaborative storytelling and its benefits for developing creativity and communication skills (Check the references for more information.)   |
| <b>Description:</b>             | <p><i>Step one:</i></p> <p>Divide the group into small teams of 4-5 people.</p> <p><i>Step two:</i></p> <p>Give each team random objects or images to use as inspiration or have them come up with their own starting point for the story.</p> <p>Encourage participants to think outside the box and to not be afraid to add unexpected elements to the story.</p> <p><i>Step three:</i></p> <p>Allow time for teams to share their completed stories.</p> |
| <b>Learn check/ Debriefing:</b> | <ul style="list-style-type: none"> <li>● <i>Reflect on your experience and the ways in which collaborative storytelling helped you generate new ideas and communicate effectively with your team members.</i></li> <li>● <i>Share your thoughts on how you will use this activity in their future teamwork and idea generation.</i></li> </ul>  |
| <b>Tips for the Trainer:</b>    | <p>Encourage participation from all members of the group and actively listen to their ideas.</p> <p>Provide guidance on the concept of storytelling but allow participants to explore and experiment with different techniques and styles.</p> <p>Encourage participants to not be afraid to explore different perspectives and to not dismiss any idea, as these may lead to new breakthroughs.</p>  |



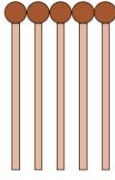

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| <b>Handouts:</b>   | N/A   |
| <b>References:</b> | <p>By Ionut Barb with the use of Artificial Intelligence (Chat GPT)</p> <p>Schaefer, H. (2020, August 18). <i>Complete the Incomplete Figure Test</i>. Innovation Strategy. <a href="https://www.hedischaefer.com/">https://www.hedischaefer.com/</a> &amp; <a href="https://www.youtube.com/watch?v=VW1c7_XPdN0">https://www.youtube.com/watch?v=VW1c7_XPdN0</a></p> |

| The Creative Soup           |  |
|-----------------------------|--|
| <b>Learning Objectives:</b> | <ul style="list-style-type: none"> <li>● Increasing awareness and raising interest in creativity among young people.</li> <li>● Through non-formal education, involve youngsters in solving issues together through creative thinking.</li> <li>● Ability to analyze things and think outside the box.</li> <li>● Being able to structure a plan of action with clear goals and deadlines</li> </ul>   |
| <b>Duration:</b>            | 90 minutes   |
| <b>Materials needed:</b>    | Colored post-its, Markers, colored pen, PC, projector, WIFI, flipchart papers, outdoor context (using outdoor resources)   |
| <b>Preparation:</b>         | <p>Make an energizer exercise that promotes creativity:</p> <p><i>Exercise 1:</i></p> <p style="color: #4a7ebb; font-size: 1.2em;">Try to find the brain of creativity ?</p> <div style="text-align: center; margin: 20px 0;">  <p>The diagram consists of five rectangular boxes arranged in a slightly descending line from left to right. The boxes contain the numbers 6, 15, 3, 21, and 19. Below these boxes is a horizontal dashed line. From the left end of this line, an arrow points to the left. From the right end, an arrow points to the right. The text 'The brain of creativity' is centered below the dashed line.</p> </div> <p><b>The answer is FOCUS.</b></p> <p>The number representing the corresponding number of the 26 letters is Alphabet ( F= 6, C= 3,...)</p> |

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|                            | <p><i>Exercise 2:</i></p> <p>Focus on the below shapes and try to find out the missing shape ?</p>  <p>:</p> <p>The <b>Answer</b> is a mirror effect:</p>  <p>When we split the shape, we will figure out that there are numbers with mirror images (1, 2, 3, 4, 5, &amp; 7); thus, the missing shape is number 6 with its mirror image.</p>   |
| <p><b>Description:</b></p> | <p><i>Step one:</i></p> <p>Preparation of the topic: Questions to be asked to the participants about the topics they want to work on: 10min</p> <ul style="list-style-type: none"> <li>● What field would you like to work in?</li> <li>● What topics do you find interesting?</li> <li>● What kind of cause would you like to defend?</li> </ul> <p><i>Step two:</i></p> <p>Divide the group into smaller teams.</p> <p>Each group chooses a topic that is relevant to the youth or something that they are interested in. It could be a problem they want to solve or a cause they want to defend.</p> <p><i>Step three:</i></p> <p>Once they have chosen the topic or issue they want to solve, each group will be asked to prepare a tasty soup with ingredients to set a strategy to</p> |

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|                                     | <p>defend their cause (climate change soup, fight gender-based violence soup, fight racism soup, etc.).</p> <p>You can say that they have 30 minutes to prepare a magic soup with great creative ingredients to solve a problem, create a project, or defend their cause!</p> <p>The ingredients are anything that could be found outdoors or in the training venue. Any object found could represent a tool or a characteristic needed in preparing their soup. It could be rocks, plants, sticks, or whatever the object is.</p> <p>What matters is how imaginatively each participant will use the object to give it a dimension that adds meaning to their soup.</p> <p><i>Step four:</i></p> <p>Presenting the soup in their (or at the) kitchen. Each group will present what their soup looks like. (10 minutes per group)</p> |
| <b>Learn check/<br/>Debriefing:</b> | <ul style="list-style-type: none"> <li>• <i>How was the workshop?</i></li> <li>• <i>Was it easy to associate qualities with the objects used to prepare the soup?</i></li> </ul>  |
| <b>Tips for the<br/>Trainer:</b>    | Give time to creativity and encourage thinking outside the box. Energizing games relating to creativity can help!   |
| <b>Handouts:</b>                    | N/A   |
| <b>References:</b>                  | <i>TOTEM Training Of Trainers in EuroMed (2012)</i>   |

| Creativity to solve community issues |  |
|--------------------------------------|--|
| <b>Learning Objectives:</b>          | <ul style="list-style-type: none"> <li>• Stimulate creative thinking.</li> <li>• Generate innovative ideas within a limited time frame.</li> </ul> |
| <b>Duration:</b>                     | <i>90 minutes</i>  |
| <b>Materials needed:</b>             | A4 paper, Markers, Flipcharts, and pens.   |
| <b>Preparation:</b>                  | <p>Make an energizer exercise that promotes creativity:</p> <p>An example:</p>   |

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|                            | <p>How to add Six matches to these Five matches<br/>To become <u>Nine</u> !!</p>  <p>Adding 6 to the existing 5 matches gives us 11.</p> <p>11 Answer: Mathematically, it is impossible to add five matches to six matches to result in nine matches. Logically, however, you can add five matches to six matches to make nine if one match is on fire, then you set that match on another match, and eventually both of those matches that were on fire burn themselves into ashes, leaving you with only nine unlit matches left.</p> <p><b>Answer:</b> You lay out the 11 matches so they spell the word NINE.</p>    |
| <p><b>Description:</b></p> | <p><i>Step one:</i></p> <p>Introduce the concept of creative thinking and its importance in problem-solving (You can check the “Theoretical Basis of Creativity” of this handbook).</p> <p>Provide examples of creative thinking, such as Steve Jobs' innovation in technology and art. Request that each participant share a similar example.</p> <p><i>Step two:</i></p> <p>Warm-up Exercise (15 minutes):</p> <p><i>10 ideas in 10 minutes</i></p> <p>10 ideas in 10 minutes puts a lot of stress on using creative constraints and pushing ideation to its best. This is a problem-based exercise that can be adapted in many ways – used as a brainstorm to find solutions for an actual problem or as a warmup with a fictive scenario. The purpose is to come up with unique solutions and increase the innovation potential. Let’s get started!</p> <p><u>Tools:</u> Paper and pens</p> <p><u>Participants:</u> groups of 4</p> |

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|  | <p><u>Time:</u> 10 minutes + extra for presenting</p> <p><i>How to:</i></p> <p>Team up in groups of 4-5. Grab something to note on.</p> <p>In 10 minutes, come up with AT LEAST 10 ideas of what could be the solution to the problem (examples of problems: difficulty waking up earlier, smoking in public spaces, encouraging creativity in teaching). Let the ideas flow, the more, the better. If you get stuck, try to build up on each other's ideas. Most importantly, no judgment is allowed.</p> <p>When the time is up, choose one idea per group and present it to the others.</p> <p><u>Tips and Tricks:</u></p> <p>Always start with a problem statement and stick to the time. Finally, don't forget that all your crazy and wild ideas are encouraged!</p> <p><i>Step three:</i></p> <p><b>Main Activity- Idea Generation Challenge</b></p> <p>Provide the group with a problem or challenge, such as "How can we reduce traffic congestion in our city?" or "How can we encourage more people to recycle?"</p> <p>Divide the group into smaller teams and give each team a flipchart and markers.</p> <p>Give them 30 minutes to come up with as many creative solutions to the issue as they can.</p> <p>Encourage them to think beyond the obvious and use techniques like brainstorming, mind-mapping, or random word association.</p> <p><i>Final Step:</i></p> <p>After 30 minutes, have each team present their ideas to the group.</p> |
| <p><b>Learn check/<br/>Debriefing:</b></p> | <ul style="list-style-type: none"> <li>● <i>How was the workshop?</i></li> <li>● <i>How important do you believe the concept of creative thinking is and how can it be applied to real-world problems?</i></li> </ul>  |
| <p><b>Tips for the<br/>Trainer:</b></p>    | <p>Encourage the group to be open-minded and avoid judging ideas as "good" or "bad" during the idea generation phase.</p> <p>Make sure to set clear time limits for each activity to keep the group focused and on track.</p>  |

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|                    | <p>Provide support and guidance as needed, but also allow the group to take ownership of the activity and their ideas.</p> <p>Conclude by encouraging the group to continue exploring their creative potential and seeking out opportunities for innovation.</p>                                    |
| <b>Handouts:</b>   | N/A   |
| <b>References:</b> | <p>Strimaityte, A. (2006, November 26). <i>9 Best Exercises to Spark Creativity in Ideation</i>. InnovationLab. <a href="https://innovationlab.net/blog/9-best-exercises-to-spark-creativity-in-ideation/">https://innovationlab.net/blog/9-best-exercises-to-spark-creativity-in-ideation/</a></p> |

## A general overview of the world of businesses related to Culture.

At a period of great change, increased complexity, and significant challenges, as well as declining public support for the cultural and creative sectors, the figure of the cultural and creative entrepreneur is becoming increasingly important for the arts, culture, and creative industries. Furthermore, cultural and creative workers and entrepreneurs have unique characteristics that may be of great interest not only to the business world in general, but also to the wider economy and society.

Creative entrepreneurs, in particular, are a subcategory of entrepreneurs. Creative entrepreneurs, like general entrepreneurs, start a new business, initiative, or experiment with the goal of innovating and creating ventures. However, cultural and creative entrepreneurs differ in some ways. Their speculative orientation, attitude toward uncertainty and risk, working conditions and regulations, entrepreneurial attitude, skills, type of innovation, networking, financing and business models, business creation, growth patterns and resilience, performance evaluation, and overall social impact are examples of these.

It is interesting to note that for creative entrepreneurs, making a profit is less of an intrinsic or mandatory goal, widening the definition of entrepreneurship slightly. At least two elements could be the reason for this. Firstly, it is considered that creators and artists receive forms of satisfaction in addition to or as an alternative to monetary compensation (particularly for professionals who earn a living through their creative work) (Frey, 2000). Secondly, especially arts and cultural organizations, have historically been non-profit oriented and more supported by or dependent on public subsidies. However, due to the fact that public resources are less available and competition to obtain them is increasing, the cultural and creative sectors have to find new forms of economic sustainability. It is also worth noting that very small start-ups in the more commercially oriented creative industries are similar to those of other creative entrepreneurs, but differ from the large and mature organizations of the same creative industries, which are characterized by a high concentration of capital and industrial organization of production and labour..

## Work-based simulations to promote creativity.

With regard to all of the above, a workshop took place locally in Tiznit, Morocco, between April 29 and May 6, aiming to pilot the proposed exercises.

The main scope of this training was to conduct exercises using non-formal educational (NFE) methods involving twenty-four (24) young participants. All exercises focused on developing skills related to promoting creativity. Ten (10) out of the twelve (12) exercises included in the handbook were completed.

The implemented exercises were:

- 1) The alternative uses test.
- 2) 30 circles test.
- 3) Mental Imaginary
- 4) The incomplete figure tests.
- 5) Classroom activity on Perspective taking.
- 6) Creative storytelling
- 7) Mind map your creativity.
- 8) Advertisement - Anti-advertisement
- 9) Creativity to solve community issues.
- 10) The creative soup.

All exercises were performed in the above order. The instructor linked one exercise to another to have a continuous flow, and integrated trust-building activities in between to foster stronger connections among the group members.

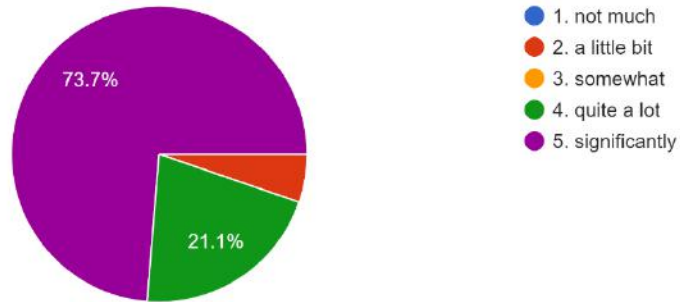
After conducting an evaluation regarding the training's organization and content, we obtained the following results:

The majority of participants expressed satisfaction with the overall organization of the pilot training, and positive feedback was received regarding the accommodation and food provided.

The chart below illustrates the relevant levels of satisfaction:

On a scale of 1-5: To what extent are you satisfied with the overall organization of the training on behalf of MMF

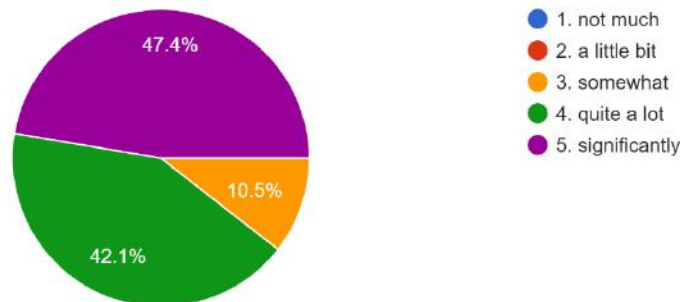
19 responses



In relation to the content of the training and the promotion of creativity, most participants consider that their creativity has improved, and several feel more comfortable using it in their everyday lives.

On a scale of 1-5: To what extent do you believe this training helped you develop your creativity?

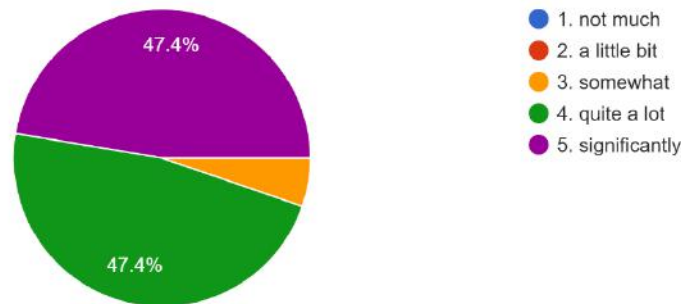
19 responses





On a scale of 1-5: To what extent do you believe that this training helped you feel more comfortable using creativity in your daily life?

19 responses



Finally, the activities that had the greatest impact on participants' connection to the training topic of creativity were the "Alternative uses test" and the "incomplete figure tests". These activities resonated with most participants and effectively facilitated their engagement with the subject matter.

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