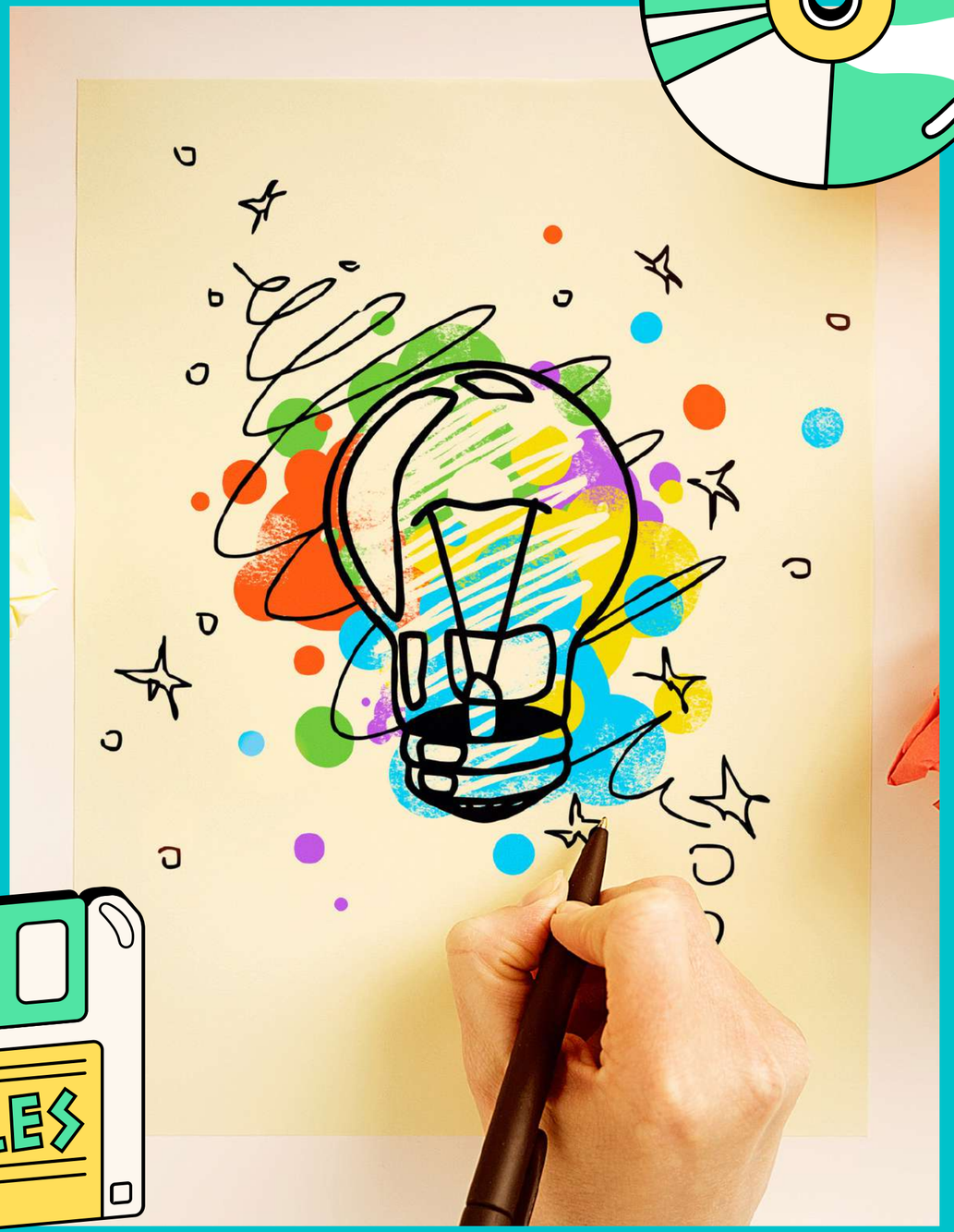
GLC: CREATIVITY

Co-funded by
the European Union



KEY COMPETENCES

CREATIVITY

CRITICAL THINKING

DIVERSITY

EMPATHY

EMPLOYABILITY

GREEN

LEARNING

MENTAL HEALTH

TEAM WORK

VALUES

THE PROJECT GAMED

This series of 10 educational and thematic booklets is one of the 4 tangible intellectual outputs that resulted from an international partnership forged between 6 partners from 3 European countries (Portugal, Romania, Spain). A cross sectoral consortium combining different educational sectors was the base for the creation of different rich educational multi-layered interventions.

While working with young people, we identified the lack of efficient and adequate tools to support our learner-centred educational approach, particularly in the domain of adequate key competences in today's reality.

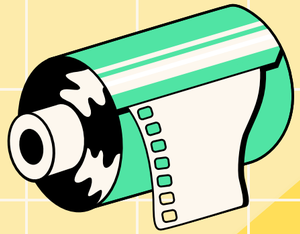
The 10 thematic booklets with Gamified Learning Content (GLC), aim to introduce, support and develop the capacity of professionals working with youth in non-formal and formal education contexts. They have a clear focus on improving the quality of educational programs which aim at the development of key competencies leading to a successful life and in the same time instill in youth core values of fairness, social justice, non-discrimination and involvement in the community.

Each GLC booklet stands on itself, yet they are all interlinked in order to create the opportunity and possibility to easily transfer them to the different realities the young people find themselves in. The GLC booklets can be easily used in all the different spheres the young people are active within: youth work, education, families and peer groups.
The educational activities are aimed at young people from 13 years to 30 years. Clearly, it is beneficial and desirable to adjust the emphasis and complexity level of the exercises towards the age group you engage with.

The 10 different educational booklets follow the same philosophy, a similar structure and a consistent visual image. Each booklet also contains valuable links and references for further thematic deepening.

We hope this booklet and its content will inspire you to explore further.

‘gamED: Gamification for Developing Essential Competences in Youth Work’ is a Key Action 2 project co-funded by the Erasmus+ Youth in Action Programme of the European Union under reference number 2020-3-RO01-KA205-095067. The content does not obligatory reflect the vision and opinion of the European Commission.



CREATIVITY

In this Gamified Learning Content booklet, creativity is the central topic. More specifically, the value of creativity in education and learning.

The word “creativity” comes from the Latin term ‘creare’, which translates in “to create, to make”. It leads to something concrete and graspable. It is not a matter of simply producing a bunch of wild ideas and thoughts.

We see creativity as a competence of being able to use acquired knowledge, skills and attitudes in a particular context or for a particular subject, experimenting with new possibilities while aiming for valued results. It can be taught, learned and assessed. Creativity is a motor at the beginning of the scientific method of trial and error in experimentation.

We therefore consider creativity not as something with which one is born. Creativity can be developed, and increases with motivation and feedback. Everyone can develop their creative capacities, and we hope that the proposed exercises in this booklet are an exciting start to consciously focus on the development of this competence with the young people we support in their learning.

Creativity is not just a matter of making up things; besides being new or surprising, they are also meant to be relevant and useful. Being original, interesting or out-of-context can be considered by many people as “creative”, yet, we believe that the competence of creativity is more than that: there is always a result. This result might be tangible (e.g. a correct solution to an enigma) or less tangible (e.g. a new way of looking at existing knowledge). This allows us, as educators, to assess the creative progress over time.

Creative thinking is boosted by constraints, and not always by open-ended tasks. However, too many rules towards the learning challenge do drain and deaden creativity. We therefore approach creativity in 2 different dimensions: “thinking out of the box” as well as “thinking inside of the box”. An important element is an environment which sparks and supports the birth of creative ideas and solutions.

The competence of creativity can be taught and stimulated through a series of exercises, or simply derive as result of experiential play with unexpected results. It is therefore not exclusive for one particular educational setting. It can well and successfully be developed through informal, formal and non formal education and learning.

Creativity is about looking differently at things and particularly at the current reality. It’s the competence of being able to transcend traditional ideas and to come up with new ways of doing, new rules or different interpretations. We see here the importance of this competence for ourselves, as educators, and particularly for the young people we support. The future of our society and the increasing (global and local) challenges require more and more a creative attitude leading towards useful and sustainable different ideas and solutions.

The both included educational activities below form a great introduction in exploring more the competence ‘creativity’.

CREATIVITY ACTIVITIES

WHEN THE CAT MEETS THE FRIDGE

THE SQUARE CHALLENGE

WHEN THE CAT MEETS THE FRIDGE

Finding similarities

DURATION

20 to 30 minutes (depending on the time taken for the debriefing of the activity)

GROUPSIZE

Any size (to split in subgroup of 4 to 6 people)

COMPLEXITY LEVEL

Moderate

OVERVIEW

The group is presented with 2 subjects seemingly completely disconnected to one another. The challenge is to find together a predefined number of similarities between both subjects. The similarities are not invented, but based upon all the possible characteristics of both subjects presented.

OBJECTIVE

As youthworker, you can use this activity to

Stimulate creative thinking through exploring different dimensions of the challenge presented.

Support exploring similarities between concepts, items and topics, rather than a short focus on the seemingly obvious differences.

Create a supportive environment towards finding alternative solutions to other tasks and challenges.

Raise awareness about multiple connections between seemingly completely different realities.

MATERIALS

AN IMAGE OF A BLACK CAT AND OF A WHITE FRIDGE.

PAPER AND PEN FOR EACH GROUP

RESOURCE

STEP BY STEP

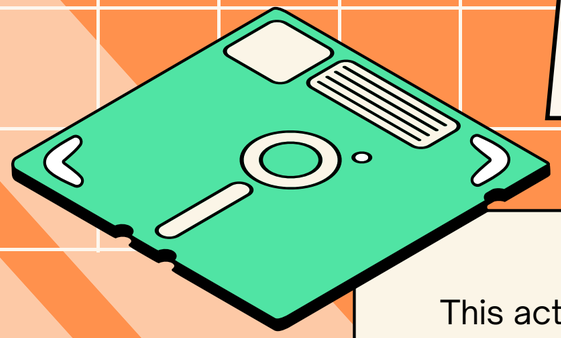
1. Have the group split into subgroups of 4 to 6 young people. Give a paper and pen to each group.
2. Ask a random person for a number between 35 and 50. Once the answer is given, tell the groups that reaching this number is now the objective of the activity you will explain.
3. Show the group an image of a (regular) black cat and an image of a (standard) white fridge.
4. Tell the groups they have 10 minutes to find similarities between these objects, with a minimum of the previous number chosen, and write them on the paper provided.
5. Give a first example, e.g. “Both have 4 feet”, “Both can contain liquids”, “Both can come in different shapes and sizes”.
6. After 10 minutes, ask each group to select their “nicest” 3 to 5 similarities.
7. Each group shares their selected similarities. Groups transmit the number of similarities found.
8. Start the debriefing.

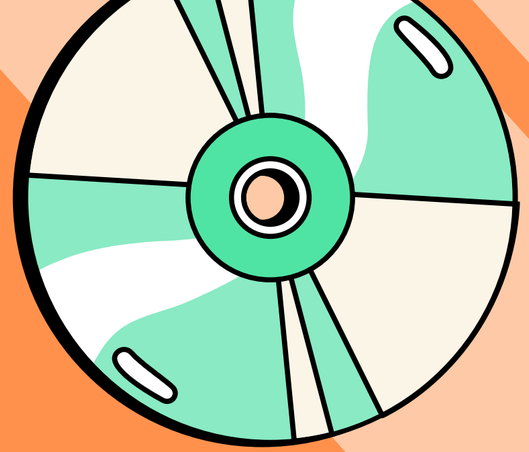
DEBRIEFING EVALUATION

FOLLOWING QUESTIONS CAN BE ASKED IN THE SUGGESTED ORDER.

- How did you feel about this activity? At the start and now?
- Did your group reach the objective?
- How easy or difficult did you perceive this challenge?
- Were there any surprising moments during the activity? Which ones?
- Would we be able to find more similarities? How many more?
- According to you, what was the objective of this activity?
- Which links to reality can you make?
- What aspects do you take out of this activity for yourself?

POSSIBLE ADAPTATIONS





This activity can also be done all together in 1 group. It is,however, more challenging to ensure that everyone (and you) can clearly hear all the answers. Some young people get very enthusiastic about the new connections found and might simply and spontaneously express them.

Ask each young person to write an object (any object e.g. the sun, a pencil, a bread, a 100 € bill, etc) on a piece of paper. Place all the papers in a box. Have each subgroup randomly take out 2 papers and invite them to find similarities between them.

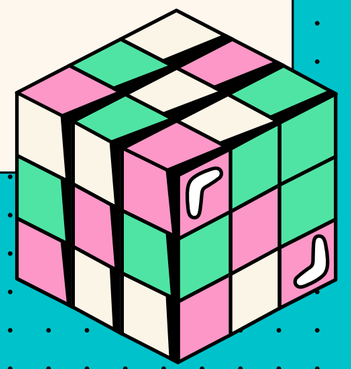
To increase the difficulty level: ask each group to randomly take out 3 papers, instead of 2, and repeat the task.

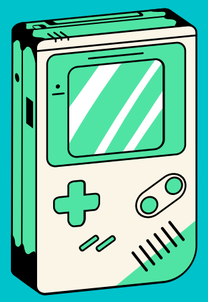
Even though the exercise can be done on an individual level, we advise the creation of (sub)groups between 4 to 6 people. Experience showed us that creative thinking and processes are supported and sparked better in small groups.

The first tens of answers are relatively fast and easy connections. The activity becomes more interesting as time passes by. More creative similarities are found and abstract connections increase. Setting the number of similarities to be found higher is not only more challenging, but also results in a bigger amount of creative connections.

This exercise works well with concrete subjects/objects. However, it might be interesting to explore also other possible connections, if relevant for the group of young people and the intended learning objectives. It is exciting to explore smells, weather conditions, feelings and more.

TIPS FOR FACILITATOR





SUGGESTIONS FOR FOLLOW UP

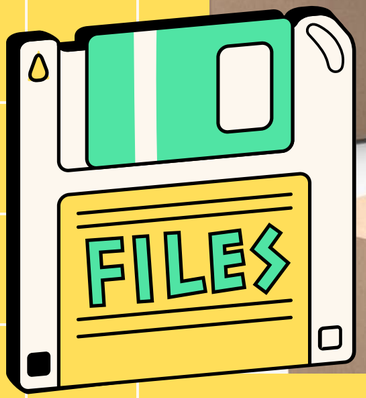
Run this exercise by using (more abstract) concepts which are close to the actual reality of young people. This can be related to their studies (e.g. school), free time engagements (e.g. youth club) or hobbies (e.g. playing music, watching movies, hanging around, etc). E.g. learning & a movie.

IDEAS FOR ACTION

Use this type of exercise when forming interest groups, or different working teams where people seem to have different interests, competences and expertise. Showing and emphasising similarities rather than differences works as an empowering and positive kick off.

THE SQUARE CHALLENGE

Thinking inside the box



DURATION

20 to 30 minutes (depending on the time taken for the debriefing of the activity)

GROUPSIZE

Any size

COMPLEXITY LEVEL

Moderate

OVERVIEW

Each person in the group is challenged to divide a shown square into a certain number of parts, equal in size and shape. The task is done individually and the results are verified by the facilitator. The activity consists of 4 different levels, and a debriefing.

OBJECTIVE

As youthworker, you can use this activity to

Explore complexity versus simplicity of a task given.

Support creative thinking within predefined limits.

Experience possible blocking processes in simple tasks.

MATERIALS

PAPER AND PEN FOR EACH GROUP

FLIPCHART AND MARKER (UNLESS REPLACED BY PROJECTED IMAGES)

STEP BY STEP

1. Tell the group that you have a challenge for them, consisting of 4 different levels.
2. Explain that this is an individual task. They are not allowed to look at the result of their colleagues (that would take the fun away for themselves) and that each one should hide their results.
3. Start challenge level 1: show square one and ask each person to draw that shape on their paper. The size does not matter, so it can be drawn small: “draw a square on your paper, and black out ¼ of the square, as in the image shown here”.
4. The mission: “Divide the remaining part of the square in 2 parts, equal in SIZE and SHAPE. Once you believe you did well, raise your hand and I’ll pass by to confirm”.
5. Walk around the room to check the different answers. If the result is correct, confirm the success (“Wow, very good! Impressive!”, etc) and ask those that found the solution to hide their answer from the others. Once most participants solved it(level 1 is quite straightforward), show the solution.
6. Tell the group that it’s now time for level 2. Repeat the above instructions, but this time the remaining part of the square needs to be divided in 3 parts (equal in shape and size!)
7. Walk around the room to confirm the results (if correct). Also this level is straight forward. Praise the positive results. Once most participants have reached the correct answer, show the solution.
8. Time for level 3. Ask the group to draw again a square, and again this time to black out ¼. This time, the remaining part of the square needs to be divided in 3 parts. Emphasize that these 3 parts need to be equal in SIZE and SHAPE.

STEP BY STEP

9

Walk around the room to confirm the results. At this level, you will encounter many attempts, some of them even outside of the square. Repeat the task clearly and inform the group that you will show the result after at least ¼ of the group has found the right solution.

10

After a few minutes, announce that you can give a “clue” to the solution. Tell the group: “If minimum 4 people wish so - by raising their hand - I will give a clue. Be aware that if I give a clue on this level, there will be no clue on the next level”.

11

In case a clue is given, write or tell the word: “TETRIS”. If needed, explain that Tetris is the name of a classic video game which is based on squared shaped forms matching with each other.

12

After checking the solutions found and showing the result of level 3, announce the start of level 4. Tell the group: “This time, draw again a square, BUT we don’t black out ¼. Divide the remaining square this time in 5 parts, equal in SHAPE and SIZE.”

13

Few participants might find the solution rather quick, yet with a certain disbelief that this is the right solution. Ask them to remain silent so the rest can concentrate. After 2 minutes, tell the group it’s time to show the result.

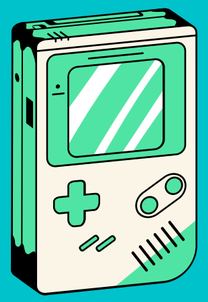
14

Once all have seen the final solution, initiate the debriefing.

DEBRIEFING EVALUATION

FOLLOWING QUESTIONS CAN BE ASKED IN THE SUGGESTED ORDER.

- How did you feel about this activity? At the start and now?
- How easy or difficult did you perceive this challenge?
- Which level was for you the hardest, or which one seemed the hardest?
- How would you explain the difficulty of level 4, knowing that a child could/would do this in an instant?
- For those who solved level 4 rather fast: How sure were you that this was the right solution? Was there anything that made you doubt?
- Were there any surprising moments during the activity? Which ones?
- According to you, what was the objective of this activity?
- Can you think of situations in real life where a similar approach could be useful?



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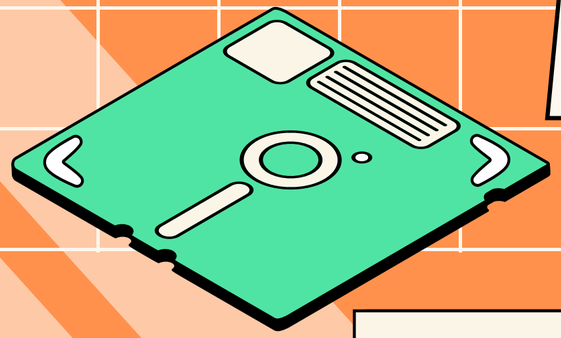
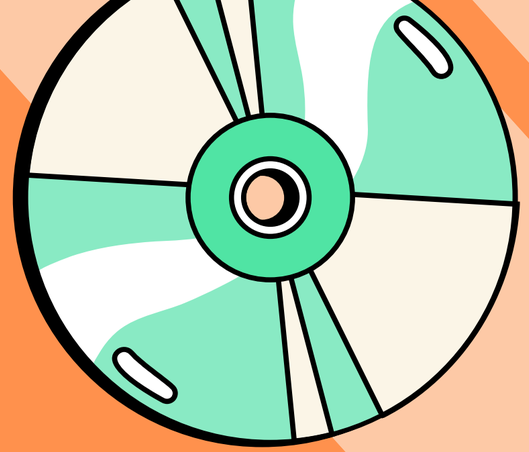
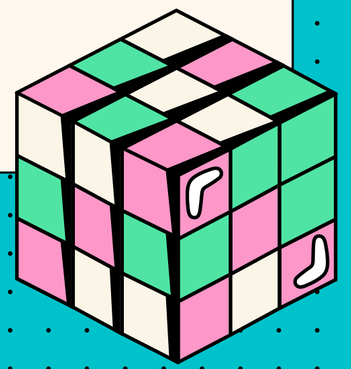




This exercise can also be done in small teams, instead of on individual level, thus promoting interpersonal support and a mutual peer boost in the “trial & error” attempts.

Level 3 is for most participants the hardest level, which takes most time. To add to the suspense (and joy of this 3rd level), you might consider playing some background music at a soft level (e.g. soundtrack of Mission Impossible).

Some participants will “give up” after a few attempts during the 3rd level. Re-assure them that this is ok, yet warmly invite them to try a bit more.

Participants assume that each next level implies more difficulties in reaching a successful result. Don’t confirm this, but neither the opposite.

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