



Professional reconversion to ensure a better professional future

2022-1-ES01-KA220-ADU-000085069

HANDS-ON LEARNING ACTIVITIES BOOKLET: Creativity and innovation



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Information

Project	Convert your future Professional reconversion to ensure a better professional future
Project N°	2022-1-ES01-KA220-ADU-000085069
Work Package	3 - Hands-on learning activities booklet
Date	30/11/2023
Type of Document	BOOKLET
Language	English
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Index

4.4 Creativity and innovation.....	4
Activity 1	4
Activity 2	6
Activity 3	8

4.4 Creativity and innovation

Activity 1

Activity title	Out of the Box Solutions: A Creative Problem-Solving Workshop
Topic	Creative Problem-Solving
Aim	To enhance creativity and innovation skills through a problem-solving exercise.
Target group	Adults Students
Duration	60 minutes
Objective/ Learning objectives	1. To develop the ability to generate and implement creative solutions to problems. 2. To enhance critical thinking and decision-making skills. 3. To encourage collaboration and communication among participants.
Needed materials	1. A whiteboard or flipchart with markers. 2. Sticky notes and pens for each participant. 3. A problem statement or challenge to be solved.
Steps for implementation	1. Introduction (10 minutes): • a. Welcome participants and introduce the activity. • b. Explain the importance of creativity and innovation skills in problem-solving. • c. Outline the learning objectives and expected outcomes of the activity. 2. Problem Statement (10 minutes):

	• a. Present the problem statement or challenge to the participants. • b. Encourage participants to ask questions and clarify any doubts about the problem. 3. Brainstorming (15-20 minutes): • a. Ask participants to individually generate as many solutions as possible for the problem. • b. Have them write each solution on a sticky note and post it on the whiteboard. • c. Encourage participants to build on each other's ideas and add new solutions to the whiteboard. 4. Group Discussion (15-20 minutes): • a. Facilitate a group discussion about the solutions generated. • b. Encourage participants to analyse the solutions critically and identify the strengths and weaknesses of each one. • c. Challenge participants to think of new and innovative ways to improve the existing solutions. 5. Implementation (15-20 minutes): • a. Ask participants to select the most promising solutions. • b. Have them develop a plan for implementing the solutions and assign roles to each group member. • c. Encourage participants to consider potential obstacles and develop contingency plans. 6. Conclusion (5-10 minutes): a. Recap the main learning points and outcomes of the activity. b. Encourage participants to reflect on their experience and how they can apply their newfound creativity and innovation skills in their work or personal life.
Method	The activity is designed to be highly participatory and interactive, with a focus on group collaboration and brainstorming. The facilitator should encourage open communication and a non-judgmental environment to foster creativity and innovation.

Evaluation (questions)	• How did the activity help you develop your creativity and innovation skills? • Did you feel comfortable brainstorming and sharing your ideas with the group? Why or why not? • How did the group discussion and analysis of the solutions enhance your critical thinking and decision-making skills? • Did you learn any new problem-solving techniques or approaches during the activity? If so, which ones? • How did the activity encourage collaboration and communication among participants? Did you feel that your ideas were valued and heard by the group?
Links/ References	Sawyer, R. K. (2012). Explaining creativity: The science of human innovation. Oxford University Press. Amabile, T. M. (1996). Creativity in context: Update to the social psychology of creativity. Westview Press. Dyer, J., Gregersen, H., & Christensen, C. M. (2011). The innovator's DNA: Mastering the five skills of disruptive innovators. Harvard Business Press.

Activity 2

Activity title	Idea Mashup
Topic	Idea Generation
Aim	To enhance creativity and innovation skills by generating new ideas through the combination of two unrelated concepts.
Target group	Adult students
Duration	60 minutes

Objective/ Learning objectives	• Develop the ability to generate new and innovative ideas. • Enhance critical thinking and problem-solving skills. • Encourage collaboration and communication among participants.
Needed materials	• Whiteboard or flipchart with markers. • Sticky notes and pens for each participant. • Two unrelated concepts or objects.
Steps for implementation	1. Introduction (10 minutes): • a. Welcome participants and introduce the activity. • b. Explain the importance of creativity and innovation skills in idea generation. • c. Outline the learning objectives and expected outcomes of the activity. 2. Concept Selection (10 minutes): • a. Present two unrelated concepts or objects to the participants. • b. Ask participants to individually select one of the concepts or objects. 3. Brainstorming (20-25 minutes): • a. Ask participants to generate as many ideas as possible for how the two selected concepts or objects can be combined or used together. • b. Have them write each idea on a sticky note and post it on the whiteboard. c. Encourage participants to build on each other's ideas and add new ideas to the whiteboard. 4. Group Discussion (15-20 minutes): • a. Facilitate a group discussion about the ideas generated. • b. Encourage participants to analyse the ideas critically and identify the strengths and weaknesses of each one. • c. Challenge participants to think of new and innovative ways to improve the existing ideas. 5. Conclusion (5-10 minutes): • a. Recap of the main learning points and outcomes of the activity.

	b. Encourage participants to reflect on their experience and how they can apply their newfound creativity and innovation skills in their work or personal life.
Method	Brainstorming, discussion.
Evaluation (questions)	1. Did the activity help you develop new and innovative ideas? 2. How did the combination of two unrelated concepts or objects challenge your thinking? 3. Did the activity improve your collaboration and communication skills? 4. Which ideas generated during the activity do you think were the most creative and innovative? 5. Do you think you could apply the skills learned during the activity to your work or personal life? 6. Was the activity enjoyable and engaging? 7. How could the activity be improved for future use?
Links/ References	De Bono, E. (2009). Lateral Thinking: Creativity Step by Step. HarperCollins Publishers. Martin, R. L. (2013). The Opposable Mind: How Successful Leaders Win Through Integrative Thinking. Harvard Business Review Press.

Activity 3

Activity title	Improv Storytelling
Topic	Storytelling and spontaneous creativity
Aim	To encourage participants to think on their feet and generate creative ideas quickly.

Target group	Adult students
Duration	1,5 hours
Objective/ Learning objectives	Participants will learn to think quickly and generate creative ideas on the spot.
Needed materials	---
Steps for implementation	● Introduction (5 minutes): a. Welcome participants and introduce the activity. b. Explain the importance of creative thinking in storytelling. c. Outline the learning objectives and expected outcomes of the activity. ● Pairing (5 minutes): a. Divide participants into pairs. b. Ask them to introduce themselves to their partner. ● Storytelling (1 hour): a. Instruct each pair to create a story on the spot, taking turns to add a sentence each. b. Encourage participants to be as creative as possible, incorporating different characters, settings, and plot twists. c. Allow participants to continue the story for about 10 minutes. d. Monitor the pairs to ensure they are on track and offer support where needed. ● Presentation (10 minutes): a. Ask each pair to present their story to the rest of the group. b. Encourage the group to listen attentively and provide positive feedback. ● Discussion (10 minutes): a. Facilitate a group discussion about the stories presented. b. Encourage participants to identify what made the stories creative and engaging. c. Summarise the key takeaways from the activity.

Method	Guided discussion and hands-on activity
Evaluation (questions)	1. What was your favourite part of the activity? 2. Did you find it challenging to create a story on the spot? Why or why not? 3. How did the activity help you develop your creative thinking skills?
Links/ References	1. Sawyer, R. K. (2011). Explaining Creativity: The Science of Human Innovation. Oxford University Press. 2. Davis, M. (2018). Improv Nation: How We Made a Great American Art. Hachette Books.



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