



TOOL: Igniting Creativity

Introduction

Creativity is one of the most important skills available to help individuals survive in our complex and ever changing 21st Century. Creativity is about seeing connections, it's about being bold and daring with our thinking, but often this is hard for an individual to do. George Land and Beth Jarman in their book *Breakpoint and Beyond: Mastering the Future Today* (1992), highlighted in their research study the frightening statistic that 98% of children tested ranked as 'divergent thinking geniuses', but by adulthood only 2% of individuals tested were still considered creative. "What we have concluded," wrote Land, "is that non-creative behavior is learned."

This session aims to ignite creativity in learners, helping them to develop their curiosity, be bold and daring with their ideas and to excavate their passions in life. Passions which could potentially develop in to new social networks and perhaps new startup businesses.

The session uses a mix of case studies, showing learners how creative thinking led to the development of successful businesses. These case studies act as inspiration for learners.

Learners then participate in a series of activities, which are aimed to help the learner have the confidence to explore beyond their comfort zone, challenging the learner to use different approaches, to explore things from different viewpoints and to question pre-existing ideas and concepts.

By the end of the session the learner will be exploring beyond their comfort zone, building their confidence to think differently and feeling empowered to present their thoughts and ideas. The learner will understand that creativity is more than just painting or drawing, it is a means of problem solving. They will have a range of tools and approaches to ignite their creativity and it is hope to be brave enough to uncover new passions in life.





Igniting creativity Trainers delivery plan

Session Aim(s):	Learning materials:
<ul style="list-style-type: none"> - To encourage individuals to expand their mind and explore their creativity; - To help individuals build confidence in their abilities and to challenge their “learned helplessness”. 	<ul style="list-style-type: none"> -Register -Wheel of Life questionnaire - Printed success stories for each participant - Materials required for exercises/games: <ul style="list-style-type: none"> • picture depicting a pyramid (pictures with other figures may be used as well) • sheets of paper, pens for each participant, a paper clip • an A4 format paper sheet for each member of the group • a pen and a sheet of paper with the symbols drawn for each participant • sheets of paper for each participant pair (A3 format), coloured pencils and felt-tip pens

Expected learning outcomes:	Differentiated Learning Outcomes:	Differentiation achieved through:
<ul style="list-style-type: none"> -Participants have their creative thinking fired up -Participants are better prepared to conjure their creative ideas to solve their problems -Participants develop their creative thinking skills: ability to generate new ideas, analyse problem situations independently, use various creative thinking techniques, search for the information, analyse and assess it critically, and interact and cooperate within a group/team. 	<ul style="list-style-type: none"> -Self-reflection -Team working -Creative thinking techniques -Curiosity 	<ul style="list-style-type: none"> -Creative thinking -Individual work -Team work -Discussion/debate





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Timings	Key Content	Trainer Activity	Learner Activity	Resources
5 minutes	Introductions	Trainer introduction Sessions brief framework (trainer introduces the name/title of the session, its objectives and duration)	Participants sign register Learner introduction to the group	Register
10 minutes	Wheel of Life Questionnaire	Trainer hands out Wheel of Life questionnaire and asks learners to complete the questionnaire without discussion	Learner complete	Wheel of Life questionnaire
50 minutes	Part I: Success stories	<p>The session begins with the words “Everyone is creative, but not everyone knows that”.</p> <p>The group are asked the question “What is required in order to start a business?” The answers given by the participants are noted down on the board.</p> <p>Then trainer introduce examples of a few inspiring success stories that illustrate the way that simple people have created successful businesses without having either major financial resources or any special training:</p> <ul style="list-style-type: none"> - “Creating something simple and, at the same time, special...” (Story of Tautvydas Kalvaitis, creator of famous “Shkertik” bracelets, Lithuania) - “The pleasure of living lay in decorating bags” (Story of Inga Gilè, maker of handbags and owner of the “Umpapa” trademark, Lithuania) - “It all happened by chance” (Story of Justė Skurdelytė (32 years old), designer, founder of art shop “Smart Art”, Lithuania) <p>Each participant are given printed success stories.</p>	<p>Learners in a group discussion present their thoughts on question “What is required in order to start a business”.</p> <p>After each of the Success stories learners introduce their impression of the success story, their opinion of what were the main factors that contributed to the success of the business (activity), what do the heroes of the stories have in common and how do they differ, can they imagine themselves</p>	Printed success stories for each participant





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		The presentation of each success story is followed by a discussion. The trainer asks the participants about their impression of the success story; in the opinion of the participants, what were the main factors that contributed to the success of the business (activity); what do the heroes of the stories have in common and how do they differ; can the participants imagine themselves in the shoes of the heroes of the stories, etc.	in the shoes of the heroes of the stories.	
60-80 minutes	Part II: Exercises/games intended to ignite creativity	<p>Participants inspired by success stories are proposed to take part in creativity exercises/games:</p> <p><u>1. Game of associations “What’s that?” (5-10 minutes)</u> Objective of the game – promoting creative thinking of the group members and helping them develop their imagination. The trainer proposes the group members to play a game encouraging to approach everyday objects from a different viewpoint. The group is shown a picture depicting a pyramid and asked “What’s that?”. It is likely that initially the participants will suggest concrete answers like “I see a pyramid” etc. The trainer then asks the same question (“What’s that?”) repeatedly, encouraging the group members to think of as many associations the figure of pyramid evokes as possible. The game is continued until the group can come up with no more associations. The trainer then inquires how the participants coped with finding the associations while looking at a pyramid – what was the most difficult and the easiest while doing this exercise.</p>	<p>Learners activity in each exercise/game:</p> <p><u>1. Game of associations “What’s that?”</u>: learners present their thoughts on question “What’s that?”.</p> <p><u>2. Exercise “Using an item in a different way”</u>: learners think of the possible maximum number (at least 20) of ways to use regular thing, for example, a paper clip, in groups. After completing the task, the groups present their results.</p> <p><u>3. Game “Present”</u>: Each group has to write down all the ideas suggested by the group members.</p>	<p>Materials required for each exercise/game:</p> <p><u>1. Game of associations “What’s that?”</u>: picture depicting a pyramid (pictures with other figures may be used as well).</p> <p><u>2. Exercise “Using an item in a different way”</u>: sheets of paper, pens, a paper clip.</p> <p><u>3. Game “Present”</u>: 2 sheets of paper and 2 pens</p> <p><u>4. Exercise “Paper prank”</u>: an A4 format paper sheet for each member of the group.</p>





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		<p>2. <u>Exercise “Using an item in a different way” (10 minutes)</u> Objective of the exercise – developing creativity and ability to generate new ideas. The trainer divides the group into two smaller ones and gives each group a sheet of paper and a pen. The groups are shown a regular thing, for example, a paper clip and asked, within 5–7 minutes, to think of the possible maximum number (at least 20) of ways to use that thing in groups. <i>E. g. a paper clip can be used to clip together sheets of paper, to plug a tube of glue, to hang an ornament on a Christmas tree, to clean one’s nails etc.</i> After completing the task, the groups present their results. Coinciding (i. e. more regular) ways of using the item are pointed out. More attention should be paid to the ideas, which were unusual, unconventional and creative. It should be emphasised that even everyday-use items can be applied creatively and innovatively; all it sometimes takes is a larger circle of think-alikes who would help viewing an item, situation or problem from a broader perspective.</p> <p>3. <u>Game “Present” (10-15 minutes)</u> Objective of the game – developing the ability to think creatively and to generate new ideas. The trainer divides a group into two groups of 4–5 individuals and gives each group a sheet of white paper and a pen. Then all participants of the game are asked to pretend that they are entrepreneurs running a successful company and the Coca-Cola factory gave them a present of 1,000,000 Coca-Cola bottle caps. They are given</p>	<p>They can include as many ideas as they want within the time given to complete the task. Upon completion of the task, both groups present their ideas.</p> <p>4. <u>Exercise “Paper prank”</u>: learners should create something from the sheet of paper that would reveal their hobbies to the group. Then each member of the group shows his/her creation, and the remaining members are asked to guess the hobby illustrated by the individual.</p> <p>5. <u>Exercise “Poem writing”</u>: learners groups are asked to write down a list of 10 words, which rhyme. Groups should write an 8-verse poem where each verse ends with a word from the given list (2 words may remain unused). Upon completion of the task,</p>	<p>5. <u>Exercise “Poem writing”</u>: a sheet of paper and a pen for each group.</p> <p>6. <u>Exercise “Complete the picture”</u>: a pen and a sheet of paper with the symbols drawn for each participant (example of paper with symbols are given at Trainer notes).</p> <p>7. <u>Exercise “Drawing in pairs”</u>: sheets of paper (A3 format), coloured pencils and felt-tip pens.</p>
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		<p>10 minutes to think of ways to use this “present”. Each group has to write down all the ideas suggested by the group members. They can include as many ideas as they want within the time given to complete the task. Upon completion of the task, both groups present their ideas. The trainer points out that all people are creative and capable of generating new ideas, we just need not to be afraid of doing that.</p> <p>4. <u>Exercise “Paper prank” (10-15 minutes)</u> Objective of the exercise – promoting self-expression of participants, stimulating creativity and strengthening their ability to present themselves unconventionally. Each participant is given a sheet of paper. Participants are asked to create something from the sheet of paper that would reveal their hobbies to the group. The paper can be folded, torn or creased etc. After the time given to complete the task runs out, each member of the group shows his/her creation, and the remaining members are asked to guess the hobby illustrated by the individual (<i>e. g. a folded paper plane might reflect the passion for travelling etc</i>). The trainer thanks the participants for the creative presentation of their hobbies.</p> <p>5. <u>Exercise “Poem writing” (15-20 minutes)</u> Objective of the exercise – promoting interaction and cooperation of the group members, and developing the ability to think creatively. A group is divided into two smaller groups. Each group is given a sheet of paper and a pen. Groups are asked to</p>	<p>each group reads the poem they have written.</p> <p>6. <u>Exercise “Complete the picture”</u>: participants are asked to complete the picture. After finishing the task, the participants present their pictures and tell of the associations the symbols depicted in the sheet of paper evoked for them</p> <p>7. <u>Exercise “Drawing in pairs”</u>: both members of the pair are supposed to draw what comes into their minds with their eyes closed and not talking among themselves, without lifting their hands from the paper. When all pairs finish the task and open their eyes, another task is given: “Take a felt-tip pen and working in pairs try to create a picture from what has been drawn. When creating a common picture, you</p>	
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		<p>write down a list of 10 words, which rhyme (<i>e. g. hill, till, mill, pill, will, kill, still, thrill, bill, rill</i>). The trainer tells the groups to exchange the lists. The groups are given 15 minutes to write an 8-verse poem where each verse ends with a word from the given list (2 words may remain unused). Upon completion of the task, each group reads the poem they have written. A discussion is held on how they coped with the poem writing, what was the most difficult and what the group members think of their cooperation.</p> <p><u>6. Exercise “Complete the picture”(10 minutes)</u> Objective of the exercise – developing creativity and promoting non-stereotypical thinking. Each participant is given a sheet of paper and a pencil. Participants are asked to complete the picture within 8–10 minutes. After finishing the task, the participants present their pictures and tell of the associations the symbols depicted in the sheet of paper evoked for them. When summing up the results it is emphasised that all people are creative, however we all see things and situations differently.</p> <p><u>7.Exercise “Drawing in pairs” (15-20 minutes)</u> Objective of the exercise – enhancing intercommunication and cooperation of group members, developing non-verbal communication skills and promoting creativity. Group members are divided into pairs. Each pair is given a sheet of paper and two pencils. The pairs are given a task: both members of the pair are supposed to draw</p>	<p>may talk. After finishing, think of a title for the picture.” After completing the task, the pairs present their works – title, what is being depicted etc.</p>	
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		<p>what comes into their minds with their eyes closed and not talking among themselves, without lifting their hands from the paper. It is emphasised that they should try and fill the entire page. It is important that they draw and not colour. They can draw in any directions. When they think there is no more empty space left on the sheet, they may open their eyes. When all pairs finish the task and open their eyes, another task is given: "Take a felt-tip pen and working in pairs try to create a picture from what has been drawn. When creating a common picture, you may talk. After finishing, think of a title for the picture." After completing the task, the pairs present their works – title, what is being depicted etc. The trainer then asks the pairs questions: How did they feel while drawing with their eyes closed? How did they find common language with their colleague in the pair while their eyes had been closed? Did they strive for a common goal while performing the task? How was the cooperation? How did they cope with making joint decisions and resolving the arising misunderstandings? Did they take the colleague's wishes into account? Why? What was the most difficult when performing the task? Are they happy with the results of their work? At the end of the exercise, the thoughts voiced by the group participants are summed up, while stressing the importance of both verbal and non-verbal communication in problem solving.</p>		
5 minutes	Session evaluation	Trainer hands out and collects evaluation forms for the session	Learner complete sessions evaluation form	Evaluation forms





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Trainers notes:

Delivery time for the sessions is 2 hours 30 minutes

If this is not used as the first session in the training programme, then the Wheel of Life section will be removed as this is always undertaken in the first session of the training programme.

Part I: Success stories

When the group are asked the question “What is required in order to start a business?” The answers given by the participants are noted down on the board. It is expected that participants are likely to give answers such as “One must have a lot of money”, “One must have special knowledge” and the like. The trainer suggests that, in order to start a business, one must have a good idea, as well as be brave enough and creative in order to put the idea into effect! It is emphasized that modern connected economy presents one with a number of ways and opportunities to realise one’s creative ideas by appealing to one’s connections and social circle. The trainer substantiates this statement by giving the participants examples of a few inspiring success stories that illustrate the way that simple people have created successful businesses without having either major financial resources or any special training. However, in an effort to realise their creative ideas and conceptions they were unafraid to explore possibilities and use the opportunities made accessible to them by modern economy.

In this training tool we offer a few examples of inspiring success stories. The trainer is at liberty to select which stories to tell, depending on the group’s disposition, value judgements, the time frame of the session, etc. It should also be emphasised that some other success stories relating the country in which the trainings are conducted can be integrated into the trainings. The participants will feel more at ease with such stories, and will them more inspiring and confidence building.





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Examples of success stories

“IT ALL HAPPENED BY CHANCE”

(Story of Justė Skurdelytė (32 years old), designer, founder of art workshops “Smart Art”, Lithuania)





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Justè was on a path of self discovery for a long time. “Self discovery is a complex thing, a path full of different experiences: success, disappointment, joy, sadness, love, hatred...” Justè is a young woman trained as an interior designer. She says, however, that she tried a variety of activities that had nothing to do with her profession. Occasionally, she was beset with self-doubt regarding her calling as an artist. Justè says that a very strange thing happened one night: “Having been tormented over love, I felt bitter and tried to drown my sorrow in a glass of wine. Rolling scrap pieces of rope in my hands left over after a very strange order, I kept repeating to myself that I was going to hang myself. I decided to make the most beautiful noose that had ever been made,” says Justè. “If I was going to put an end to myself, I would do it with style and exclusivity! I made one loop after another. After a while, before I knew it, I had made a basket. The basket was large enough to hold my little three-year-daughter and became her hiding place. That delighted me so much that I went on weaving. I sought out some rope manufacturers, and Design Studio *Milk* gave me an opportunity to present my work to the public at a small closed fair. When I got home, I was filled with euphoria. [...] The number of orders grew. My baskets look somewhat like bags and they have come to be known as bag-baskets. Today, they are my golden creation, a step toward happiness and a dream job.”



(source www.smartart.it)





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Today, the products Justè makes (baskets, rugs, pouffes) are woven by hand using special ropes and are popular with buyers: “Because I do everything by myself, occasionally I end up having to see a doctor when completing a major order, as eventually it becomes difficult for me to raise my hands,” says Justè and smiles. “However, I quickly recover after treatment and massage, and promptly get back to work ... Creative work makes all the suffering meaningful!”



(source www.smartart.it)

(Publication: Aneta Anra's article "A step woven towards happiness", magazine "Moteris" ['Woman'], 2014 No. 6/ June)





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“CREATING SOMETHING SIMPLE AND, AT THE SAME TIME, SPECIAL...”

(Story of Tautvydas Kalvaitis, creator of famous “Shkertik” bracelets, Lithuania)



Tautvydas Kalvaitis (22 years old) is the designer of the Shkertik Bracelet, a bracelet that has enjoyed a stupefying growth in popularity with teenagers and adults, and is liked by both stars and ordinary people in Lithuania.

The Shkertik bracelet may never have seen the light of day if it had not been for Tautvydas’s passion for sailing. “Every yacht is full of all kinds of strings, and one must always have a string on hand—for instance, if one needs to tie a lowered sail. As a rule, the strings are attached to ropes found on both sides of the yacht. However, I used to either keep them in my pockets or tie them around my wrist. That was how I came up with the idea [...]”



(source <http://tarpmergaiciu.lt/search?q=shkertik>)





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Tautvydas made his first bracelet a couple of years ago. At home, having rummaged through a pile of yacht parts, he pulled out a piece of string and tried to put it to use. When a few of his friends saw a bracelet he had made, they asked for bracelets for themselves and asked why Tautvydas was not making them for sale. “I remember being surprised and saying: ‘I am not making them for money!’.” At that time Tautvydas had a job giving him a stable income and had no intention of earning more on the side. “I was making the bracelets for personal enjoyment and that was all I wanted...,” said Tautvydas. However, later he attempted to present his bracelets to the wider public. “My girlfriend created the Shkertik logo, which I posted on Facebook. All the same, I thought that my bracelet making was merely a personal hobby. Then they were noticed by a few stars.

[...] I hadn’t planned any marketing, but when I saw how fast they were getting popular, I realised that this could grow into a small business.” [...]

Some people close to Tautvydas, including his girlfriend, mother and father, have been enthusiastically contributing to the making of the bracelets. “My girlfriend has a knack for marketing and is a good writer. I therefore seek her advice before taking any marketing-related decisions. My mother helps me with making boxes and checks the buyers’ addresses in case I’ve made any hasty mistakes,” says Tautvydas jokingly. “My father helps me prepare the strings. He has mastered some techniques so well that he works faster than me.” So far, all the work has been done at Tautvydas’s parents’ home, in a small room that used to be Tautvydas’.



(source <http://www.ipopam.com/tag/shkertik>)

Tautvydas says that he is overcome with joy when he sees his “creations” on people’s wrists. According to him, it is this emotion and feedback that drives him to create. Tautvydas was advised to automate the entire production process, but he declined: “I enjoy putting love into





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what I do, and people can appreciate it. If the making of the bracelets were to be done by a machine, they would lose their value to me as well as the buyers.” He also received an offer to sell the Shkertik idea and his entire business, as well as numerous offers of investment. However, he has declined every offer.

(Publication: Simona Jansonaitė’s article “When SHKERTIK stops being just a ROPE”, magazine “Žmonės” [‘People’], 2015 No. 22)





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“THE PLEASURE OF LIVING LAY IN DECORATING BAGS”

(Story of Inga Gilė, maker of handbags and owner of the “Umpapa” trademark, Lithuania)



Inga Gilė (42 years old) is the maker of handbags and owner of the “Umpapa” trademark. She decorated her first handbag only two years ago when she was pressed for time looking for a present for her friend.

The appreciation of Inga’s work by her friend and people close to her was the first impulse, originally subdued for a while, but one that eventually pushed Inga to change her life. Having graduated in design studies, she spent 14 years working as a designer for a television station. Although she was successful in making her way up the career ladder, she realised at some point that she was at a dead end and started asking





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herself questions about the meaning of life. “I was getting increasingly concerned about choosing between living in the comfort zone I had created and the opportunity to try again and rediscover myself in a new, unconventional way.”

As Inga embarked on a path of self-discovery, she painted more and more: a bag decorated for one friend, and then another... Ideas and images started overflowing each other. She found a creative niche without ever having looked for one. “You are leaving you dream job to go exactly WHERE? To paint some bags?” This was a question Inga could see in many people’s eyes as she was telling them about the new choice she had made. [...] Importantly, Inga’s life’s partner had always been understanding and supportive of her desire to do what she held dear.

Inga admits that when she left her job a year ago and stood in front of an easel to decorate a new bag, she rediscovered the pleasure of life. She says that, each time a new order comes, she looks up the profile of her client on Facebook and inquires the client about his or her occupation, any items that he or she holds dear, any favourite flowers or symbols. She tries to assess the client’s preferences and understand what would give him or her joy or pleasure.



(source <https://www.facebook.com/UmpapaDesign>)





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Although today there is no shortage of handbags on sale, clients occasionally spend several months waiting patiently for bags decorated with Inga's artwork. Interestingly, the designer herself still has not decorated a bag for herself. Each time she starts working on a new bag, she says: "If you don't sell within three days, then you'll be mine." Not a single unsold bag has ever been left over.

(Publication: Jūratė Ražkovskytė's article "Umpapa BASKETS for dreamers", magazine "Žmonės" ['People'], 2015 No. 23)





“DOLLS HAVE FOUND THEMSELVES A MAKER”
(Story of Daiva Judickienė, maker of art dolls, Lithuania)



Daiva Judickienė (33 years old) has been making art dolls for 6 years and says she does not know why she has come to the world of dolls. Educated in public administration, she specialised in auditing and worked for a government institution in Lithuania. Having once noticed an art doll at a fair, she was captivated and became hooked. It occurred to her that she might be able to make one herself. There was a lot to learn, and many tools had to be procured. Having had no formal training in the arts, Daiva ended up teaching herself by experimenting, facing countless difficulties along the way. The turning point came when she enrolled on a course of moulding.





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In the first year of her creative activity, Daiva decided to test public opinion and see whether anyone would like her work by taking three dolls to Kaziukas Fair (a traditional fair held every March in Vilnius, Lithuania). She recalls being anxious and the weather being very cold. It didn't take two hours before the dolls were sold. During her six years of creative work, Daiva's dolls have spread to Greece, Spain, Norway, Germany, the USA and Australia.

Daiva does not have a studio, or even a room to which she could retreat and work. Her working spot is in the dining room. There she has a high shelf that is beyond her children's reach and on which the dolls are seated. "When the little ones are asleep, I pull out my magic boxes and begin to work."

(source <http://daivos-leles.blogspot.lt/>)



Daiva's dolls radiate calmness and exude goodness. All of them have names. Their making is slow, with layer after layer of modelling clay coming together. "Doll making is not unlike giving birth," says Daiva laughing. "You give away your energy, emotions and love." Daiva says that creative work feels liberating and allows her to express herself, rest and gain some positive energy. She admits that her close relatives were originally sceptical about her passion for doll making, saying that an adult should not waste time on such trifles! However, when faced with

Daiva's results and a following of people admiring her work, and when they realised how much Daiva enjoyed making dolls, their attitude changed.

Daiva feels touchy about her creations. "When I give up a doll, I am anxious that its owner may not like it. I am especially distressed about my dolls leaving abroad. Are they appreciated or not? Although not a single doll has been broken or returned, I am still anxious," says the doll maker.

(Publication: Virginija Majorovienė's article "Dolls vs. daily routine", magazine "Moteris" ['Woman'], 2016 No. 3/March)





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Part II: Exercises/games intended to ignite creativity

Trainer should emphasised that creativity is a skill, which can be developed, and exercises are aimed at helping the participants develop the creative thinking skills: ability to generate new ideas, analyse problem situations independently, use various creative thinking techniques, search for the information, analyse and assess it critically, and interact and cooperate within a group/team.

Further on, examples of creativity games are presented starting with straightforward ones, which simply develop the imagination of the participants and encourage using their creative abilities, to complex ones, which develop the analysis and creative thinking skills when solving problem situations. It is not necessary to use all exercises in one session – the trainer is at liberty to select which exercises to use, depending on the time frame of the session, the group’s disposition, value judgements and level of creativity.

1. Game of associations “What’s that?”

Objective of the game – promoting creative thinking of the group members and helping them develop their imagination.

Duration of the game – 10-15 min.

Materials required: picture depicting a pyramid (pictures with other figures may be used as well).

Step by step guide:

- The trainer proposes the group members to play a game encouraging to approach everyday objects from a different viewpoint.
- The group is shown a picture depicting a pyramid and asked “What’s that?”. It is likely that initially the participants will suggest concrete answers like “I see a pyramid” etc. The trainer then asks the same question (“What’s that?”) repeatedly, encouraging the group members to think of as many associations the figure of pyramid evokes as possible.
- The game is continued until the group can come up with no more associations. The trainer then inquires how the participants coped with finding the associations while looking at a pyramid – what was the most difficult and the easiest while doing this exercise.
- After hearing out the answers, the trainer may show the participants pictures with pyramid-shaped objects (particularly recommended in the case where the group found it difficult to construct the associations).
- When summarising, the trainer points out that different people view things, situations or problems differently and can, as a result, come up with quite different ways out of a situation. The ability to see everyday things “from another angle” might come very handy in problem solving.





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2. Exercise “Using an item in a different way”

Objective of the exercise – developing creativity and ability to generate new ideas.

Duration of the exercise – 10 min.

Materials required: sheets of paper, pens, a paper clip.

Step by step guide:

- The trainer divides the group into two smaller ones and gives each group a sheet of paper and a pen.
- The groups are shown a regular thing, for example, a paper clip and asked, within 5–7 minutes, to think of the possible maximum number (at least 20) of ways to use that thing in groups. *E. g. a paper clip can be used to clip together sheets of paper, to plug a tube of glue, to hang an ornament on a Christmas tree, to clean one’s nails etc.*
- After completing the task, the groups present their results. Coinciding (i. e. more regular) ways of using the item are pointed out. More attention should be paid to the ideas, which were unusual, unconventional and creative. It should be emphasised that even everyday-use items can be applied creatively and innovatively; all it sometimes takes is a larger circle of think-alikes who would help viewing an item, situation or problem from a broader perspective.

3. Game “Present”

Objective of the game – developing the ability to think creatively and to generate new ideas.

Duration of the game – 15-20 min.

Materials required: 2 sheets of paper and 2 pens.

Step by step guide:

- The trainer divides a group into two groups of 4–5 individuals and gives each group a sheet of white paper and a pen.
- Then all participants of the game are asked to pretend that they are entrepreneurs running a successful company and the Coca-Cola factory gave them a present of 1,000,000 Coca-Cola bottle caps. They are given 10 minutes to think of ways to use this “present”. Each group has to write down all the ideas suggested by the group members. They can include as many ideas as they want within the time given to complete the task.
- Upon completion of the task, both groups present their ideas.
- The trainer points out that all people are creative and capable of generating new ideas, we just need not to be afraid of doing that.





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4. Exercise “Paper prank”

Objective of the exercise – promoting self-expression of participants, stimulating creativity and strengthening their ability to present themselves unconventionally.

Duration of the exercise – 15-20 min.

Materials required: an A4 format paper sheet for each member of the group.

Step by step guide:

- Each participant is given a sheet of paper.
- Participants are asked to create something from the sheet of paper that would reveal their hobbies to the group. The paper can be folded, torn or creased etc.
- After the time given to complete the task runs out, each member of the group shows his/her creation, and the remaining members are asked to guess the hobby illustrated by the individual (*e. g. a folded paper plane might reflect the passion for travelling etc*).
- The trainer thanks the participants for the creative presentation of their hobbies.

5. Game “Longest line”

Objective of the game – promoting the interaction between group members, creative thinking and problem solving.

Duration of the game – 10-15 min.

Materials required: none.

Step by step guide:

- The trainer offers the group to play a mobile game aimed at forming the longest possible line of people. The trainer should ask whether anybody has any questions.
- The participants might ask if the line must be necessarily straight; it should be told that this is not essential; however it is important that the members of the group ask this question themselves. If there are no more questions, the group is given 5 minutes to think how to perform this task and then they are allowed to begin.
- It is expected that while engaged in this task the group members will start using creatively shoelaces, shawls, neckties, hair and their own bodies in order to form the longest line possible. If any questions arise to the group members whether they can use their clothes to make the line longer, they are allowed to do that. However, if the question was not asked, the group should not be told that they may do that.
- After the group has formed the line, the trainer praises them for making a long line and then gives them a new task – to form an even longer line.
- It is expected that the group will come up with more creative solutions to make the line longer.





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- The trainer thanks the participants for active involvement and asks what was the most difficult when doing the task and what could have been done differently.
- The trainer sums up the results of the game and emphasises that all of us can achieve more than we initially think we can and that each problem can be resolved by suggesting new ideas and searching for non-stereotypical and creative approaches to solving it.

6. Exercise “Four triangles”

Objective of the exercise – developing creativity and ability to analyse problem situations independently.

Duration of the exercise – 10-15 min.

Materials required: 6 matches for each group member (or each group, where the group is divided into smaller groups).

Step by step guide:

- Group members may perform this task either individually or in groups of two.
- Participants (or groups) are given 6 matches each and asked to build 4 adjoining triangles within 5–7 minutes. If the group members ask whether they can use other items they have, for example, a thread, a sheet of paper or an unbent paper clip etc. for this purpose, they may be allowed to use other items as well.
- After the participants complete the task, the trainer asks how they coped with the task, what was the most difficult and how they came up with the idea to position the matches in a particular way.

7. Exercise “Poem writing”

Objective of the exercise – promoting interaction and cooperation of the group members, and developing the ability to think creatively.

Duration of the exercise – 20-30 min.

Materials required: a sheet of paper and a pen for each group.

Step by step guide:

- A group is divided into two smaller groups. Each group is given a sheet of paper and a pen.
- Groups are asked to write down a list of 10 words, which rhyme (*e. g. hill, till, mill, pill, will, kill, still, thrill, bill, rill*).
- The trainer tells the groups to exchange the lists.
- The groups are given 15 minutes to write an 8-verse poem where each verse ends with a word from the given list (2 words may remain unused).
- Upon completion of the task, each group reads the poem they have written. A discussion is held on how they coped with the poem writing, what was the most difficult and what the group members think of their cooperation.





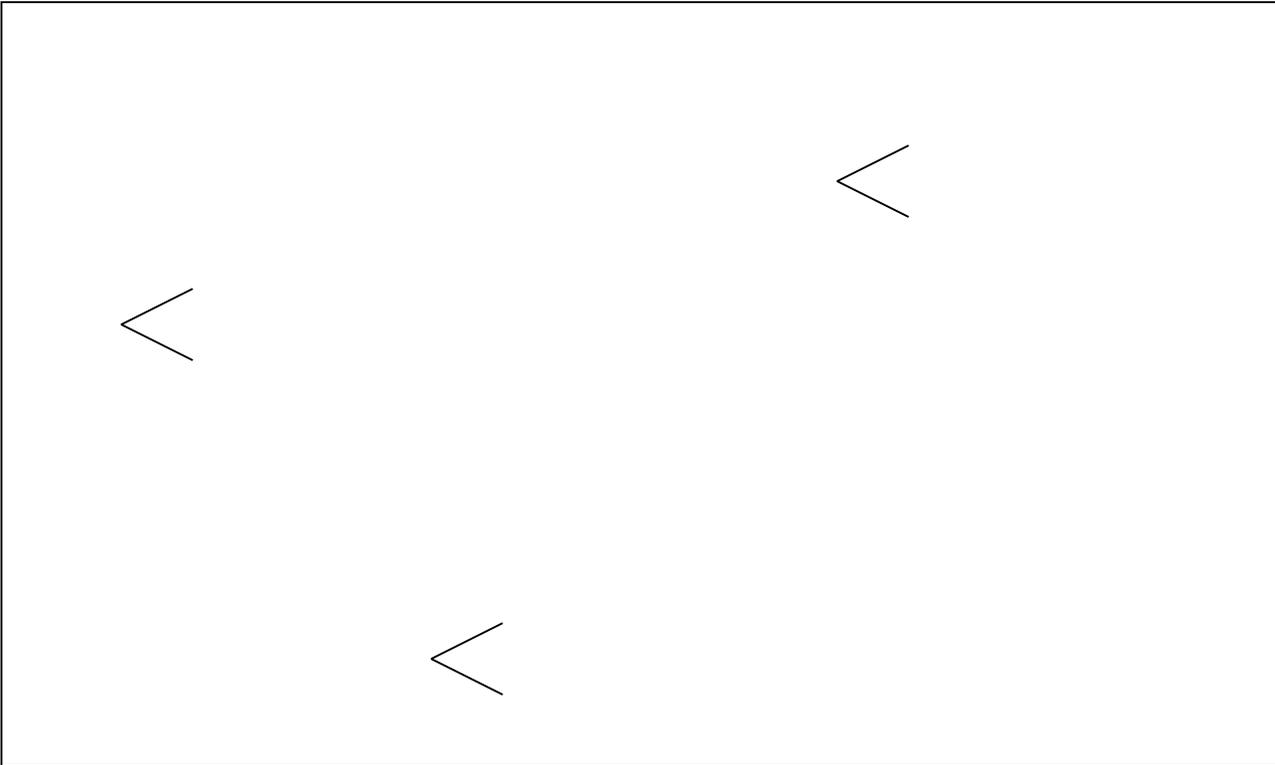
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8. Exercise “Complete the picture”

Objective of the exercise – developing creativity and promoting non-stereotypical thinking.

Duration of the exercise – 10-15 min.

Materials required: a pen and a sheet of paper with the symbols drawn for each participant.



Step by step guide:

- Each participant is given a sheet of paper and a pencil.
- Participants are asked to complete the picture within 8–10 minutes.
- After finishing the task, the participants present their pictures and tell of the associations the symbols depicted in the sheet of paper evoked for them. When summing up the results it is emphasised that all people are creative, however we all see things and situations differently.





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9. Exercise “Drawing in pairs”

Objective of the exercise – enhancing intercommunication and cooperation of group members, developing non-verbal communication skills and promoting creativity.

Duration of the exercise – 15-20 min.

Materials required: sheets of paper (A3 format), coloured pencils and felt-tip pens.

Step by step guide:

- Group members are divided into pairs. Each pair is given a sheet of paper and two pencils.
- The pairs are given a task: both members of the pair are supposed to draw what comes into their minds with their eyes closed and not talking among themselves, without lifting their hands from the paper. It is emphasised that they should try and fill the entire page. It is important that they draw and not colour. They can draw in any directions. When they think there is no more empty space left on the sheet, they may open their eyes.
- When all pairs finish the task and open their eyes, another task is given: “Take a felt-tip pen and working in pairs try to create a picture from what has been drawn. When creating a common picture, you may talk. After finishing, think of a title for the picture.”
- After completing the task, the pairs present their works – title, what is being depicted etc. The trainer then asks the pairs questions: How did they feel while drawing with their eyes closed? How did they find common language with their colleague in the pair while their eyes had been closed? Did they strive for a common goal while performing the task? How was the cooperation? How did they cope with making joint decisions and resolving the arising misunderstandings? Did they take the colleague’s wishes into account? Why? What was the most difficult when performing the task? Are they happy with the results of their work?
- At the end of the exercise, the thoughts voiced by the group participants are summed up, while stressing the importance of both verbal and non-verbal communication in problem solving.

10. Exercise “Brainwriting”

Objective of the exercise – coming up with the most unexpected and fanciful solution to a problem and learning to solve the problems creatively.

Duration of the exercise – 20-30 min.

Materials required: 8-10 sheets of paper (A5 format) and a pen for each group member, a piece of plasticine.

Step by step guide:

- The trainer presents the exercise and describes its objective. The group members are then asked to raise a problem that will be solved during the exercise. It is important that all group members understand the problem similarly. The group is informed that the winner will be the participant who proposes the most unexpected solution to the problem.
- Then each group member is given 8–10 sheets of paper and asked to come up with and write down the most incredible and unexpected possible solutions to the problem.





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E. g. If the problem posed is return to the labour market, one of the possible most unexpected ways to solve it could be running for Member of Parliament and thus get a job.

- Sheets of paper are stuck to the walls of the room. Then all group members are given 15 more minutes to read the ideas committed to paper and add to them or supplement them with ideas how to solve the problem more practicably. Thus, a fanciful and fantastic solution to the problem would be “simplified” reducing the chance of its winning.

E. g. If the idea was running for Member of Parliament and thus getting a job, a practicable way to solve it would be joining a party, taking active part in its activities to become known to the voters and gain more chances in the elections.

- After supplementing the most unexpected ideas with practicable ways to implement them, each group member gets two votes and can give them to the ideas, which they think are the most incredible. Idea that gets the most votes wins.
- The group is divided into two smaller groups. Each group is given a task to find or create 6 viable ways to solve a problem using the ideas written down on the sheets within 15 minutes.
- Upon completing the task, the groups have to present and try and “sell” their ideas/solutions to another group.
- During the joint discussion, ideas presented by the groups and practicable ways to solve them are assessed. More attention is given to feasible and practicable solutions to a problem. The trainer explains that the brainstorming method (when initially efforts are made to generate as many ideas (even absurd ones) as possible and only afterwards they are analysed and evaluated) is very helpful when searching for ways to solve a problem. The trainer also explains that it is often expedient to write down the arising ideas. Moreover, attention is drawn to the fact that it is useful to share one’s ideas with other people who can assess or supplement them, or suggest alternatives or a more practicable way to solve a problem.

11. Exercise “Cartoon story board”

Objective of the exercise – encouraging the group members to visualise a solution to the problem and learning to solve problems creatively.

Duration of the exercise – 20-40 min.

Materials required: pens, pencils, an A4 sheet of paper for each participant.

Step by step guide:

- Each participant is given a sheet of paper divided into six equal segments (3 columns and 2 rows of equal size), marked by number from 1 to 6.





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1.	2.	3.
4.	5.	6.

- The trainer instructs the group: “Relax and envisage yourself after attaining your ultimate goal. Think about the setting you are in, emotions you feel, feelings of people around you and the way they see you. Draw a picture reflecting all this in cell 6 (in the bottom right corner)”. 5-10 min. are given to complete the task.
- After finishing the task, the participants are presented with another request: “In your imagination, come back to the present. Reflect on your feelings, problems and the main features of the current situation. Draw this in cell 1 (in the upper left corner)”. 5-10 min. are given to complete the task.
- Then the participants are asked to draw the sequence/steps from the present to the imagined future/attained goal in cells 2, 3, 4, and 5. The participants are assured that it is not important whether they can draw well; it is essential that they depict everything as they imagine it and how they succeed.
- Upon completion of the task, the participants are asked to assess the steps drawn in all 6 cells from the present to the desired future. In each cell, they should write down the potential realistic obstacles, which would hinder them from making another step (stepping from picture 1 to picture 2 etc).
- After writing down the potential obstacles, the completed exercise is discussed together with the participants. Each participant can present their drawings explaining what they showed there, what was the attained objective, how they depicted their current position, and what





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steps have to be made to achieve the goal. Furthermore, they read aloud the identified potential obstacles, which they could face while trying to achieve the goal.

- After all members of the group have presented their drawings, the trainer thanks them for an exercise successfully completed and also emphasises that it is possible to attain the set goal regardless of foreseen and unanticipated obstacles encountered on the way. Often it is helpful to have the steps that we need to make towards our goal clearly defined. Anticipation of setbacks and obstacles allows understanding the difficulties, which might arise, and to plan ahead how they could be overcome.

12. Exercise “Mind travelling”

Objective of the exercise – encouraging the group members to employ new methods of thinking when solving problems.

Duration of the exercise – 20–25 min. for completing the exercise, 15–20 min. for discussion.

Materials required: sheets of paper, a pen for each member of the group.

Step by step guide:

- The trainer presents the exercise and describes its objective. The group members are then asked to close their eyes, relax and imagine themselves going on a trip somewhere, for instance, another city, jungles or another planet. The place should not be related to a problem in any way. The trainer can describe the place they see in words, for example:

“Imagine yourselves going together on a trip to a peaceful and beautiful place on the seaside. As you disembark from the bus, you are met by seagulls squealing in a serene sky. There is not a single cloud and the sun is blindingly bright, making you squint in order to see something in the distance... It is warm. You get the feeling that you will have a great day! Not wasting the time, you set for the beach. Do you feel the grains of sand seeping into your shoes? Take them off and feel the soft warm sand massaging your bare feet. Look at the rolling sea, listen to lapping of the waves. Look around. Do you see a small house far away in the dunes? Curious, who lives there? Turn your head to another side. Do you see a bridge and people walking across it? And do you see a fisherman’s boat in the sea, or perhaps there is a large cruise vessel passing?”

- Alternatively, the group members could be suggested to travel to different places – then they should “take a walk” in their minds, observe the destination, objects, setting and people.
- It is important to allow the group members “to linger” in the destination, to take the time to observe various objects or other people.
- Then the people are asked to come back from “the trip”. Each participant is asked to write down in a column 8–10 views they saw on the trip (these can be people, objects, places etc).

For example,

Shorts

Wind

Sand





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Fish

- The trainer reminds about the problem under consideration (*let us assume that was the issue of joining the labour market*). The trainer then asks each participant to create the analogies and think how the views (objects) seen could be used in practice to resolve the problem. Solution options are to be written in the next column.

For example,

<i>Shorts</i>	- Perhaps it is more advantageous to join the labour market in summer, when employers are more relaxed
<i>Wind</i>	- If I want to get a job, I have to be as fast as the wind, offer new innovative ideas
<i>Sand</i>	- Perhaps I could create objects from sand
<i>Fish</i>	- Selling the same fish as sold at the seaside

- The group members are asked to present the images “seen” during the trip as well as the analogies devised or connections with the problem raised, and the possible ways to solve the problem based on the analogies. If the group members wrote down the analogies devised, i. e. thoughts evoked by the image (object) written down and the problem, in the second column, the group can together come up with ideas how the notion that arose to a participant could be implemented in practice.
- In the discussion, thoughts and ideas shared by all participants are discussed. The trainer draws attention to the number of solutions to a problem we can come up with when we allow ourselves to think freely. It should be emphasised that sometimes, when we encounter a seemingly unsolvable problem, we need to let ourselves to wander in thoughts somewhere else, not to think about the problem for a while and to impel ourselves to take a broader view. It is also important to stress that it is advisable to invoke other people when solving a problem: they could encourage viewing the situation from a different perspective and suggest different solution options or ideas.





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Training Resources





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