

MAKING SPACE 365 CREATIVE SKILLS & ENTREPRENEURSHIP YOUTH TRAINING TOOLKIT

Maximising the Potential of Young
People through Creative and
Cultural Entrepreneurship in the
Community



Creative Competencies
Module T10

Experimenting with and
refining ideas



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365



Erasmus+

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Module T10: Experimenting with and refining ideas

In this module, you will find a compendium of modular, active learning resources and activities that will support you and your learners to develop competencies in *experimenting with and refining ideas*.

Namely, this module contains:

- Description of a 3-hour face-to-face learning activity
- Activities for a 2-hour self-directed learning
- Fact sheet
- Learner handout
- Self-reflection exercises

Aim and learning objectives of this module

The main aim of this module is to develop the entrepreneurial and creative skills of young people by providing a set of tools that support the development of competencies in experimenting with and refining ideas.

Through this module, the learners are expected to develop the following knowledge, skills, and attitudes:

TOPIC	KNOWLEDGE	SKILLS	ATTITUDE
T10 Experimenting with and refining ideas	<ul style="list-style-type: none">• T10K1 - Knowledge of different ways to experiment with and improve (refine) ideas	<ul style="list-style-type: none">• T10S1 - Ability to see past one's initial idea and explore different ways to improve it• T10S2 - Ability to share ideas with others• T10S3 - Ability to experiment -together with others, when necessary- different ways for the implementation of an idea• T10S4 - Ability to identify strengths and weaknesses of an idea and use them to refine it• T10S5 - Ability to experiment using different techniques in order to discover the best possible way for the implementation of an idea	<ul style="list-style-type: none">• T10A1 - Being adaptable• T10A2 - Being flexible• T10A3 - Being open to changing the initial idea• T10A4 - Willingness to share ideas with others in order to refine them

Part 01: Experimenting with and refining ideas f2f Learning Activity

In this part of the module, you will find a comprehensive learning activity that is designed for face-to-face group training. The duration of this learning activity is around 3 hours. The aim of this activity is to support the trainers/facilitators in providing a holistic learning experience to groups of learners that will support them to develop their experimenting with and refining ideas competence.

The activity uses different tools that can be used with different target groups and adapted to fit the needs of each group of learners.

Summary

Name of tool/ estimated time		Type of tool	objective of the tool
Part 01			
1	"Toilet paper" & "Picasso" icebreakers 30 min	Icebreakers / getting to know each other	Getting to know the participants among themselves and with the facilitators.
2	"The Floating Stick" & "Paper Clip Test" 30 min	Team building activities	Setting up the atmosphere in the group; encourage communication and teamwork; build trust; boost creativity; increase collaboration
Break			
Part 02			
1	Idea Tank. Lab 1 40 min	Teamwork/Presentation	Experimenting with and refining ideas
2	Idea Tank. Lab 2 40 min	Teamwork/Presentation	Experimenting with and refining ideas
3	Debriefing 40 min	Plenary discussion	Reflecting about main learning points during the activity; giving feedback

Detailed Description:

Part 01	
Title of the session	“Let’s get together”
Approximate length	1 hour
Group size	5 – 30 participants, depending on learning environment
Equipment, materials & space needed	<ul style="list-style-type: none"> • Toilet paper rolls (1/2 pieces) • Coloured pens or markers • Speaker and laptop • Wooden sticks (according to the number of groups) • 5 small clip boxes
Objectives	<p>The participants will:</p> <ul style="list-style-type: none"> ❖ learn how to work in groups ❖ think outside the box ❖ express their opinion and discuss with others ❖ brainstorming ideas
Matrix Reference	T10K1, T10S1, T10S2, T10S3, T10S4, T10S5, T10A1, T10A2, T10A3, T10A4
Detailed description	<p>Part 1 - Let’s get to know each other!</p> <p>1. “Toilet paper icebreaker” – the participants are in a circle and the facilitator/s has a toilet paper roll in his/her/their hands. The toilet paper roll goes through the circle and the leader asks each participant to take as many toilet paper sheets, they need if they would “hypothetically” use the restroom (this will cause some laughter in the group). After everyone taking their pieces, the leader reveals the “secret”: participants have to say as many things about themselves as the number of pieces they took from the toilet paper roll.</p>

Detailed description (cont)	<p>“Picasso icebreaker” – The facilitator instructs the participants to spread themselves in the room. Each one gets a blank piece of paper and pens/coloured markers. They must write their names in the paper. A song will be played and paused many times during the icebreaker activity. While the music is playing, participants are told to move around the room in different ways (in one foot; jumping; dancing; backwards; etc) and exchange the papers with others as many times as possible while the sound keeps playing. Every time the music stops participants have to find out who is the owner of the paper and draw a part of their portrait (eyes; ears; mouth; nose; etc) and the game goes on until the portrait is finished. They can also add some special features or information about the participant. Adapted from Collaborative Drawing.</p> <p>2. “The Floating Stick” – First divide the participants in different groups (at least 5) and then instruct the groups to line up in two lines facing each other and point the index finger of each hand out in front of them. Then, place the floating stick, on top of their outstretched fingers, so that it is balanced along the top of each person’s fingers in a straight line. The team must lower the floating stick to the ground without holding on to it, grasping it or losing contact with their fingers. The stick must remain balanced on each person’s fingers at all times. If at any point someone loses contact with the stick, the task will be restarted.</p> <p>Clip challenge – The participants are divided into groups of at least 4 people. Each group receives a box of paperclips. During 10 to 15 minutes, they have to find as many uses for them as possible and present them to the rest of the group. If possible, make prototypes to demonstrate.</p>
Break	
Part 02	
Title of the session	IDEA TANK
Approximate length	2 hours
Group size	5 – 30 participants, depending on learning environment

Equipment, materials & space needed	<ul style="list-style-type: none"> • Flipcharts • Markers • tape • Cardboards • Glue • Boxes with random recyclable materials
Objectives	<p>The participants will:</p> <ul style="list-style-type: none"> ❖ learn how to work in a group and make decisions together ❖ present their idea to others ❖ find potential problems and be creative in finding solutions ❖ learn about refining ideas through brainstorming techniques such as SCAMPER ❖ identify strengths and weaknesses of an idea and use them to refine it
Detailed description	<p>Part 2 – Idea Tank (Lab 1/Lab 2)</p> <p>1. Participants are split into different groups (4 to 6 elements) and the groups receive a box with random recyclable materials. The facilitator explains that each group will have around 30 minutes to build a useful item with those materials and prepare a pitch of 2 minutes of the product to be presented to the whole group. Facilitator must reinforce that internet should not be used (the ideas have to come out from the group). While preparing the pitch presentation they must have in mind the following questions: what is it? For what? For who, etc.</p> <p>Pitch presentations - Each group comes forward and has 2 minutes to present their prototype to the whole group. Other groups must take notes and can only make 1 question to the group which is presenting. After each presentation and question, the facilitator gives 3 cards with signs, for each group to vote. Each card represents the following three options:</p> <ul style="list-style-type: none"> • Yes, I would totally buy it! • Yes, but with changes! • No, I wouldn't buy it.

	Small break (10 min)
Detailed description (cont)	<p>2. Lab 2 - An unexpected twist – The facilitator gives the chance to all groups to improve/modify/change/refine the prototypes that were created, however there's an important twist – the prototypes are randomly distributed to the teams, which means that no team gets their original product. The intention is that participants explore different ideas and learn about the process of refining ideas using SCAMPER method. Facilitator gives a brief explanation about the method and delivers a handout with SCAMPER steps that each group should follow in order to improve the prototypes. In the end participants gather in a circle and each group presents briefly what changes they made and everyone gives feedback. The groups will have around 15 to 20 minutes to make changes and another 10 minutes to discuss in large group about the process.</p> <p>3. Final discussion/Reflection – The facilitator instructs the participants to reflect in small groups about the day and then share in large group. The following aspects should be considered:</p> <ul style="list-style-type: none"> • Feelings of the day • What went well and what went bad • Which activities do you find it more useful and why? • Main learning points • Suggestions/questions
Tips, recommendations for the facilitator	<ul style="list-style-type: none"> - Encourage the participants to think outside the box. Make sure everyone has the opportunity to express an idea or opinion. - The activities can be led by one facilitator, but one more person is recommended to help, especially with larger groups.
Sources/bibliography	<p>How to Refine and Develop Ideas – The Doer's Guide https://rb.gy/vo5gos</p> <p>More about SCAMPER technique - https://rb.gy/zxjtyv</p>

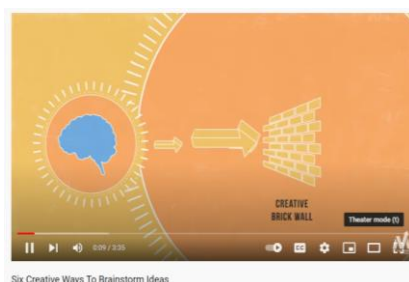
Part 02: Experimenting with and refining ideas– activities for self-directed learning

In this part of the module, you will find a set of activities for self-directed learning that will support the learners/users to consolidate their knowledge on experimenting with and refining ideas. The tasks will help to participants to improve the skills of developing and refining the raw ideas by themselves, create own concept or concrete plan and explore the ways to analyze and improve them. The activities are for self-preparation to encourage participant be able to share ideas with other and receive feedbacks.

Activity 01:

This activity can be done individually and with a group, the best way is, that each participant does his own way and then share his experience with others. It has simple tasks, which help participants to generate and then refine raw ideas, go through different steps and reflect on each of them. It allows them to provide self-input and attain a better overall understanding of the whole process.

- Think about one idea, which can solve the social issue in your community and write down what your idea is;
- Try to understand who will benefit from your idea and why? be specific;
- Identify the key features of your idea. (Describing the important characteristics of the idea and its aims);
- Write down the benefits of each feature;
- Sketch your idea and its key features. This will allow you to refine the details, visualize them better and make them clearer; you can use things like charts, arrows, symbols to visualize your idea. It doesn't need to be pretty to bring your idea to life, but understandable and reasonable;
- After all these steps, reflect on what you need to make this idea possible, what can be the obstacles, and what can be the solutions to overcome them;
- When sharing this in the group, challenge others to think differently to get various opinions.



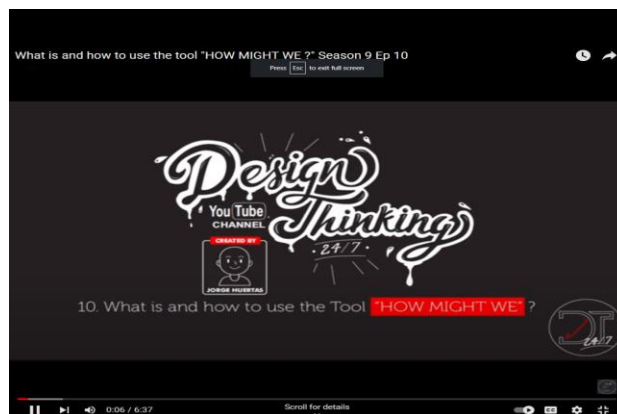
Video source that can be useful while making this activity: **Six Creative Ways to Brainstorm Ideas -**

<https://www.youtube.com/watch?v=yAidvTKX6xM>

Activity 02:

“How Might I...” notes exercise is based on a highly known tool called “How might we”, which is the design thinking activity, mostly used while the beginning of the project or strategic initiative. In this case, the participants are doing individual notes to identify the challenges while defining their ideas.

- Begin by identifying what are the main points of your initiative/idea;
- Reframe these points into the note with “How might I”;
- While writing “How might I” notes, make sure to consider the underlying factors that may be driving you to refine your initial thoughts;
- Write down as many “How Might I” notes as reasonably possible.
- Share them with other participants and discuss with them how “How Might I” notes create opportunities to explore solutions.



Video source that to understand better the method of design thinking activity -

https://www.youtube.com/watch?v=Q4yes4_A46c

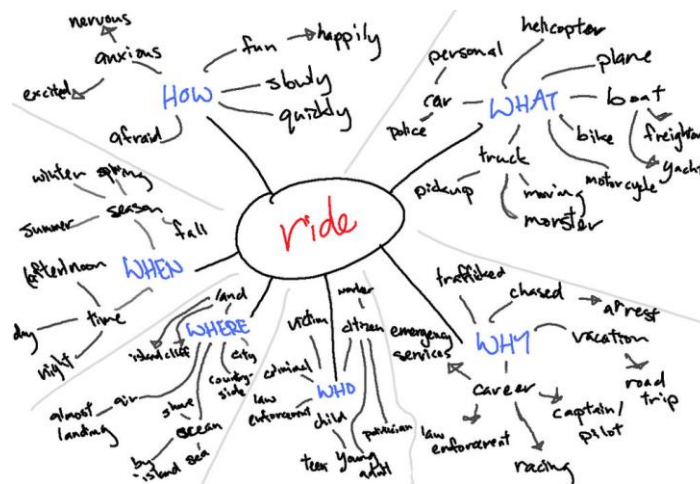
The last part of this activity is about looking critical at your idea and analyzing it deeper with the following instructions:

- Write down, why this idea? Try to write as many “whys” as you can.
- Think about the 5 strengths and 5 weaknesses of an idea and write them down
- Answer your “How might I” Notes, how might you?
- Share them with other participants and discuss with them the best possible way for the implementation.

Module T10 - EXPERIMENTING WITH AND REFINING IDEAS Fact Sheet

Refining ideas is a process of focusing on the raw idea and going into details deeply in order to get it run in real life smoothly. The refinement is the improvement of a raw idea, by analyzing, changing, and making clearer.

Key features are important characteristics of the idea, the main points of it, which are highlighted and described in details.



Brainstorm Ideas is a group creativity technique to find a conclusion for a specific problem, idea or initiative by gathering a list of ideas spontaneously from each member of the group. Brainstorm ideas can be done also individually, here are ways to brainstorm:

“How might we” exercise is often practiced as a collaborative exercise by teams at the beginning of a project or strategic initiative. A How might we (HMW) stage can generate lots of creative ideas. The exercise is about exploring ideas freely, so that we have a variety of ways to approach the problem, not to produce a solution.

Look at this example of a challenge that is too wide, too specific, and just right.

- Too broad: Help people fight global warming. (We all know this is a complex problem.)
- Too narrow: Help people track, reduce, and share their carbon footprint automatically using a smartwatch. (We are limiting the function and form of the solution.)
- Just right: Help people track their personal carbon footprint.

Design thinking is a process for creative problem solving that starts with people and their needs. Anyone can use it to tap into their creative potential and grow relevant skills for the modern workplace. Explore tips from experts, real-world case studies, and quick activities to help you apply the skills and mind-sets of design thinking on your work.

A strategic initiative is a comprehensive plan that an organization sets out for achieving its strategic goals or long-term visions for improvement. If a goal asks what you want to achieve, a strategic initiative explains how you can achieve it. It's a map route to your destination.

7 STEPS to GREAT BUSINESS IDEAS

SCAMPER is a framework designed to help you come up with fresh ideas, whether for a product, a service or a process, by starting with something that already exists and subjecting it to 7 areas of questioning. Below are the 7 areas and sample questions to get you to the solution you're seeking.

SUBSTITUTE

- Other properties?
- Other time/place?
- Other people?
- Other feelings/attitude?



COMBINE

- One product with another?
- Purposes/objectives?
- Talents/resources?
- Steps/activities?



ADAPT

- To a different context?
- Using borrowed features?
- Using ideas outside your field?
- To another market/situation?



MODIFY/MAGNIFY

- Features/steps?
- Physical qualities?
- Size/duration/pricing?
- Frequency?



PUT TO ANOTHER USE

- For other users?
- To solve other problems?
- Using the by-products?
- To work elsewhere?



ELIMINATE

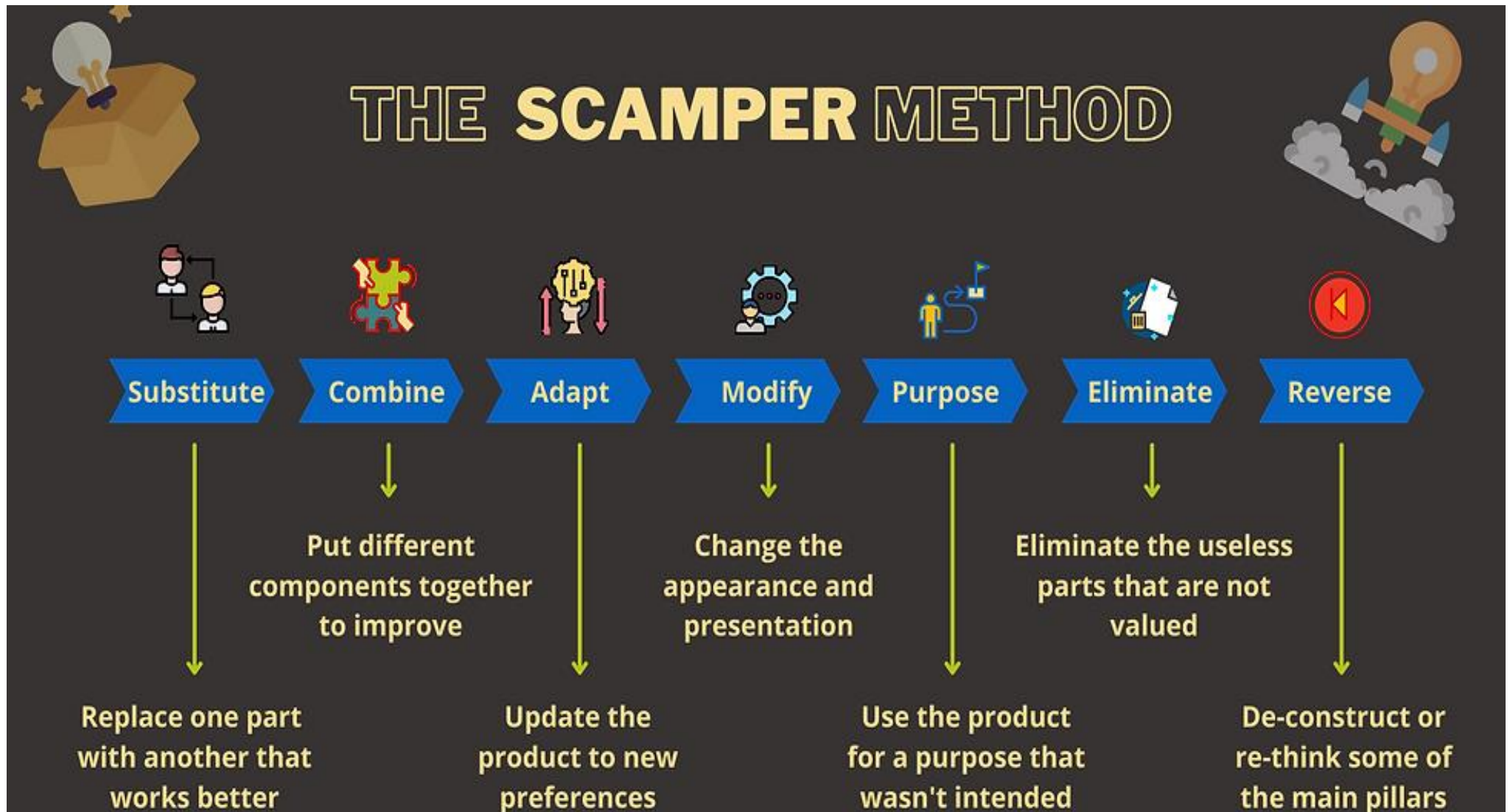
- How to simplify?
- What are non-essentials?
- Make it smaller?
- Reduce cost/time/effort?



REVERSE/REARRANGE

- Interchange components?
- Use another order?
- Reverse everything?
- Exchange roles?





Module T10 Experimenting with and refining ideas – SELF REFLECTION EXERCISES

Now that you have done all the exercises on experimenting with and refining ideas, reflect about all the process:

- How the knowledge you have gained can help you to refining and implementing your ideas not only in business but also in your everyday life?
- What are your main learning points?

Name at least 5 things:

- While working with group, what did you learn and which personal and professional skills have you improved?
- Which activities do you find it more useful and why?
- How can you use what did you learn in the future?
- Why is important to refine ideas and go into details deeply?
- Reflect on what you need to make your ideas possible;
- How confident do you feel to overcome the possible obstacles while refining idea?



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