



Activities

SECTION 2: Module 4

What's the big idea?



Activity name: Paperclip challenge

Method:	Group or individual
Materials Needed:	Paperclips, pens and paper/post it notes.
Duration:	30 minutes

What is it?

Participants are given a paper clip and challenged to come up with as many different uses for it as they can think of. There are no correct solutions or even one best solution that they are trying to find; rather, they are simply using their imaginations to generate as many possibilities as they can.

Why do it?

This simple brainstorming activity stretches the creativity of participants. In order to discover really unique solutions, people must have the freedom to explore a range of possibilities. Coming up with new uses for a traditional, everyday object helps people look beyond traditional boundaries of form and function. Doing so in groups uncovers the power of collaboration.

How to do it?

Introduction: 4 mins

Give participants a quick introduction to brainstorming and an overview of why it is important and how to approach (this can be taken from **tutor resources ‘how to run a brainstorming session’**).

1st Brainstorm: 3 mins

Pass out a paper clip to each person for inspiration. As individuals, have each participant write down as many uses for a paper clip as they can think of. They are free to manipulate it in any way.

Compare: 3 mins

Have each person pair up and compare the paper clip use ideas each came up with. Ask them to look over the ideas that their partner came up with focusing what ideas each person came up with as well as what ideas only one person came up with. Have each person choose the wildest idea from their partner's list.

2nd Brainstorm: 7 mins

Now in their pairs, participants continue to brainstorm new ways to use a paper clip. The goal is for each pair to come up with as many ideas that no other pair thinks of. They don't have to repeat any of the earlier ideas they came up with individually, rather they supplement that list.

Compare: 15 mins

The first pair shares one of their ideas. Continue to rotate through all the pairs having each one share one idea. For each idea that gets said out loud, other pairs have to say whether or not they also have that idea. If any other pair has that idea ALL pairs have to scratch that off of their list.

(This can be turned into a competition e.g. Each pair gets a point for an idea they have that no other team has. The team with the most points wins).

Activity name: Not just for breakfast

Method:	Group
Materials Needed:	A box of ready-to-eat cereal i.e. Cheerios
Duration:	43 Min

What is it?

Participants are shown a box of ready-to-eat cereal i.e. Cheerios and challenged to come up with as many different uses for it as they can think of. There are no correct solutions or even one best solution that they are trying to find; rather, they are simply using their imaginations to generate as many possibilities as they can.

Why do it?

This simple brainstorming activity stretches the creativity of participants. In order to discover really unique solutions, people must have the freedom to explore a range of possibilities. Coming up with new uses for a traditional, everyday object helps people look beyond traditional boundaries of form and function. Doing so in groups uncovers the power of collaboration.

How to do it

Introduction: 4 mins

Give participants a quick introduction to brainstorming and an overview of why it is important and how to approach (this can be taken from **tutor resources ‘how to run a brainstorming session’**).

1st Brainstorm: 5 mins

Pass out a box of ready-to-eat cereal to each person for inspiration. As individuals, have each participant write down as many uses for the cereal as they can think of. They are free to manipulate it in any way.

Compare: 3 mins

Have each person pair up and compare the cereal use ideas each came up with. Ask them to look over the ideas that their partner came up with focusing what ideas each person came up with as well as what ideas only one person came up with. Have each person choose the wildest idea from their partner's list.

2nd Brainstorm: 7 mins

Now in their pairs, participants continue to brainstorm new ways to cereal. The goal is for each pair to come up with as many ideas that no other pair thinks of. They don't have to repeat any of the earlier ideas they came up with individually, rather they supplement that list.

Activities – Section 2 – Module 4 – What’s the big idea?

Compare: 15 mins

The first pair shares one of their ideas. Continue to rotate through all the pairs having each one share one idea. For each idea that gets said out loud, other pairs have to say whether or not they also have that idea. If any other pair has that idea ALL pairs have to scratch that off of their list.

(This can be turned into a competition e.g. Each pair gets a point for an idea they have that no other team has. The team with the most points wins).

NOTE:

Some of the more creative suggestions participants might come up with—using the cereal as fertiliser or a component in jewellery.

Activity name: Seed catalyst

Method:	Group
Materials Needed:	Copies of the Seed Catalyst template for each team, pens and flash cards
Duration:	40 Min

Why Do It?

This activity is designed to encourage students to identify and solve a problem using a series of cues to help spark ideas. **Seeds** are everyday problems and **catalysts** are prompts that are provided to get participants to think differently about them. This will encourage a creative approach to problem solving

How to do It?

Introduction: 5 Min

Give students a quick introduction to the Seed Catalyst task, explaining that the aim is to identify an everyday problem for which they must find a solution

Task 1: 10 Min

Divide the group into smaller teams and assign each group a population they are familiar with e.g. young people, children, pets etc and ask them to identify everyday problems for that group e.g. Give examples of simple problems e.g. having to make their bed in the morning when they are running late. Tell them to list the problems across the top of each column of the Seed Catalyst template

Task 2: 15 Min

Now instruct the team to use the catalyst prompts listed down the side of each row of the Seed Catalyst Template to apply to each Seed and complete the sentence so e.g. ‘It would be easier if...My bed made itself’. Explain that there are no rules and they should jot down whatever ideas spring to mind

Task 3: 10 Min

Once they have completed all columns ask the students to take some time to brain storm product or service ideas based on the seed catalyst card. Explain that ideas do not need to be feasible at this stage and that for this activity quantity is better than quality.

Example

Everyday problems for ... my dad

SEED CATALYST	Finding things		Unleaded petrol in diesel	
I need ...	Something to show where the jam is		To stop him putting wrong petrol in	
I wish ...	I didn't have to find everything		An alert would pop up to stop him	
It would be more fun if ...	The jam could talk		The pumps were brighter colours	
It would be faster if ...	The cupboard design had a place for the jam		There was a flashing light	
It would be greener if ...	It didn't need a battery		The Nozzle didn't fit	

Seed catalyst template

Everyday problems for.....

Seed Catalyst				
I need...				
I wish...				
It Would Be More Fun If...				
It Would Be Faster If....				
It Would Be Greener If....				

Activity Name: Recipe for disaster

Method:	Group
Materials Needed:	Strips of paper, pens and an empty waste-paper bin
Duration:	10 mins

What is it?

In this task students will choose a topic that they are interested in and will create a blog on Pinterest

Why do it?

This 10-minute activity is to help students develop an understanding of what makes a good idea, and where ideas initially develop.

How to do it?

Ask young people to produce a list of bad business ideas and discuss what would make them fail, alongside those that they feel have potential.

1. Each person in the group should make up a "bad idea" and write it on a piece of paper. They then screw the paper up and put it in the bin.
2. Group members take turns to pick an idea out of the bin. They should introduce it to the group, explain why it might be a bad idea and then discuss how they could turn it into a good idea.

For example, four bad ideas to get you started would include camouflaged golf balls, edible dog leads, glow in the dark eye mask and a chocolate tea pot.

Of course, you can do this activity in reverse by trying to come up with good idea. Alternatively, you consider the worst possible ways to use the idea, then reverse it to think about ways to avoid making these mistakes. Whatever you do, always end on a positive note.

Activity Name: Goal collage

Method: Group or individual

Materials Needed: Smart phone and access to the internet

What is it?

Participants create a multimedia interactive poster

Why do it?

This activity will help the young people to express ideas with ease by combining images, graphics, audio, video and text on one digital canvas.

How to do it?

- Participants write down their visions and goals for achieving success in their lives and work settings.
- Participants write down goals they want to achieve by the end of the year
- Participants then create an online poster of images and inspiring statements that will help them achieve their learning goals

These tools are great to make online goal collages:

Glogster – www.glogster.com

Thinglink – www.thinglink.com

Activity name: The Disney creative strategy

Method: Group or individual

Materials Needed: Pens and paper

Duration: 65 mins

What is it?

This activity is a tool for brainstorming and developing ideas. It involves using 3 roles or thought processes, namely the Dreamer, the Realist and the Critic.

Why do it?

This activity helps bridge the gap between imagination and reality and can help the groups turn their business ideas into real projects. By putting participants into different roles and mind sets we can better analyse an idea which helps with its growth.

How to do it?

Introduction: 5 mins

Give participants a quick introduction to the activity using the information below and the tutor resources.

Divide the group into as many teams as you have business ideas i.e. 3 business ideas = 3 groups. Each group will take on the personas or mind sets of the 3 roles throughout the activity. Firstly, The Dreamer, secondly, the Realist and finally the Critic. **They will be working on the business ideas generated through the previous Seed/Catalyst activity.**

The Dreamer stage – 15 mins

Typically, in ordinary discussion, the dreaming style is halted by reality and does not have space to develop fully. When in this role the group should discuss each idea without restrictions or criticism. They should not worry about whether their suggestions are viable as this will be discussed at the later stages. They should focus on being as creative, passionate and enthusiastic as possible about the ideas.

They should think of the following:

- How do we want this idea to grow?
- How do we imagine the idea growing?
- What are the benefits of this idea?

Activities – Section 2 – Module 4 – What’s the big idea?

The Realist stage – 15 mins

Now the groups are required to think more logically about the idea they are presented with. Their aim is to turn the ideas into actions and should think of plans of how to achieve this. All thoughts should be constructive and focus on turning the idea into a real plan.

They should think of the following:

- How can we apply this idea in reality?
- What is the action plan to apply the idea?
- What is the timeline to apply the idea?
- How can we evaluate this idea?

The Critic stage – 15 mins

Now that the group has an action plan of sorts, the critic thinking mode should aim to discover any barriers in applying the idea and how these could be overcome. During this session the group will try to find the weak points of the idea and try to find a final solution.

They should ask the following questions:

- What could be wrong with this idea?
- What is missing?
- Why cannot this idea be applied?
- What are the weaknesses in the plan?
- How we can we solve any issues?

Conclusion – 15 mins

Each group now has a creative idea with an action plan to apply it. The first stage helped focus on creativity and sharing ideas and solutions. The second stage focuses on how to turn this into a reality and the third stage identified weaknesses and how to overcome these.

Allow 5 minutes per group for them to appoint a spokesperson and feedback some of their plans for the idea to the rest of the group.