Enhancing Creativity

Preparation

Review Reference Manual

Equipment, Materials, Supplies

- Newsprint, Easel, Markers, Masking Tape

Exercise Preparation

- Review Exercise 1: Magic Circles.
  - Prepare a sheet of newsprint for the Magic Circles activity (four circles), as shown in the example. Draw it in such a way that you will be able to cover the bottom two circles, either with another sheet of paper or the bottom part of this sheet.

- Review Exercise 2: Hidden Squares located at the end of this module.
  - Prepare a sheet of newsprint for the Hidden Squares activity as shown in the example.

Room Arrangements

Participants may be seated at tables. No specific grouping is necessary.

Overview

Purpose

The purpose of this module is to enable participants to enhance a team’s ability to be creative.

Objectives

At the end of this module participants will be able to:

- Explore attitudes that help or hinder the expression of creative ideas.
- Identify how to improve the climate for creativity in team meetings.
Instructor Notes

<table>
<thead>
<tr>
<th>Content</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Understanding Creativity</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Blocks to Creativity</td>
<td>30 minutes</td>
</tr>
<tr>
<td>The Creative Team</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

**Total time: 60 minutes**

### Time/Materials

**Content/Activities**

#### Introduction

**5 Minutes**

**Purpose**

**Slide 1**

TELL participants the purpose of this module is to enable participants to enhance a team’s ability to be creative.

**Objectives**

**Slide 2**

PREVIEW module objectives, from the reference manual.

**Overview**

**Slide 3**

PREVIEW the module contents.

#### Understanding Creativity

**15 Minutes**

**Slide 4**

RHETORICALLY ASK: “Where do such ideas come from?” “How do ideas arise” seemingly from nowhere?”

INTRODUCE the activity

- TELL participants they will now do an activity that will explore our understanding of creativity.

CONDUCT the activity.
• **ASK** one participant what words come to mind when he or she thinks of the word "creativity."
• **RECORD** these words on newsprint and continue until he or she can no longer think of any new words.

• **ASK** another participant to open a book to the page number that is the same as the number of people in his family.
• **ASK** him or her to find the last full word on the page and show it to the first participant who is standing.
• **ASK** the first participant to say that word out loud and note the first letter of that word.
• **ASK** the first participant to think of additional words that begin with that letter and are associated with "creativity."
• **RECORD** the additional words on newsprint.

**SUMMARIZE** the activity.

• **ASK** the group to say what they observed in this activity.
• **CONTINUE** until you think the following point has been sufficiently reinforced, “the new word stimulated his creativity and resulted in more ideas to be expressed”.

• **SUMMARIZE** by reviewing some of the main thoughts from the Reference Manual on how creativity works, such as
  • The process of creation is hard to describe in rational and objective terms. People often are unable to explain how ideas came to them.
  • People can learn to develop their creative potential by “tuning in” to latent aspects of themselves.
  • Despite the “it just happened” phenomenon, creativity does not have to be unplanned or haphazard. Teams can enhance their creativity with the use of relatively straightforward techniques.

**Blocks to Creativity**

**30 Minutes**

**Slides 6 & 7**

**Exercise 1:** Magic Circles

**DISCUSS** the 5 common blocks to creativity from the reference manual.

• Block 1: Rigid mind set
• Block 2: Poor communication skills
• Block 3: Lack of open expression
• Block 4: Lack of knowledge and acceptance of techniques for generating creativity
• Block 5: Lack of organizational support
Exercise 2: Hidden Squares

INTRODUCE, CONDUCT AND SUMMARIZE Exercise 2: Hidden Squares as described in exercise directions.

BRIEFLY DISCUSS the last Block to Creativity - Block 5: Organizational Support. ASK participants to add to the list of organizational practices that inhibit creativity.

The Creative Team

10 Minutes

Slide 8

DISCUSS information from the reference manual, stressing:

- Why creative teams are desirable.
- What a creative team “looks” like.

Transition

REVIEW module objectives and link them to the next module.
Exercise 1: Magic Circles

Goal

To encourage participants to broaden their horizons and look upon their environment as presenting opportunities, not limitations

Materials:

Prepared newsprint with the bottom half of the figure covered

Time Required:

5 to 10 minutes

Procedure:

1. Present the top half of the figure on the next page to participants, so that everyone can see it at the same time.

2. Ask how many people think that Circle A is larger and how many think Circle B is larger.

3. Demonstrate, by revealing the bottom half of the figure, that both circles are the same size.

Discussion questions:

1. Why does one circle appear larger?

2. If anyone said the circles were the same size, ask: How did you make that judgment?

3. How important was "proof" to changing your mind? Note: Help participants see the connection between this exercise and the way we are influenced by assumptions, other people's opinions, and habit (subjective information). If we take the time to measure or count (objective information), we "see" things differently. For example, a child may appear flushed and feel hot to the touch (symptom/subjective). Checking by thermometer shows that the child has no fever (sign/objective).

4. What is similar from your own experience? For example, have you changed your mind about an important issue? If so, what caused you to do that? (Note: If participants have trouble with this question, suggest that perhaps they have sought additional information, done something they had never actually experience before, or tried to look at an issue from someone else's point of view.)
Exercise 2: Hidden Squares

Goals
To encourage participants to dig deeper into problems and visualize them from a different perspective; to see not only the whole, but also various combinations of parts.

Materials
A flipchart, transparency, or handout with the figure shown on the next page

Time required
10 minutes

Procedure
1. Provide participants with a drawing of a large square, divided as shown on the next page. Then direct them to quickly count the total number of squares seen, and report that number verbally.

2. The correct answer is 30, developed as follows: 1 whole square, 16 individual squares, 9 squares of 4 units each, and 4 squares of 9 units each.

Discussion
1. What factors prevent us from easily obtaining the correct answer? (We stop at the first answer, we work too fast, we think too rigidly)

2. How is this task like other problems we often face? (Many parts make up the whole.)

3. What can we learn from this illustration that can be applied to other problems?
Hidden Squares