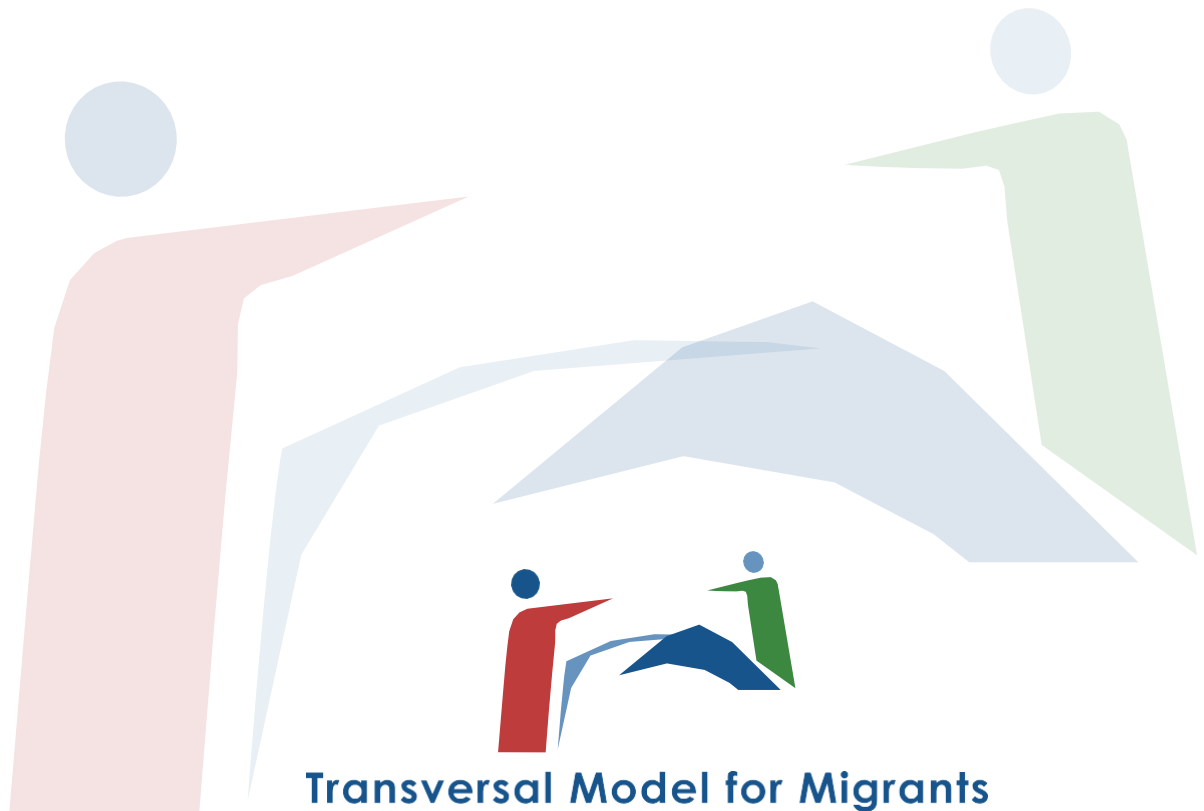


TRAINING CURRICULUM

Unit e) CREATIVITY

TRANSVERSAL MODEL FOR MIGRANTS

2018-1-FR01-KA202-048007



Transversal Model for Migrants



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TERMS OF REFERENCE

EQF	The European Qualification Framework is a translation tool that helps understand and compare qualifications awarded in different countries and by different education and training systems, structured in eight levels
EQF level 5	EQF level 5 qualifications are designed to up-skill individuals already in employment and provide them with advanced technical, transversal and/or management skills
Hints	An exhortation to put the learning into practice
Knowledge (level 5)	It is specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge
Learning outcomes	Learning outcomes are statements that describe significant and essential learning to be achieved, and can reliably demonstrate at the end of the training. In the EQF learning outcome are described in terms of knowledge, skills, responsibility and autonomy
Responsibility and autonomy (level 5)	Means to exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others
Skills (level 5)	Represents a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems





Unit e) CREATIVITY





Unit e	CREATIVITY			
HINTS	The basic aim of this unit is to understand creativity concept and how migrants can boost their curiosity and innovation.			
LEARNING HOURS	6 hours	TYPE OF TRAINING	Face-to-face	TARGET GROUP Trainers/Coaches
SUB-UNIT	After completing this module, the migrant's trainers and coaches will be able to...			
CURIOSITY	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY	
	<ul style="list-style-type: none"> ▪ define curiosity ▪ recognise main concepts about curiosity ▪ reproduce different models about curiosity 	<ul style="list-style-type: none"> ▪ analyse ways to boost curiosity ▪ discuss the impact of environment on creativity ▪ discuss different ways to flourish curiosity 	<ul style="list-style-type: none"> ▪ increase own curiosity ▪ contribute to generate ideas 	
TRAINING RESOURCE	<i>Concepts: Creative glossary</i>	<i>On-the job training: 30 circles</i>	<i>Tips for creativity</i>	
TIME	<i>60 minutes</i>	<i>60 minutes</i>	<i>60 minutes</i>	
INNOVATION	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY	
	<ul style="list-style-type: none"> ▪ define innovation ▪ relate between individual innovativeness and organizations' innovations ▪ describe types of innovation 	<ul style="list-style-type: none"> ▪ apply innovation skills in real life settings ▪ identify obstacles and problems during innovation process. ▪ discuss the differences between realization and creative ideas 	<ul style="list-style-type: none"> ▪ promote innovation skills individually or in groups ▪ act with ethical responsibilities during innovation process 	
TRAINING RESOURCE	<i>Concepts: Creativity's glossary</i>	<i>On-the job training: How to make money?</i>		
TIME	<i>60 minutes</i>	<i>120 minutes</i>		





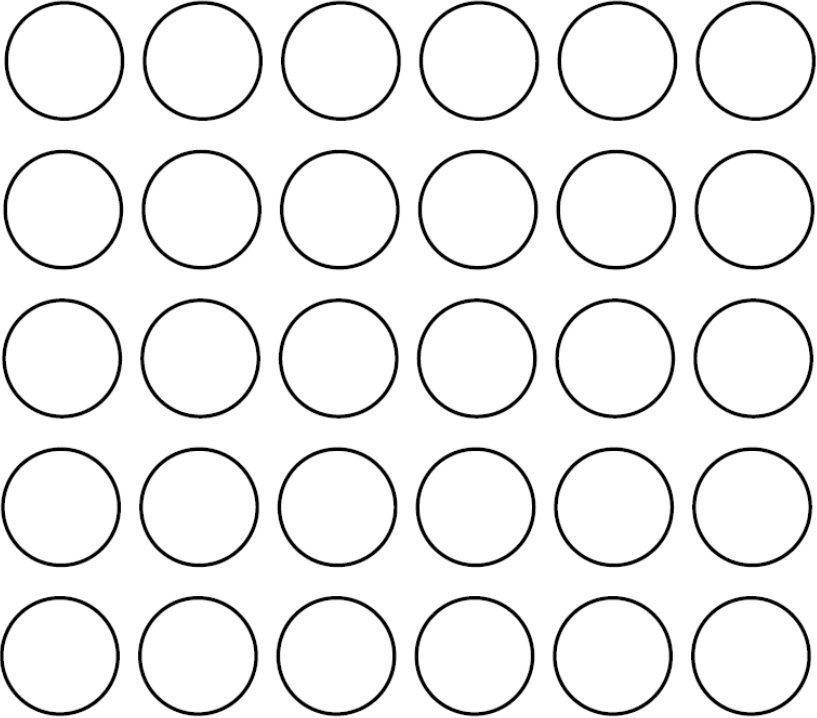
Concepts: Creativity's glossary

Creativity	Ability to perceive the world in new ways; act of turning new and imaginative ideas into reality.
Curiosity	Recognition, pursuit, and desire to explore novel, uncertain, complex, and ambiguous events.
Innovation	Introduction of something new; development and implementation of new idea, method, process, product, service.
Idea generation	Process of creating new ideas
Idea promotion	Building coalitions, finding sponsors, engage in social activities for innovative acts.
Idea realization	Developing a model or prototype of innovation; transforming idea into tangible product or service.
Deprivation sensitivity	Trying to solve problems and seeking to reduce gaps in knowledge.
Stress tolerance	The willingness to embrace the doubt, confusion, anxiety, and other forms of distress that arise from exploring new, unexpected, complex, mysterious, or obscure events.
Social curiosity	Wanting to know what other people are thinking and doing by observing, talking, or listening in to conversations.
Thrill seeking	The willingness to take physical, social, and financial risks to acquire varied, complex, and intense experiences.
Radical innovation	New to the world/organization type innovations; existing products and services are transformed significantly.
Incremental innovation	Changing, extending or refining existing products and services.





On-the job training: 30 circles

<p>Introduction</p>	<p>The following workshop aims to boost idea generation of people. Idea generation is one of the first step for flourishing curiosity and innovation</p>
<p>Work task</p>	<p><u>Steps</u></p> <ol style="list-style-type: none"> 1. Distribute to each participant the activity sheets (below) 2. Explain the aim of the exercise how idea generation is related to curiosity and innovation 3. Ask to participants turn each empty circles into something they are familiar with (clock, faces, balls, and etc.). 4. After the participants complete to draw their circles, ask to them compare with other the circles of other participants. Discuss the flow of the circles. In most of the cases, the majority of people can't complete 30 circles. Check how many circles were completed and how its differences. 5. Discuss with the group about their circles and what they have experienced while completing the exercise. <div style="text-align: center;">  </div>
<p>Reflective questions</p>	<ul style="list-style-type: none"> - What is the story of your circles? Are they similar (like different types of ball) or are they independent (face, cookie, earth, and etc.)? - Do your circles break the rules or connects them (like having one big circle)? - What type of problems you have encountered? - Why do you think you choose these objects to draw?





On-the job training: How to make money?

Introduction	The aim is to use curiosity and innovation skills in real life setting.
Work task	<p>Step</p> <ol style="list-style-type: none">1. Distribute 5 euros in an envelope to each participant (if the group is crowded trainer can also form groups – 3-5 learners in each group).2. Explain the expectation and aim of the exercise. In this exercise the aim is to make as much money as you can in two hours just using the money in the envelope. Participants should act creatively to increase their money. They should also have entrepreneurial orientations.3. After two hours, all group members prepare a presentation about what ways they used to make money. They are also expected to discuss ethical concerns. <p>Note: If trainer do not prefer to distribute money. They can use 10 paper clips or 10 post-its instead of money.</p>
Reflective questions	<ul style="list-style-type: none">- How did you make your action plan?- Did you get support from others?- What type of problems and obstacles you had encountered?- Is there any ethical dilemma you faced?- Did you start with the first idea that comes to your mind?- If you have more time what would you do differently?





Tips for creativity

Try it	Avoid it
<input checked="" type="checkbox"/> Constantly be curious.	<input checked="" type="checkbox"/> Don't criticise your initial ideas.
<input checked="" type="checkbox"/> Believe and trust into yourself.	<input checked="" type="checkbox"/> Don't wait for perfect idea. Act.
<input checked="" type="checkbox"/> Do research, ask questions – open ended.	<input checked="" type="checkbox"/> Don't be alone during the process, people bring you insights.
<input checked="" type="checkbox"/> Step outside your comfort zone.	<input checked="" type="checkbox"/> Don't be lazy, research and knowledge is important for creative ideas.
<input checked="" type="checkbox"/> Keep an inspiration journal. Help you to visualize ideas.	<input checked="" type="checkbox"/> Don't argue with people, try to understand their feedbacks.
<input checked="" type="checkbox"/> Physical exercise boosts creative thinking.	<input checked="" type="checkbox"/> Don't be too judgmental.
<input checked="" type="checkbox"/> Listen others and pay attention.	<input checked="" type="checkbox"/> Don't be a sheep, everyone and every situation is different.





TRANSVERSAL PROJECT FOR MIGRANTS



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