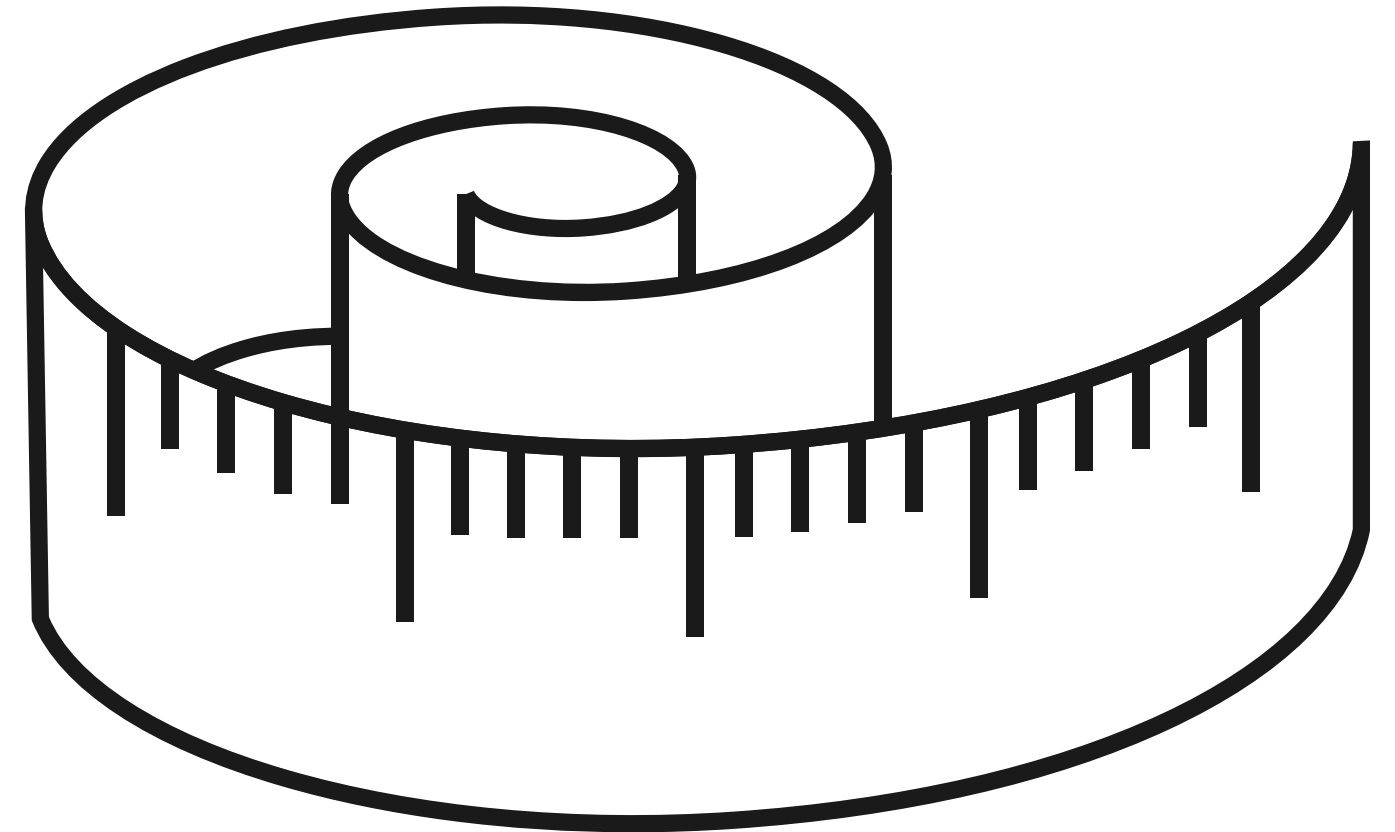




CONTENT

- The Purpose of the Tool
- The Process
- 6 Key Competences
- Assessing the 6 Competences
- How to Issue the CreativityMeter e-badges
- Use Case of CreativityMeter
- Resources



TYCA
The Youth **Creative Academy**

THE PURPOSE OF THE TOOL

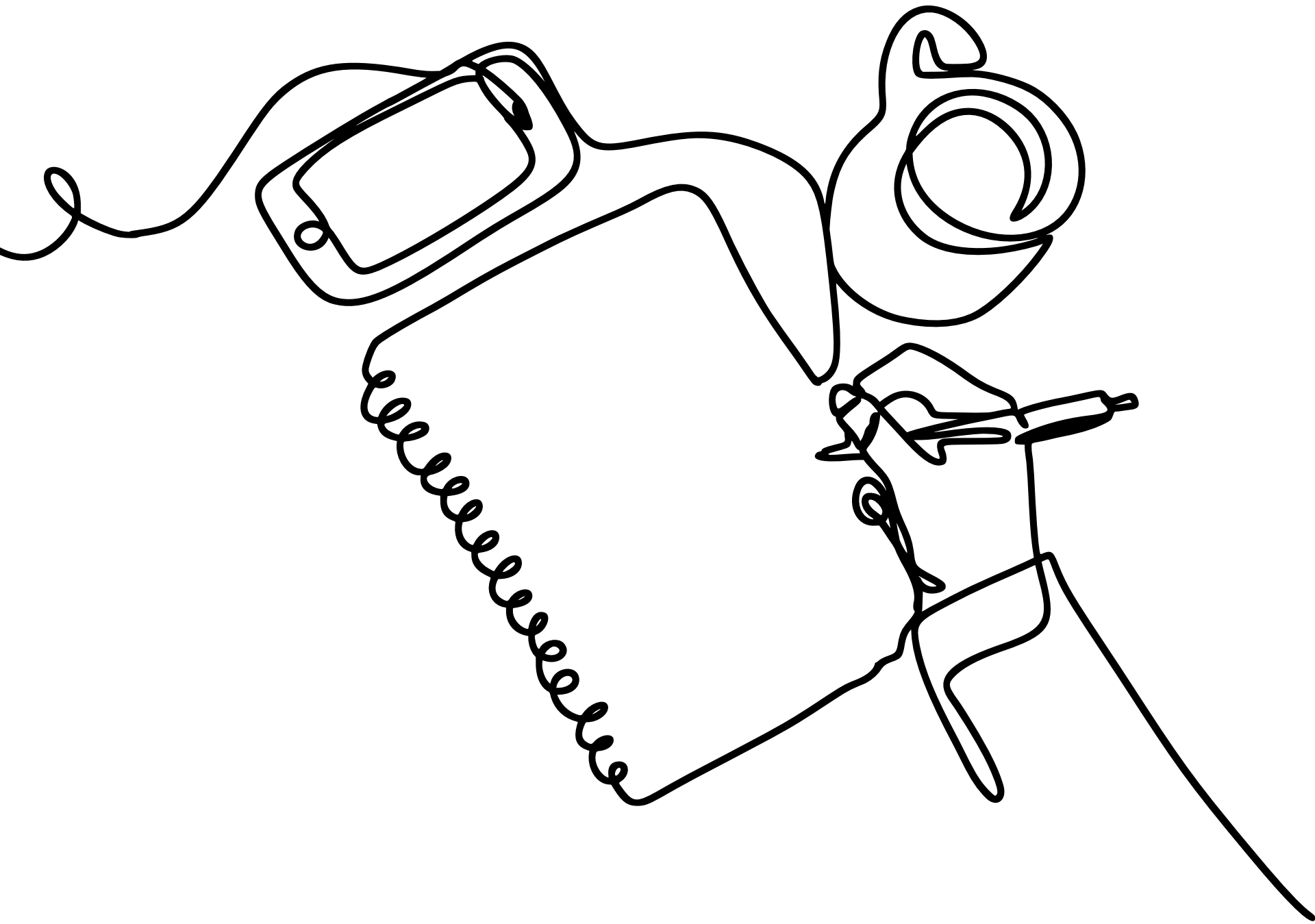


- Developing the creative skills
- Evaluating the development of creative skills
- Offering recognition for the creative skills gained through non-formal education



TYCA
The Youth **Creative Academy**

THE PROCESS



- Identifying 6 key competences on creativity
- Developing one activity + evaluation method for each of the competences
- Testing the activities and evaluation methods
- Creating a visual representation for each competence

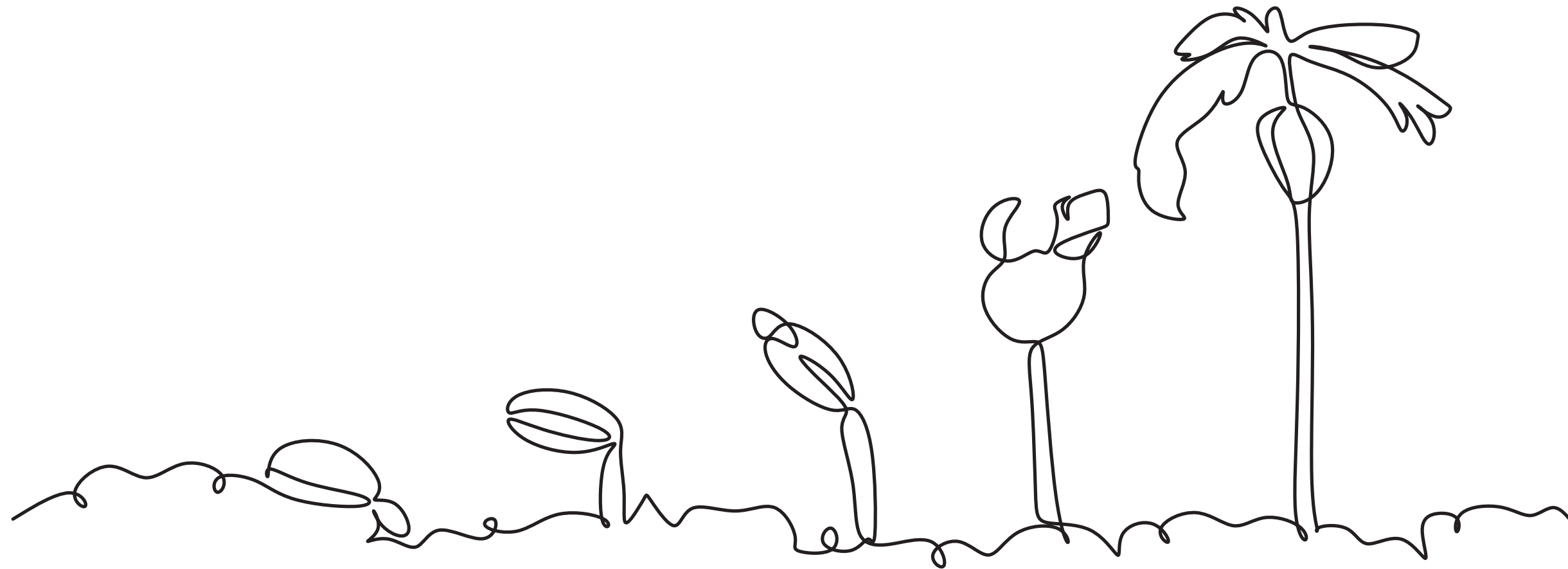
6 KEY COMPETENCES

1. Learning about one's self through painting and drawing
2. Creative Problem Solving
3. Improvisation and non-verbal communication
4. Storytelling - expressing one's cultural identity
5. Self-expression through rhythms
6. Digital creativity

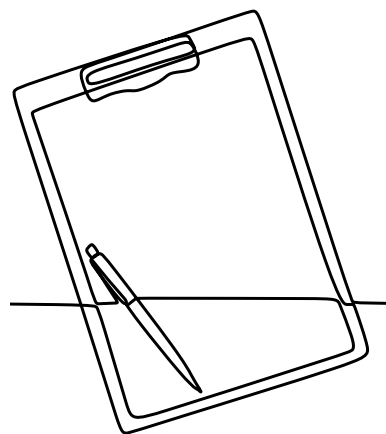


TYCA
The Youth **Creative Academy**

LEARNING ABOUT ONE'S SELF THROUGH PAINTING AND DRAWING

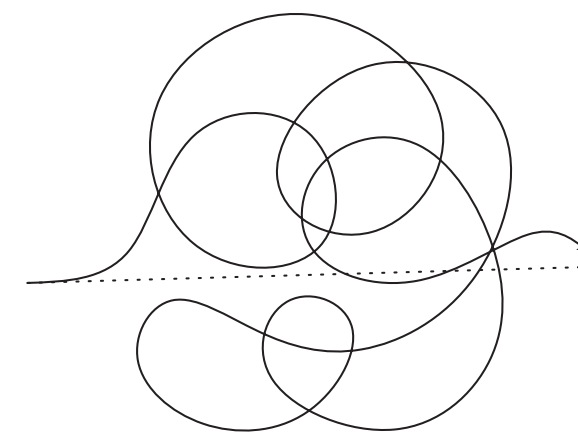


TYCA
The Youth **Creative Academy**



DETAILS

- Timeframe: 90 mins.
- Group size: up to 30 people for individual creative work. Big group must be divided into several groups of 4 to 5 people for reflection process.
- Materials needed: computer, speakers, multimedia or smart board for short video demonstration (the sound is important), internet connection or Wi-Fi for the online video, A4 paper for warm-up activity and notes/ reflection - at least 3 sheets per person, A3 paper (quality of <200 gsm) - 2 sheets per person, at least 2 different media for creative process: oil pastels in different colours, dry pastels in different colours, gouache or acrylic paints + brushes - few sets, sticky rubber or sticky tape for displaying drawings.



OBJECTIVES

- To strengthen the participants` processes of self-knowledge through creative experience.
- To arouse the imagination and courage to create visual content through audiovisual stimulation.
- To enable participants to express themselves creatively using favourite art media.
- To create safe conditions for participants to reflect on their creative process and creative product.
- To help participants understand the symbolism of their art and according to it to assess their current physical, emotional state, significant experiences and their posture in the context of today life.



TYCA
The Youth **Creative Academy**

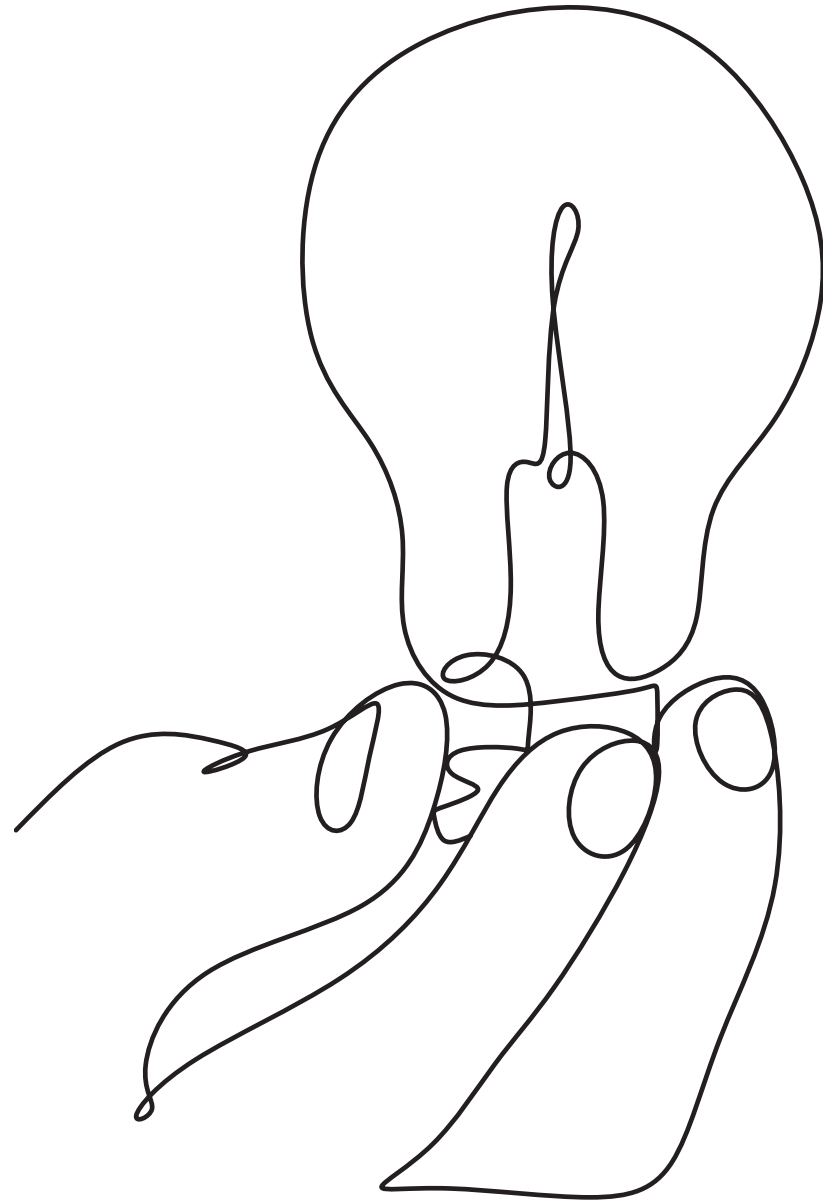
ACTIVITY INSTRUCTIONS

- Warm-up activity
 - Draw 5 symbols about YOU and YOUR LIFE. (A4 paper, free choice of aspects, 3 to 5 minutes)
 - Introduce YOURSELF to the group through 5 symbols. (1 minute per person)
- ME as a SEED creative task
 - Watch a short movie about a seed and its growth as a plant in different circumstances. (5 minutes)
 - Invitation to choose favourite art media. (2 minutes)
 - Individual creative process following these directives (30 minutes): “Imagine you are a seed in the ground. What's happening? How do you manage to mature, germinate, penetrate the ground towards the sun? What obstacles do you face? Capture an image! What kind of plant are you? How are you doing? Do You see Yourself as a small sprout? Or are You already a plant in bloom? Or are You a mature plant with some fruits? What's around You? Draw it”.
 - “Imagine being able to see a cross-section of the Earth and observe parts of a plant both underground and above the ground. Start drawing from the horizontal line on the sheet.”
 - Reflection in small groups (up to 4 - 5 people): each participant reflects his experience in creative process and his art product. He can use the received notes with special questions. Other participants can ask questions and provide their insights.

ACTIVITY INSTRUCTIONS

- ME as a SEED creative task
 - An activity for closing the circle: draw 5 symbols about YOU and YOUR LIFE again (A4 paper, free choice of aspects). (5 minutes)
 - Evaluate and share what aspects of Your life You have drawn in symbols before and after the creative process: external or internal
 - Debriefing: The creative task "ME as a SEED" allows a person to take a critical look at himself, his state, and also model it the way he wants to - to strengthen and beautify it. This method relaxes the subconscious and brings out relevant content. Explaining the symbols and their meanings allows to know yourself better, to understand how you feel.
- Evaluation
 - The 5-symbol task before and after the creative process is used here as a (self)assessment tool.
 - Usually, in the beginning, participants symbolize the external aspects of their lives: family, studies, work, holiday, pets, and so on.
 - After the creative activity the internal human world symbols appear: character features, emotions, skills, significant experience and so on.
 - This change in symbols means that the participant managed to concentrate and explore himself. This process is not exhaustive, as after the activity the participant stays with the new awakened thoughts and insights. Also he has received the impetus to continue working with himself.

TIPS FOR FACILITATORS



- Create a sense of safety in the group.
- The facilitators must ensure that art media and workplaces are prepared for the tasks. The room should be with enough space for participants to sit in a circle, with comfortable work place for each participant for drawing (tables, chairs),
- The facilitators must be prepared to comment or explain symbolic and metaphorical meaning of the drawings. Also they must have key questions for reflection part.
- If video and music is used, the facilitators must prepare the needed equipment in advance.
- Time control during reflection is important, so everyone gets their chance to share, without feeling pressured or rushed.

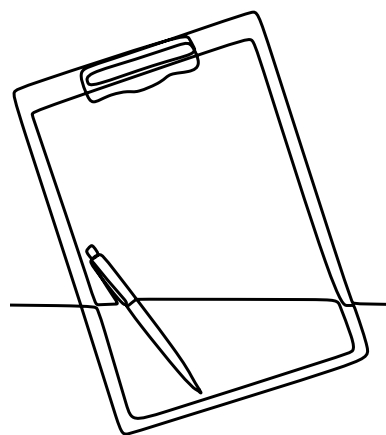


TYCA
The Youth **Creative Academy**

CREATIVE PROBLEM SOLVING

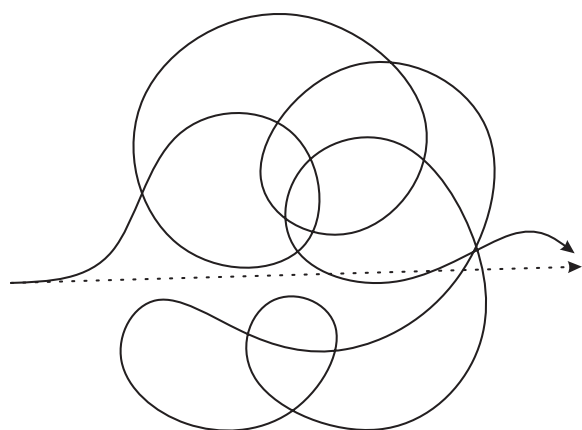


TYCA
The Youth **Creative Academy**



DETAILS

- Timeframe: 90 mins.
- Group size: multiple of 6 (6 participants needed per team).
- Materials needed: 6 simple hats (white so as to color them), A4 paper, color markers, 1 flip-chart whiteboard



OBJECTIVES

- To move outside habitual thinking style
- To get a more rounded view of a situation
- To think constructively about how to move forward
- To improve decision making

BENEFITS

- More organized thinking to consider every angle, and weigh up the information you obtain efficiently and accurately.
- Improved creativity to step away from your default positions and approaches. Comparing or combining different perspectives can sometimes spark novel thoughts.
- Better thinking skills to strengthen important skills such as curiosity and critical thinking.
- Stronger interpersonal skills to encourage you to practice listening, questioning and answering. So it can also make you more persuasive, better at spotting when others need support, and more confident to resolve conflicts when they arise.
- Greater inclusivity in teams. It requires people to set aside any preconceptions and to focus on seeing things from the same perspective for a while. Debate still happens, but it's based on shared understanding – which can help everyone to feel included.



TYCA
The Youth **Creative Academy**

ACTIVITY INSTRUCTIONS

- Discussion - 6 Thinking Hats

- 3 minutes for brainstorming a problem/question to discuss.
- 3 minutes (White Hat): Facts and information about the problem.
- 3 minutes (Red Hat): Feelings towards the problem?
- 3 minutes (Black Hat): What are the negative aspects of the problem?
- 3 minutes (Yellow Hat): What are the benefits/positive aspects of the problem?
- 3 minutes (Green Hat): What alternatives do we have?
- 3 minutes (Blue Hat): Sum up what is learned and discuss possible next steps

- Debriefing and evaluation

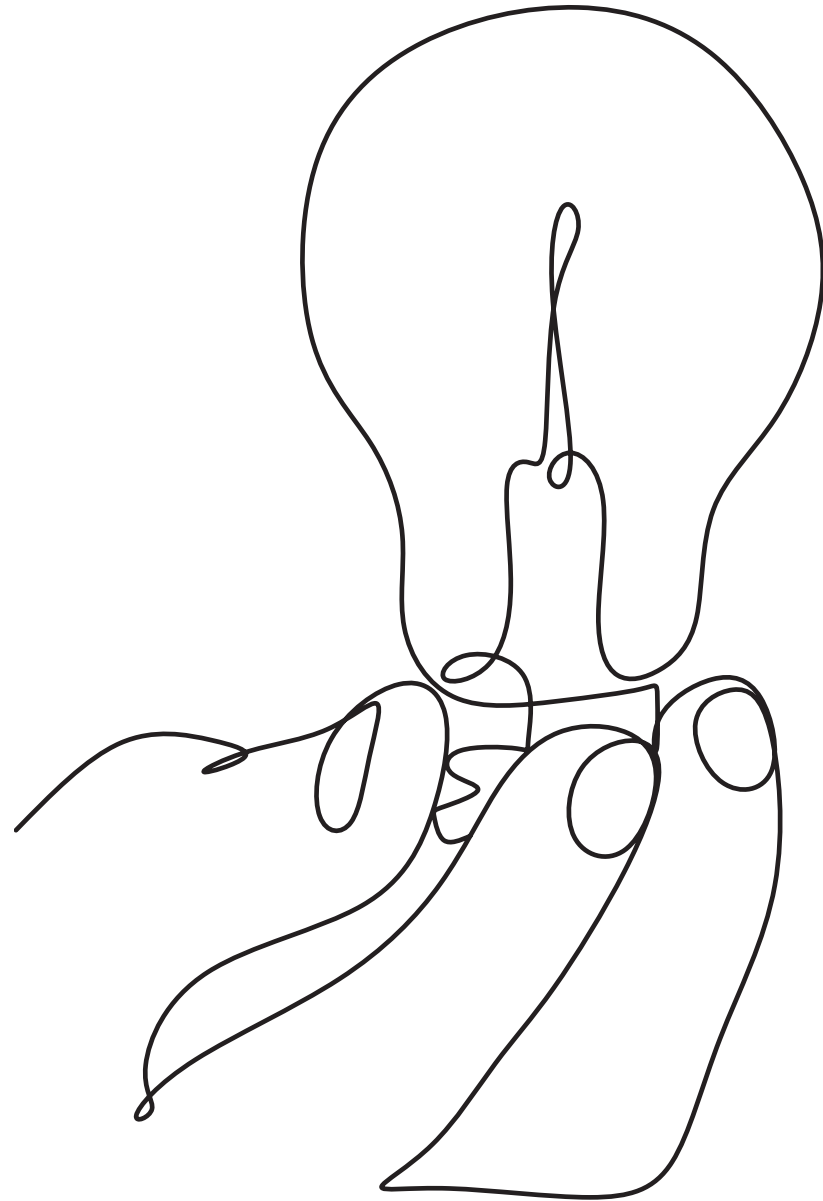
After experiencing the process, ask:

- How did this process help your team assess the issue or idea?
- What is clearer?
- What would have made this a better process?



TYCA
The Youth **Creative Academy**

TIPS FOR FACILITATORS

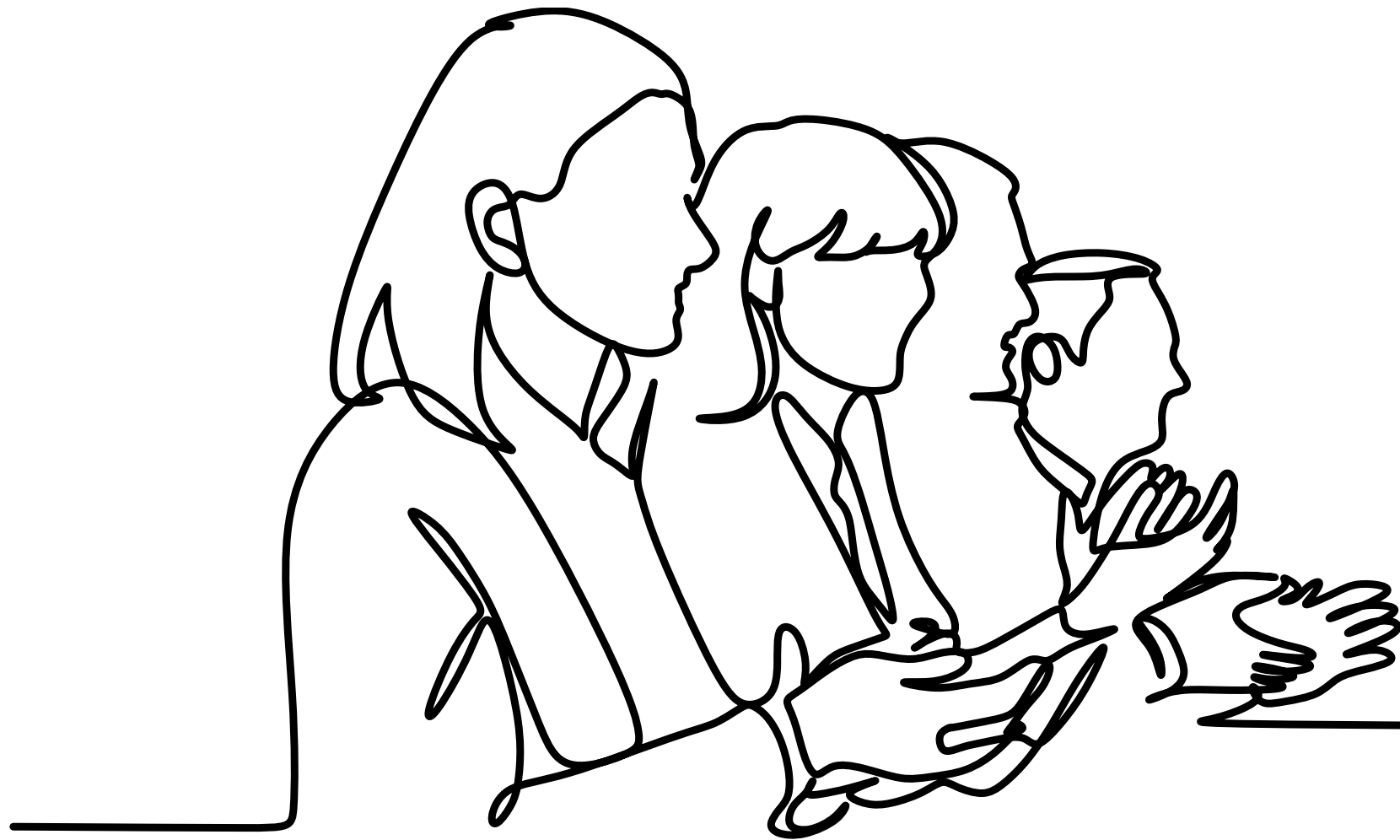


- Sessions should begin with a “blue hat” period, allowing participants to arrive at a consensus regarding how subsequent thinking should be accomplished – the other colors are then cycled through.
- For evaluation and performance review, the recommended sequence is Blue, Red, White, Yellow, Black, Green. Evaluators should feel free, however, to adapt this to whichever sequence they find most effective in practice.
- The facilitator should be ready to clarify each stage of thinking, plan the sequence of “hats” in advance, refocus discussions in line with each stage of thinking, and be prepared, if need be, change the thinking in line with participant feedback.

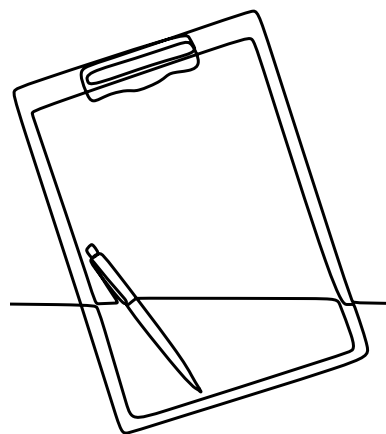


TYCA
The Youth **Creative Academy**

IMPROVISATION AND NON-VERBAL COMMUNICATION

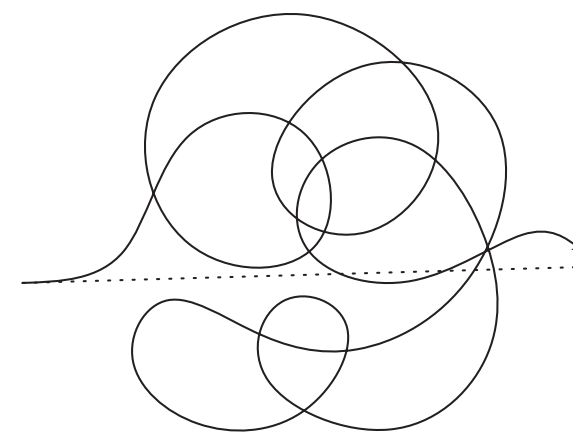


TYCA
The Youth **Creative Academy**



DETAILS

- Timeframe: 90 mins.
- Group size: up to 15 people. Bigger group must be divided so everyone gets to chance to actively participate.
- Materials needed: post-its, pens, hat, props/ random objects to put in the hat



OBJECTIVES

- To practice improvisation in a creative manner
- To have the capacity of initiative as this method could be applicable in other fields
- To listen for better conceptualization and idea structuring
- To become more aware of the impact of the communication and messages you receive
- To stimulate self critical thinking.



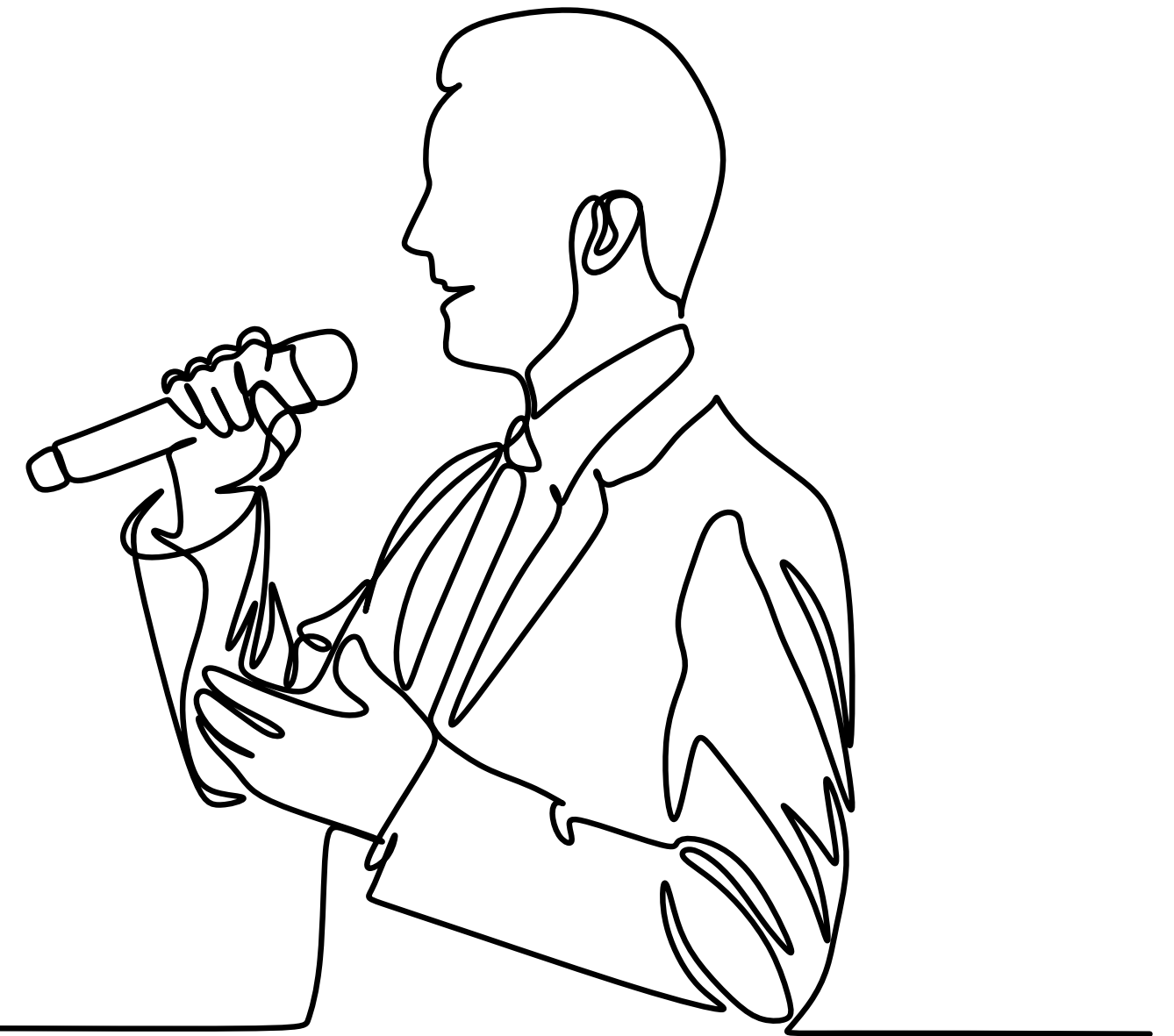
TYCA
The Youth **Creative Academy**

ACTIVITY INSTRUCTIONS

- Warm-up activity
 - Sit in a circle, explain the game, the first participant formulate one random sentence. The next one on his/her left uses the last word of the previous sentence to make his/her own one, etc... until the circle is completed for three rounds.
 - Sit in a circle, explain the game, the first participant whispers one word in the ear of another participant chosen randomly. This participant has to enter into the circle and mime the word/action (or a concept if you want to make it harder!) in 30 seconds. He/she chooses someone else, until the end.
- Improvisation
 - All participants need to reflect on one word related to culture or arts. They choose a concrete word like an instrument for example but not a concept. They write it on a small piece of paper and put it in a hat. After, each participant chooses randomly in the hat one piece of paper / word and has 3 minutes to make an improvisation in front of the whole group. Oral expression or mime can be used.
- Debriefing and evaluation
 - What have you learnt from this exercise?
 - How have you felt with “freeing your mind”?
 - Was getting out from your comfort zone something challenging, exciting? If yes/no, why?
 - How could you use this method (ie: improvisation) in your daily practice, project management meetings, brainstormings?

TIPS FOR FACILITATORS

- Use themes to reflect related to the general theme to make it directly useful for participants.
- Don't make it too long, since it requires concentration. Balance the serious/funny moments.
- Think about the take-away messages / tips for your participants to implement it in their daily professional life.

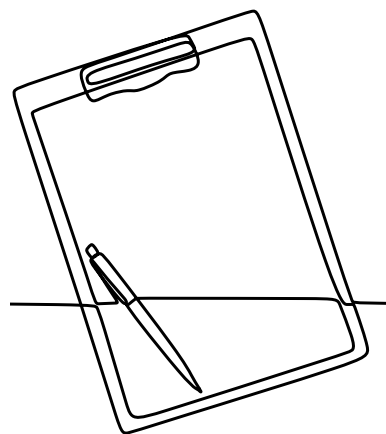


TYCA
The Youth **Creative Academy**

STORYTELLING – EXPRESSING ONE'S CULTURAL IDENTITY

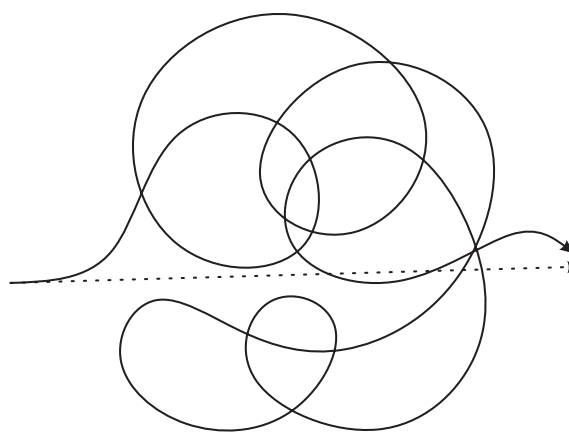


TYCA
The Youth **Creative Academy**



DETAILS

- Timeframe: 90 mins.
- Group size: up to 30 people. Bigger group must be divided into several teams.
- Materials needed: Post-its/ A4 paper & pens for each participant, Dixit cards, photo cards (digital or printed), Flipchart & markers of different colors



OBJECTIVES

- Developing storytelling skills, applicable at personal and professional levels
- Becoming self-aware of and expressing creatively one's cultural identity
- Becoming aware of the cultural identity of others and improving intercultural collaboration skills



TYCA
The Youth **Creative Academy**

ACTIVITY INSTRUCTIONS

- Icebreaker
 - Whose story is it? Everyone writes down their silliest or funniest (but true) story in 1-3 sentences on a piece of paper. The stories get dropped into a hat, are randomly picked, and read out loud, and everyone has to try and guess which story belongs to who.
- What is cultural identity? Split the group in random mixed teams and challenge them to define cultural identity. Their definition should take different formats: recipe, news, advertisement, CV/ resume, Tweet, poem/song, weather forecast, etc.
- Who am I? What is my cultural identity? Invite participants to create their own portrait (10 mins): what are the most important elements of their identity? What culture they feel they belong to? What are the values, principles that most influence the way they are? Using what they find in their bag/ pocket/ what you have with you around, they will choose an item and present these element(s) to the others.
- Who we are as a group? In mixed intercultural teams, they will create the story of their groups, with the theme: Our intercultural encounter. What are the differences? What are the similarities? How do our identities interact? They can use Dixit cards/ pictures to generate their story and they will randomly get a genre: drama, comedy, sci-fi, fairytale, etc. Each story has to have: characters, setting, plot (exposition, conflict/ challenge/ problem, solution/ resolution). Present the stories.
- Debriefing and evaluation

Position yourself according to the answer to the following statements- yes/no/so and so. Take some answers after each statement.

- After this session, I understand my cultural identity better.
- After this session, I got to know better the cultural identity of the others in the group.
- After this session, I feel we can better communicate and collaborate with each other.
- I believe storytelling is a tool I can use for my personal development.
- I believe storytelling is a tool I can use in my profession.



TYCA
The Youth **Creative Academy**

TIPS FOR FACILITATORS

- Create a stimulating and creative environment.
- Keep tight timeframes for each step. Overthinking kills the natural flow.
- Make sure the stories have the necessary elements.

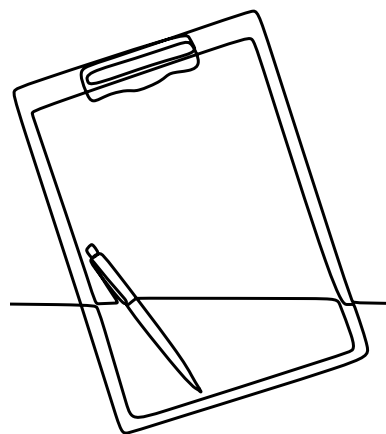


TYCA
The Youth **Creative Academy**

SELF-EXPRESSION THROUGH RHYTHMS

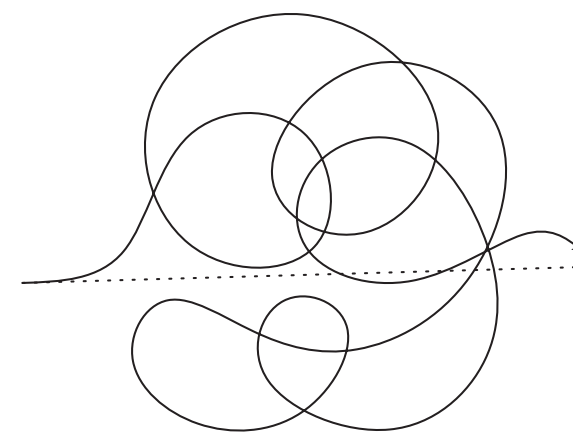


TYCA
The Youth **Creative Academy**



DETAILS

- Timeframe: 90 mins.
- Group size: ideally 20
- Materials needed: Handouts, mobile device to play the tracks, outdoor space if possible/ indoor wide space, without furniture;



OBJECTIVES

- To explore body percussion and different ways of expressing a sound/rhythm/emotion;
- To identify creativity processes while using body percussion to express specific rhythms;
- To improve concentration, attention, coordination (motor) and auditive perception;
- To foster teamwork, collaboration and problem solving skills/attitudes/behaviours;



TYCA
The Youth **Creative Academy**

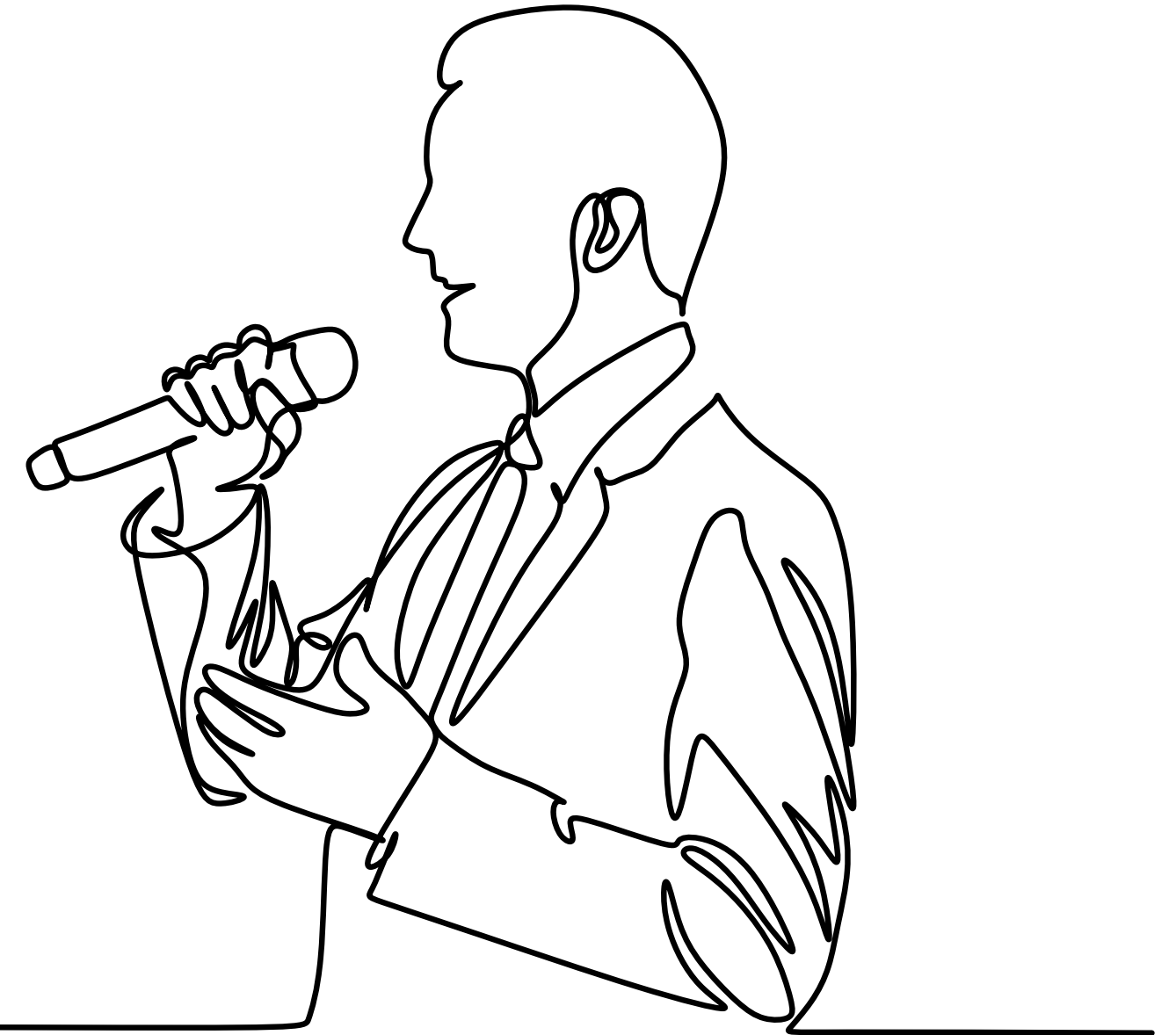
ACTIVITY INSTRUCTIONS

- Warm up (10')
 - The sound of the rain: Make a circle and have one caller start the first sound which will be the wind that shall be done with the palm of their hands. The person on his right will follow after 2 seconds and so on until it reaches back to the caller. Second move will snapping the fingers to create the sound of water drops and it goes the same way as the previous gesture. Note: participants can only change from wind to water drops 2 seconds after the previous has also changed. Third move will be hitting the thighs to create the sound of a heavy storm and once in a while jumping to have the sound of a thunder. From there we slowly go backwards to a softer storm, water drops, wind and finally pure silence.
- A1 (20') - Divide the group in 6 small groups and give them a sound sample. It will be the same sample. Each group will have 10 minutes to create the sound using their body and without speaking. Afterwards they shall present their approach.
- A2 (20') - In this second activity participants will not receive a sound sample but instead a description/scenario which they shall analyse and create again the sound. Afterwards they shall present their approach.
- A3 (25') - Lastly, participants will receive yet again a sound sample which they will create with their bodies but this time they will lose 1 member of their group until they have only 1 person. This person shall be able to create the sound alone. At the end we will analyse each version and compare with the original one.
- Debriefing and evaluation:
 - How was it to express basic sounds with your body?
 - How was the creative process? Highlights? Challenges?
 - Are you now more comfortable in expressing yourself through rhythms?
 - To what extent do you think rhythms can express also emotions and a state of mind?



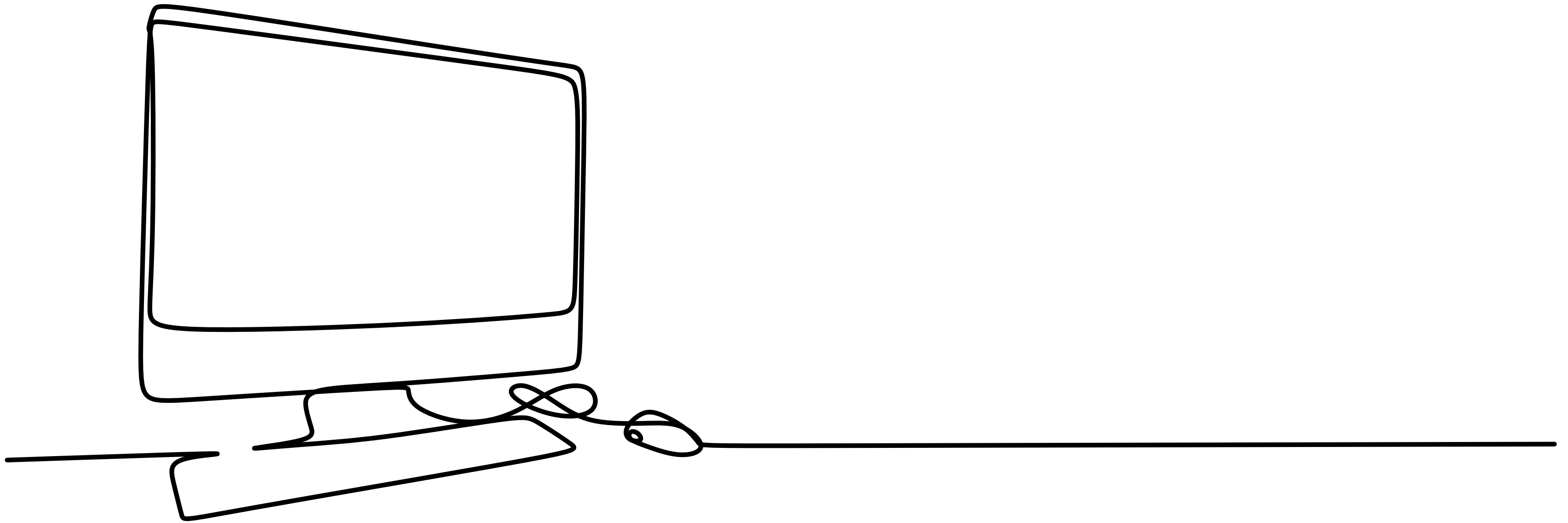
TIPS FOR FACILITATORS

- Make sure the warm-up activity is implemented in pure silence, only with the sounds they are creating. It will be a very good start for the follow up actions
- Each group should be in different rooms as not to interfere with each others' creative process. If they have access to an outdoor space even better

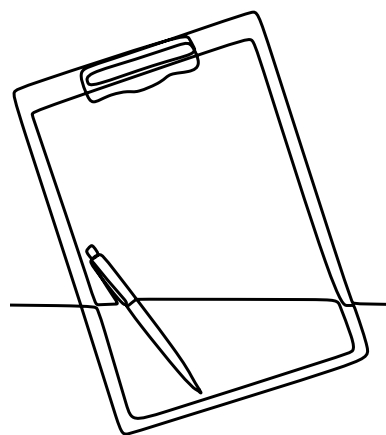


TYCA
The Youth **Creative Academy**

DIGITAL STORYTELLING

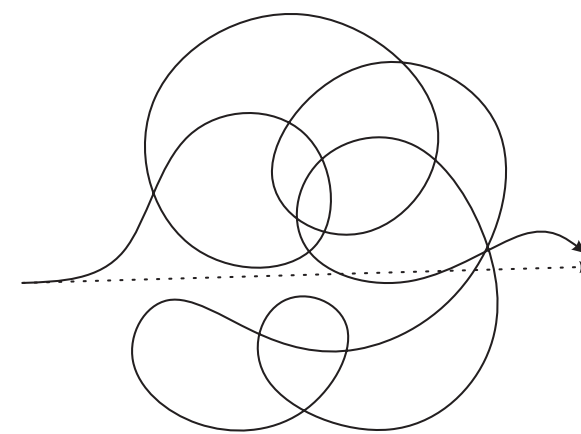


TYCA 
The Youth **Creative Academy**



DETAILS

- Timeframe: 90 mins.
- Group size: ideally up to 15, divided in three teams.
- Materials needed: Computers, phones at every participant for the evaluation, Markers, A1-paper, Wifi, and projector for the presentation



OBJECTIVES

- To learn more about the digital creative process and tools
- To be able to use digital creative process in the everyday life and situations such as a job interview
- To learn more about the requirements of a digital creator position, and how to present your creative self in an interview.



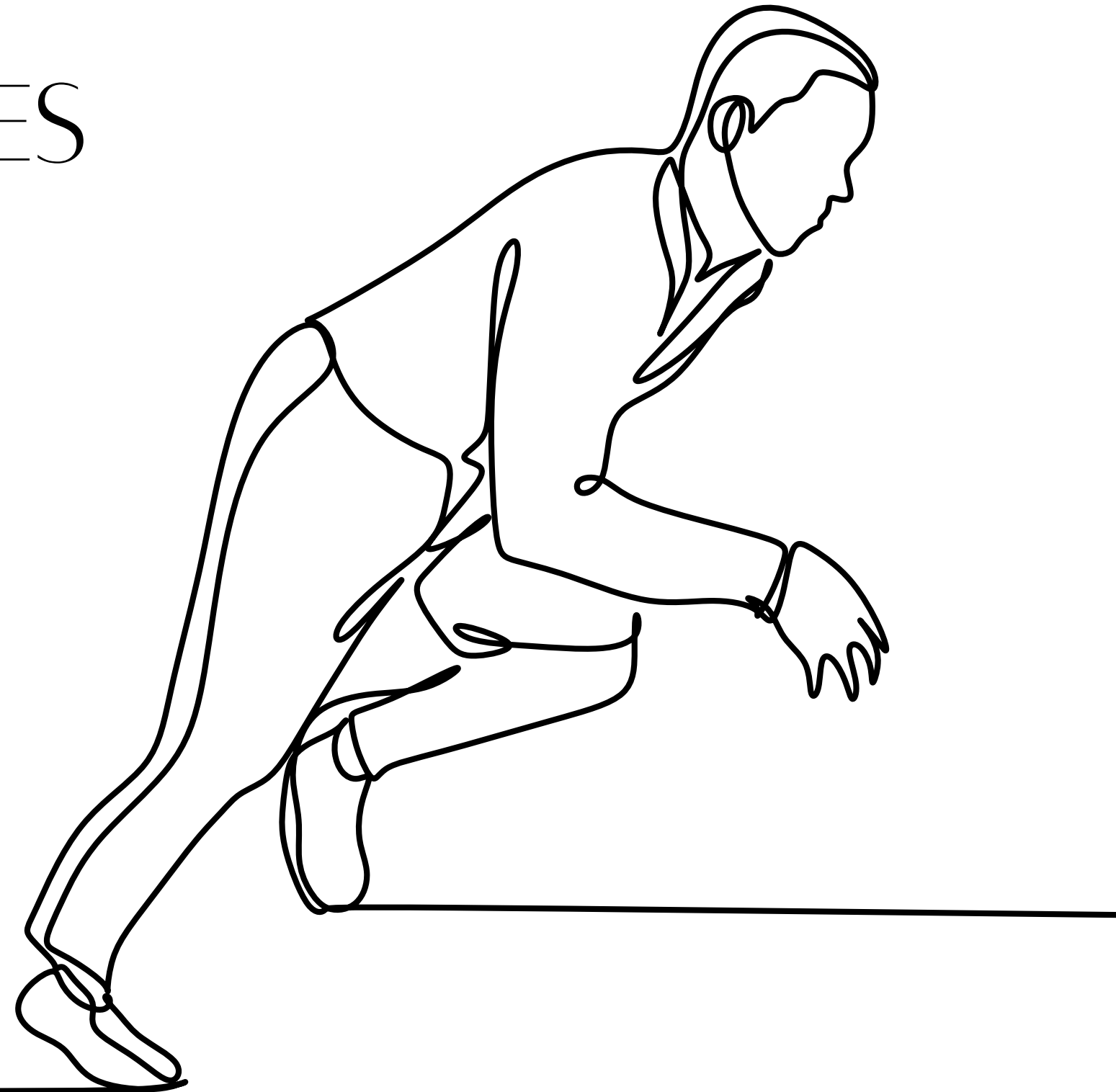
TYCA
The Youth **Creative Academy**

ACTIVITY INSTRUCTIONS

- Warm-up activity: With online tools, participants describe what does creativity, media and digital creativity means to them; definition of digital creativity (about 5min)
- Preparing the simulation game with a presentation (about the creative cv writing, web designing, and video making) that they can use during the workshop (about 10-15min)
- Simulation game: job interview for digital creators:
 - Dividing the participants into 3 groups, each groups will have to prepare for the interview either with creative cv writing, video making or designing a web for their application. (5min)
 - Each smaller group will process one type of digital creative method/process (video, web, creative cv)
 - Feedback for each others work (videomakers evaluate web desingers, cv writers evaluate videomakers, web designers evaluate cv writers) in an interview style
- Debriefing: giving a feedback from the session using digital tools (google form, instagram story or other)
 - Optional: the end of the simulation game we will talk about the experience they had in the smaller groups, about the teamwork, the digital creative method, and the whole interview process.
 - Possible questions: How was the team work? How was the simulation?

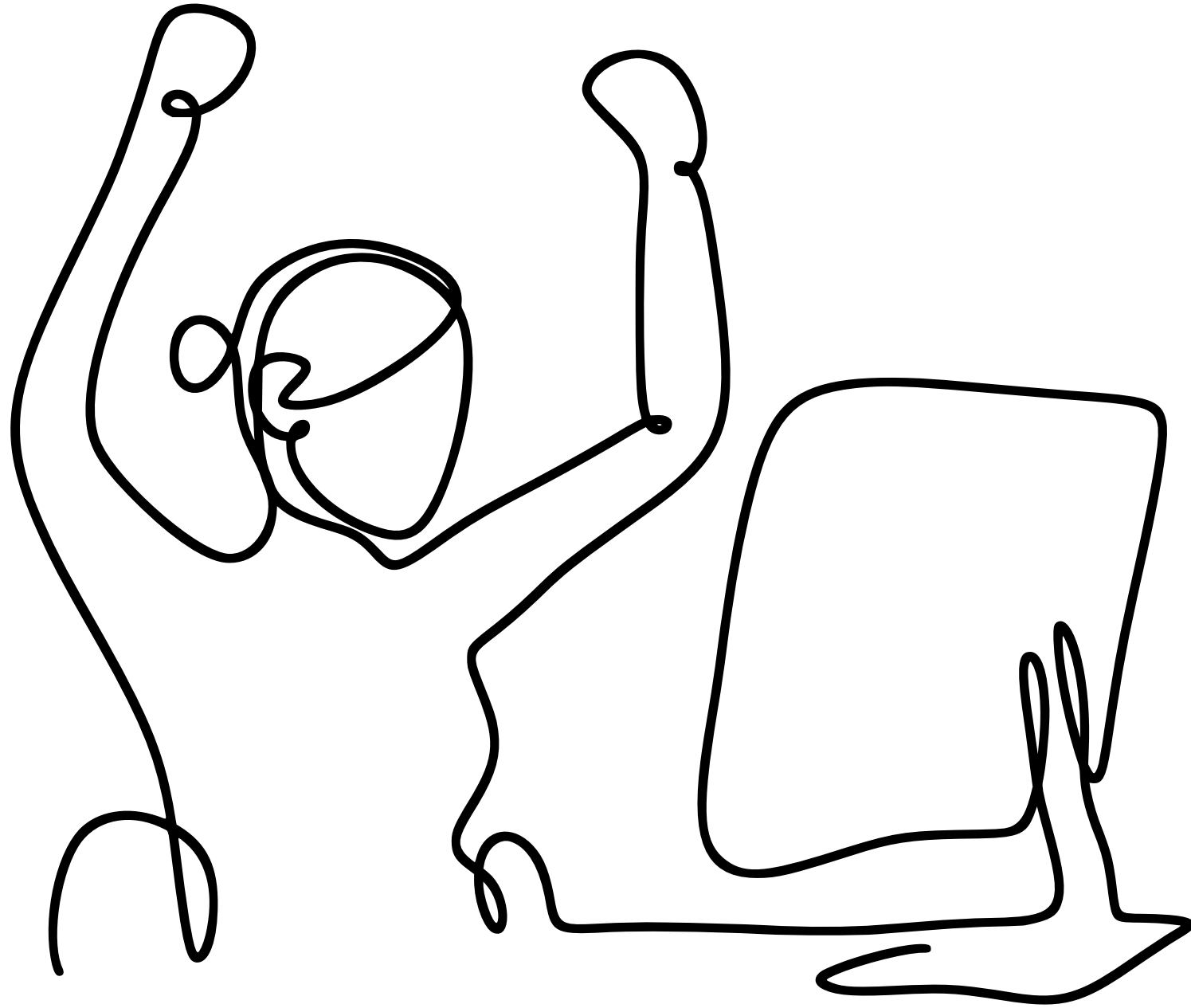
What was their own contribution to the product? How satisfied are you with the product?

ASSESSING THE 6 COMPETENCES



TYCA
The Youth **Creative Academy**

SELF-ASSESSMENT INSTRUCTIONS



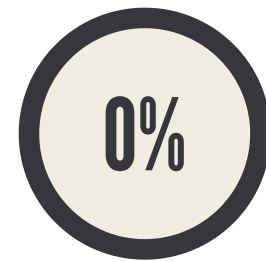
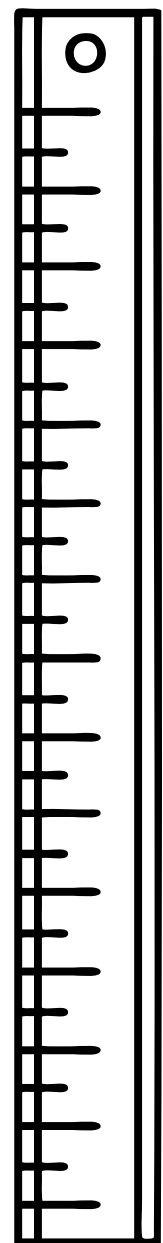
- Each of the 6 key competence has three specific dimensions.
- Read the statements corresponding to the specific dimensions and choose the ones that are valid for you.
- If you assess min. 50% at all three specific dimensions you earn the badge for that key competence.
- A sense of progress is created if the tool is applied before and after the activities.

LEARNING ABOUT ONE'S SELF THROUGH PAINTING AND DRAWING



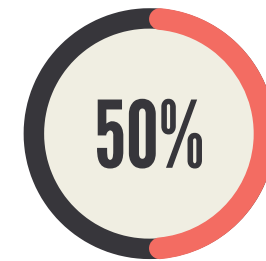
TYCA 
The Youth **Creative Academy**

LEARNING ABOUT ONE'S SELF THROUGH PAINTING AND DRAWING



1.1. Knowledge of one's personality

It is difficult for me to name the essential personal qualities, I don't know my values, I don't understand my talents and interests, I can't name my competencies.



I partly understand my personal qualities, also I can name only few values and interests; I am still looking for my talents and I am not sure about my competencies.

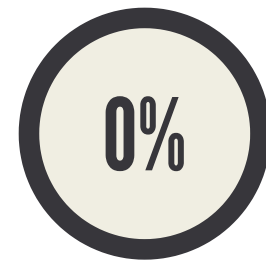
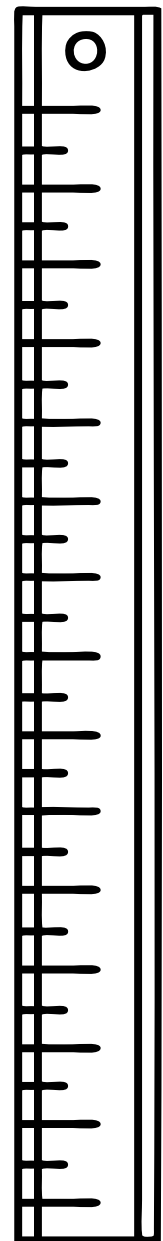


I know my personal qualities, values, talents, interests and competencies.



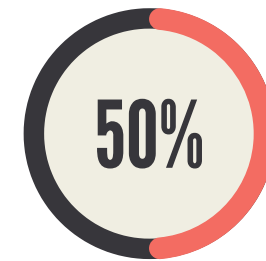
TYCA
The Youth **Creative Academy**

LEARNING ABOUT ONE'S SELF THROUGH PAINTING AND DRAWING



1.2.
Active self-
observation

I don't trust myself; I don't understand my behavior, thoughts and emotions; I do not know how to control them.



I don't always trust myself, sometimes I don't understand my behavior and thoughts; I can recognize basic emotions and understand only some of their causes.

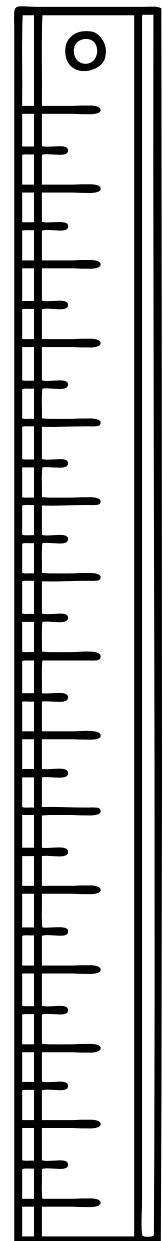


I strengthen or have high self-esteem; I recognize my thinking and behavior models, I am able to recognize, name and control my emotions.

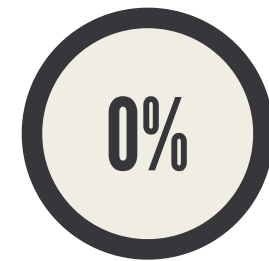


TYCA
The Youth **Creative Academy**

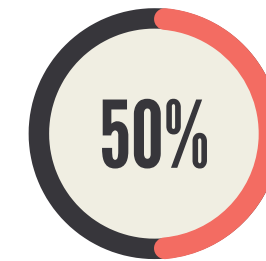
LEARNING ABOUT ONE'S SELF THROUGH PAINTING AND DRAWING



1.3.
Free
artistic
expression



I find it difficult to get involved in the creative process; I do not trust my creative abilities; I am not satisfied with the creative result; I have no competencies to reflect on the process and the result.



I get involved in the creative process slowly; I refine the tasks, worry about the result and I don't trust myself in reflection.



I am easily involved in the creative process; I'm able to complete a creative product and reflect on it in detail. I am satisfied with the result.



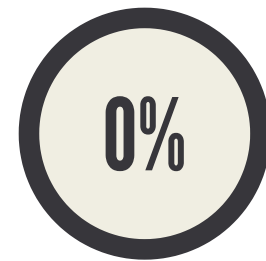
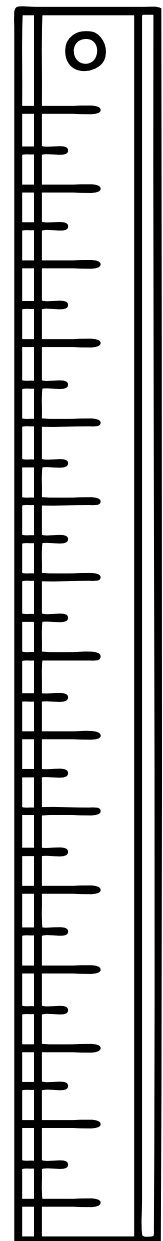
TYCA
The Youth **Creative Academy**

CREATIVE PROBLEM SOLVING



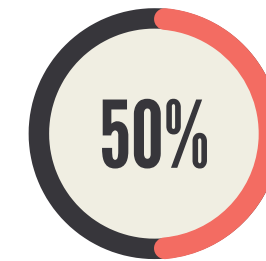
TYCA
The Youth **Creative Academy**

CREATIVE PROBLEM SOLVING



2.1.
More
organized
thinking

I find it difficult to organise my thinking and I get easily distracted by emotions, or other internal/external factors.



I can think of certain aspects, but when it comes to important/urgent problems, I feel insecure.

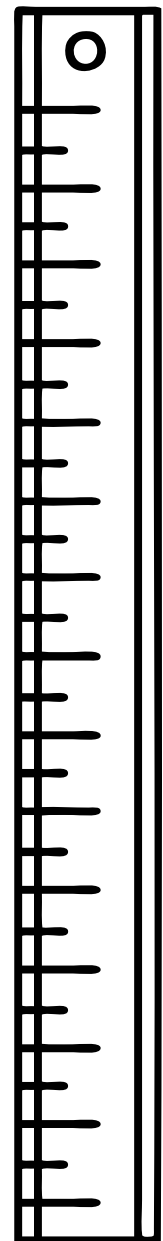


I can organise my thinking in an efficient way, and I feel confident that I've considered every angle, without being influenced by my emotions.



TYCA
The Youth **Creative Academy**

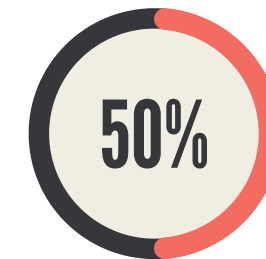
CREATIVE PROBLEM SOLVING



2.2. Stronger interpersonal skills



I am not a good listener and I feel insecure when it comes to answering questions.



I can be a good listener, but when it comes to conflict resolution I don't feel capable of handling the situation.

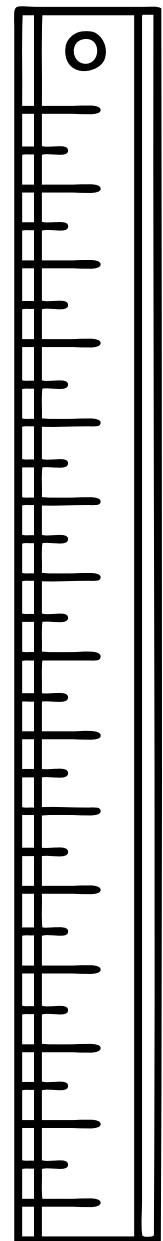


I consider myself persuasive, eager to help when others need support, and more confident to resolve conflicts when they arise.

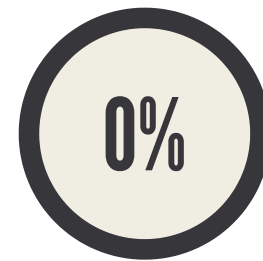


TYCA
The Youth **Creative Academy**

CREATIVE PROBLEM SOLVING



2.3.
Improved
creativity



It don't feel creative at all. I prefer to stay close to my default positions and approaches.



I am aware of my creativity, but I am afraid of stepping out of my comfort zone.



I am fully aware and I can manifest my creativity it different ways, taking into account the different opportunities and analysing different perspectives.



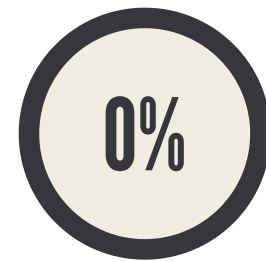
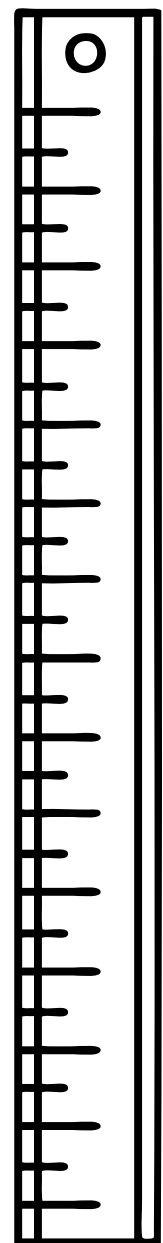
TYCA
The Youth **Creative Academy**

IMPROVISATION AND NON-VERBAL COMMUNICATION



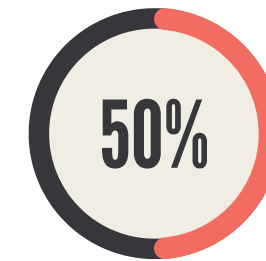
TYCA
The Youth **Creative Academy**

IMPROVISATION AND NON-VERBAL COMMUNICATION



3.1.
Feeling
comfortable
in front of
an audience

I feel shy and introvert in front
of people I don't know. Others'
judgement make me feel
uncomfortable



I can speak in public but still
need to gain confidence.
depending the situations I can
take initiatives.

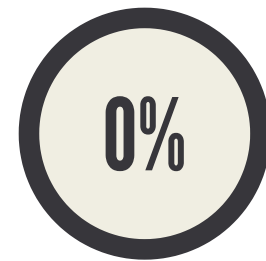
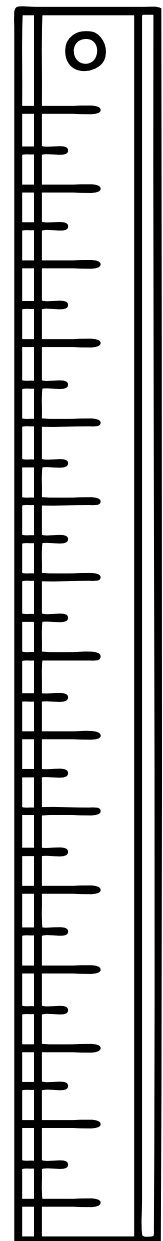


I feel comfortable in front
of an audience and that
makes me feel empowered. I
know how to gather people
with my speech.



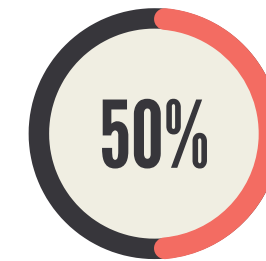
TYCA
The Youth **Creative Academy**

IMPROVISATION AND NON-VERBAL COMMUNICATION



3.2.
Boost
oneself
creativity

It's difficult for me to improvise
or express my imagination
without specific instructions.
I'm afraid of being ridiculous.



I am creative but sometimes it's
difficult to express myself. This
kind of exercise boost my
creativity and I like it.

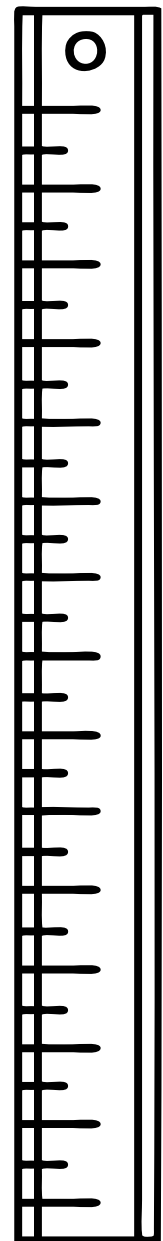


Improvisation and mime
are funny challenges for
me. I catch this opportunity
to push myself.

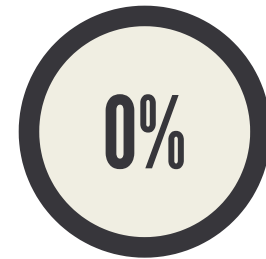


TYCA
The Youth **Creative Academy**

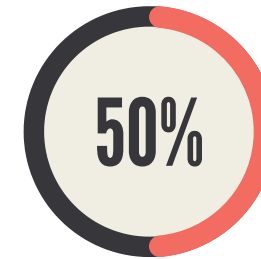
IMPROVISATION AND NON-VERBAL COMMUNICATION



3.3.
Gaining
verbal/non
verbal
communication
skills



I find difficult to express my ideas and connect them to a non verbal communication. I feel too shy to associate verbal and non verbal communication to improvise.



I feel comfortable in speaking or acting/miming but both together are challenging for me. This exercise push me out of my boundaries. I feel great to structure my imagination on stage.



I can manage both verbal and non verbal communication when I improvise. It's natural to me.



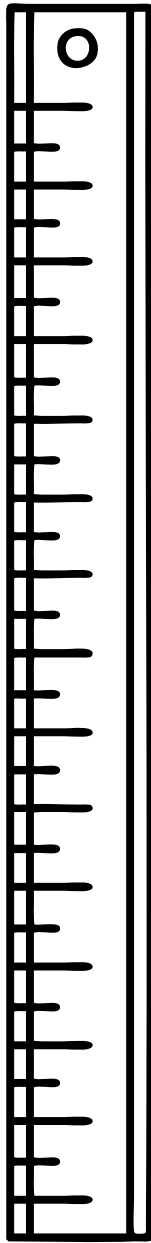
TYCA
The Youth **Creative Academy**

STORYTELLING – EXPRESSING ONE'S CULTURAL IDENTITY



TYCA
The Youth **Creative Academy**

STORYTELLING – EXPRESSING ONE'S CULTURAL IDENTITY



4.1.
Cultural
identity self-
awareness



I am not able to identify any
element of one's cultural
identity.

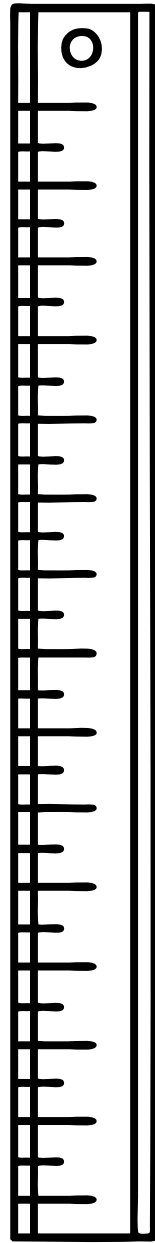


I am able to identify cultural
identity elements and
different layers.



I am able to identify cultural
identity elements and layers
and how these influence the
way I communicate, react and
interact with different cultural
identities.

STORYTELLING – EXPRESSING ONE'S CULTURAL IDENTITY



4.2.
Verbal cultural
expression

I find it difficult to express
my cultural identity using
words.

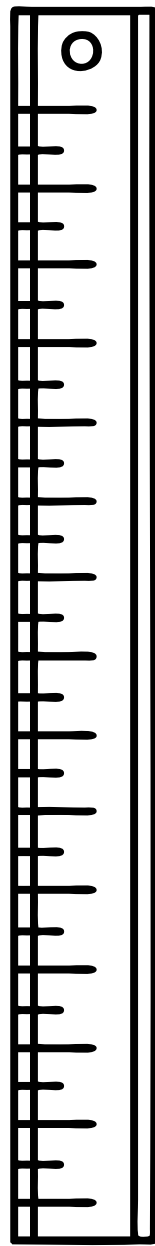


I can name and share
verbally aspects of my
cultural identity.



I am able to express my cultural
identity through different
creative formats.

STORYTELLING – EXPRESSING ONE'S CULTURAL IDENTITY



4.3.
Storytelling



I find it hard to relate a tale to an audience through voice and gesture.



I can share a short tale to a small audience, using my voice.



I am able to organise well and tell a complex story to any audiences, developing characters with thoughts, feelings and actions.



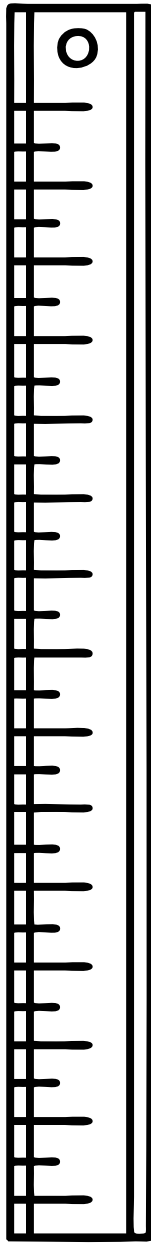
TYCA
The Youth **Creative Academy**

SELF-EXPRESSION THROUGH RHYTHMS



TYCA 
The Youth **Creative Academy**

SELF-EXPRESSION THROUGH RHYTHMS



5.1.
Creative
Thinking and
Problem
Solving



I find it difficult to come up with alternatives/solutions and identifying the problem at stake.



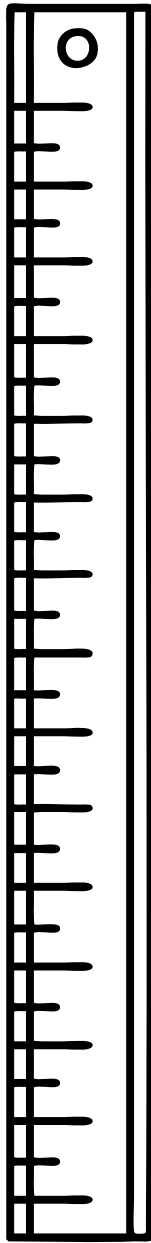
I can create and think of ways how to solve a problem to some extend.



I am able to think outside the box and come up with solutions for the given problem.



SELF-EXPRESSION THROUGH RHYTHMS



5.2.
Cultural
expression and
identity



I am not able to express my culture and my own cultural identity.

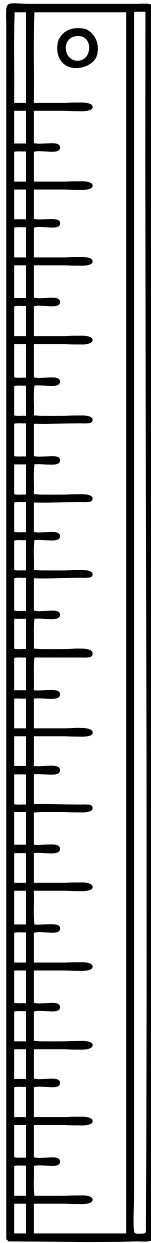


I am able to identify and express my cultural identity to some extent.



I can easily express myself and my cultural identity, together with how it can affect my way of thinking and my ways of acting upon different situations.

SELF-EXPRESSION THROUGH RHYTHMS



5.3.
Musical
expression



I find it very difficult to express a feeling or an emotion through a musical approach or a rhythm



I can associate music and rhythms to different states of mind/emotions but I can't fully express myself with it



I can use musical and rhythmic approaches to express myself, a situation, a state of mind or emotions.



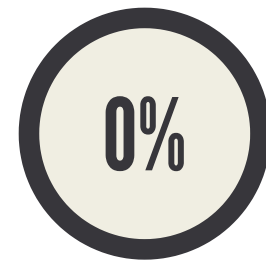
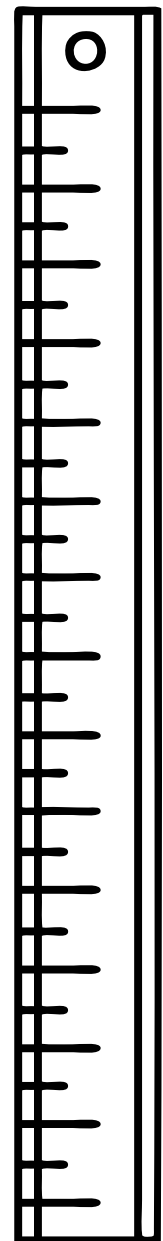
TYCA
The Youth **Creative Academy**

DIGITAL STORYTELLING



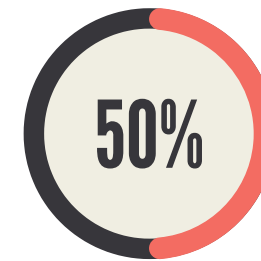
TYCA 
The Youth **Creative Academy**

DIGITAL STORYTELLING



6.1.
Web designing
skill

I don't know how to create a website. I don't know any web design softwares.



I know where I can creative a website. But not sure how to build it up. Also, I'm aware of how to improve my web design skills.

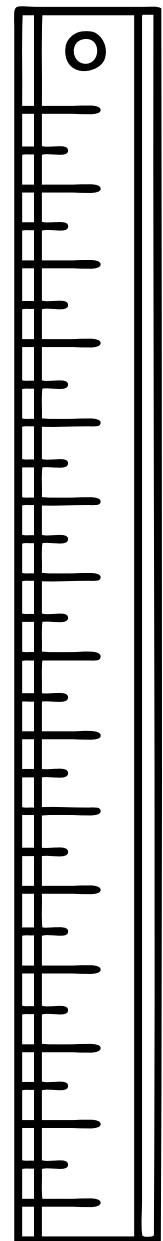


I am able and have the knowledge how and where I can create a website and how to design it. This knowledge I can use in my everyday life.

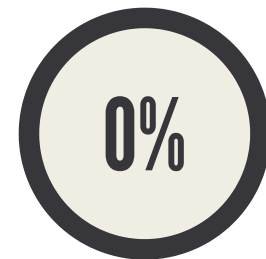


TYCA
The Youth **Creative Academy**

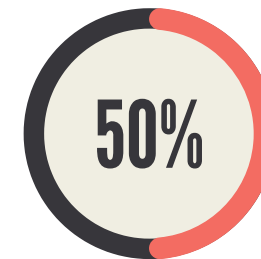
DIGITAL STORYTELLING



6.2. Creative CV writing skill



I don't know how can I make my CV in a creative way. Not sure about the difference between the traditional CV and a Creative CV.



I know the difference between the traditional CV and Creative CV. I know some tools which can help me to create it.

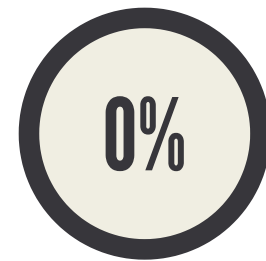
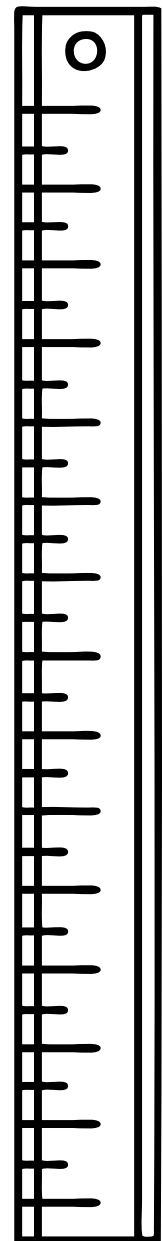


I am confident in making my own Creative CV, and know which tools I can use. I know how to use the elements of traditional CV in my creative CV.



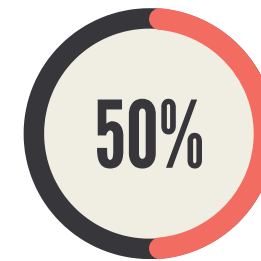
TYCA
The Youth **Creative Academy**

DIGITAL STORYTELLING



6.3.
Video making
skill

I don't know how to produce video. I don't know any video editing softwares.



I have some ideas how to make a video, but I'm not confident enough in my skill. But I know how I can develop my video production skills.



I am able to create a video. I feel confident enough to create a 3-5 minutes long video. I'm confident in my video production skills.

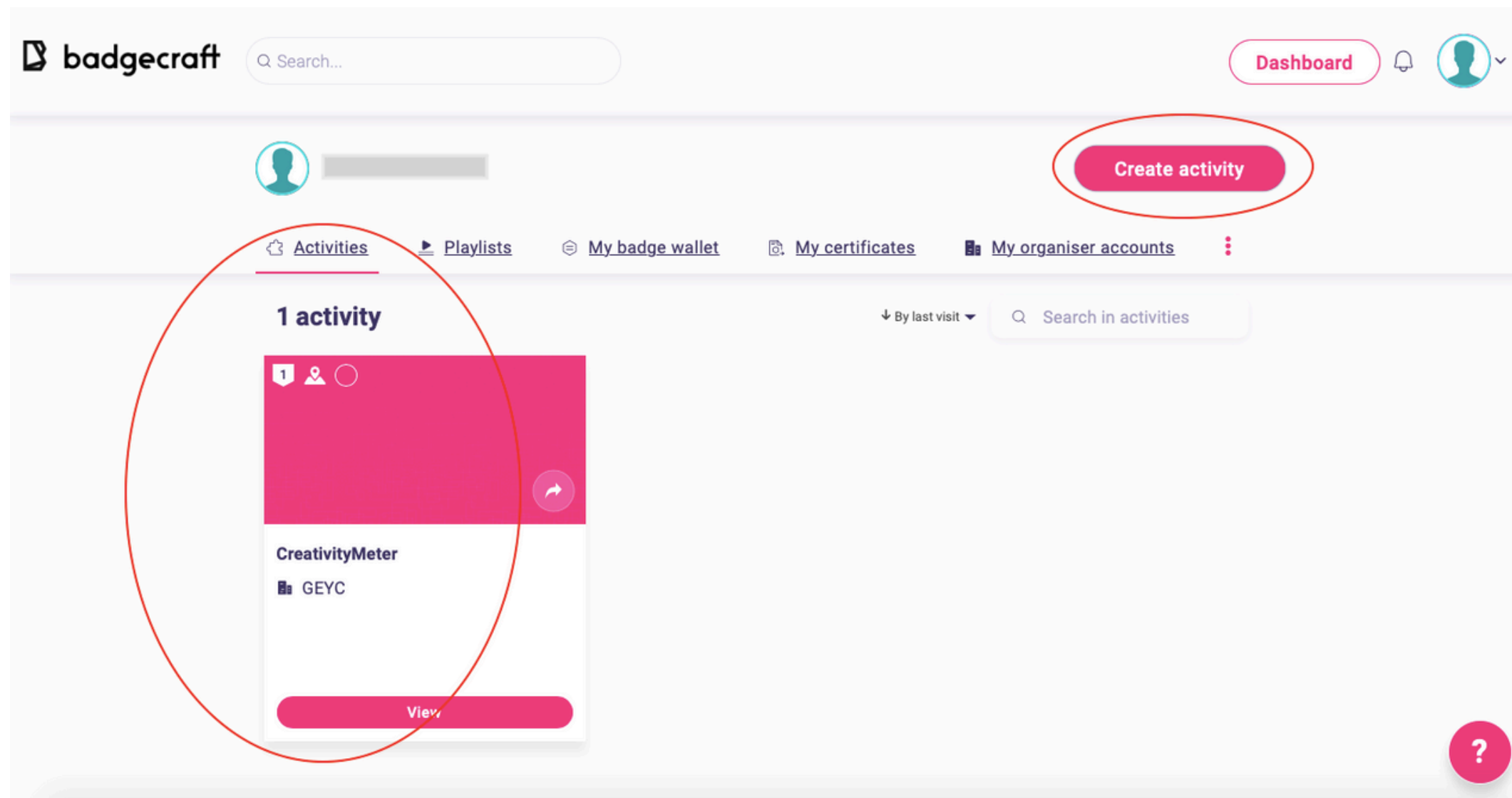


TYCA
The Youth **Creative Academy**

HOW TO ISSUE THE CREATIVITYMETER E-BADGES

To issue the CreativityMeter badges after you implement the activities, follow these steps:

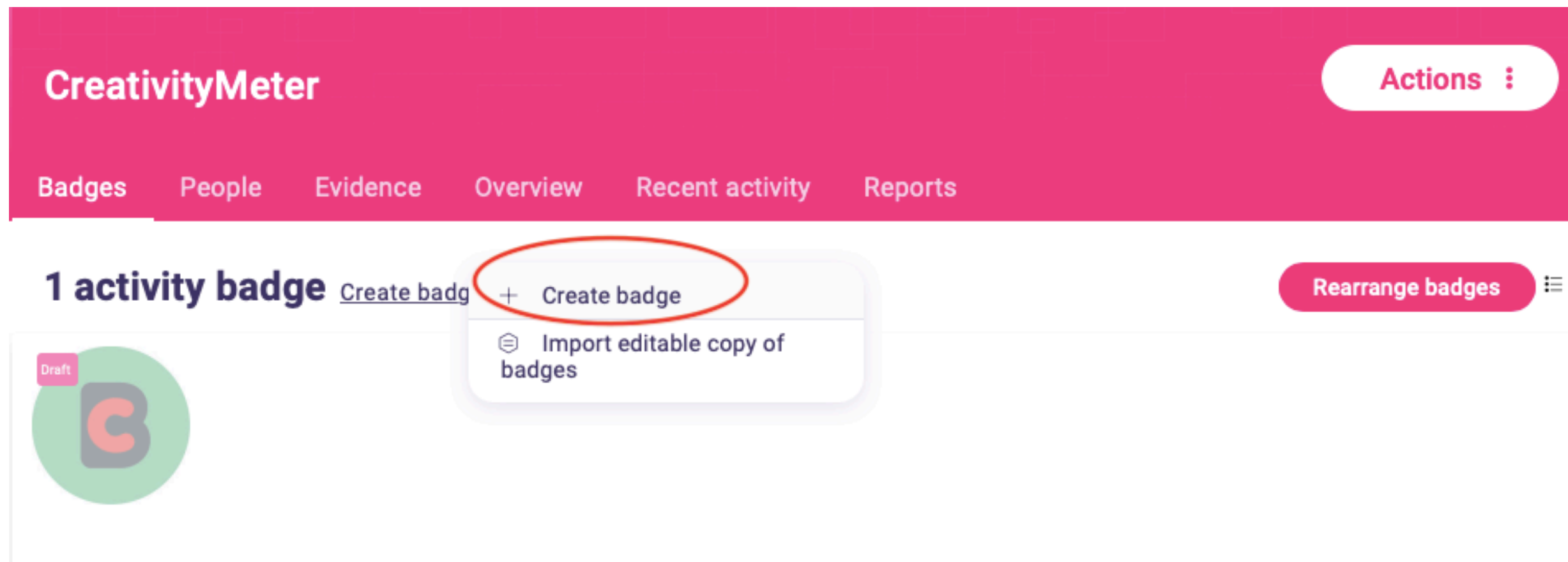
- register at <https://www.badgecraft.eu/>
- from your Dashboard, click on *Create activity* and create your *CreativityMeter*.



TYCA
The Youth **Creative Academy**

HOW TO ISSUE THE CREATIVITYMETER E-BADGES

- From *Activities* in your Dashboard, click on *View*
- Choose *Badges*
- Click on *Create Badge*



TYCA
The Youth **Creative Academy**

HOW TO ISSUE THE CREATIVITYMETER E-BADGES

- Fill in the necessary information of the badge (*Name, Description*)

 CreativityMeter

Essential information

Name (Required)

The badge name should be short, clear and related to the achievement it represents.

Learning about one's self through painting and drawing

Description (Required)

The badge description explains the achievement of a badge earner. It should be specific and provide necessary information for badge earners and others to understand what this badge represents and how it was earned.



The badge earner has been an active participants in the "Learning about one's self through painting and drawing" activity which includes warm-up exercises to reflect on one's self through symbols and "Me as a seed" creative task.

The objectives of this activity are:

- To strengthen the participants` processes of self-knowledge through creative experience.
- To arouse the imagination and courage to create visual content through audiovisual stimulation.
- To enable participants to express themselves creatively using favourite art media.
- To create safe conditions for participants to reflect on their creative process and creative product.
- To help participants understand the symbolism of their art and according to it to assess their current physical, emotional state, significant experiences and their posture in the context of today life

TYCA
The Youth **Creative Academy**

HOW TO ISSUE THE CREATIVITYMETER E-BADGES

- Upload the badge image.

← CreativityMeter

Badge image

The badge image can have any shape centred on a square canvas with transparent background. Recommended image size: 512x512 pixels; file format: .png, .jpg, .jpeg, .svg.



This badge requires evidence

A badge without an evidence requirement can be issued to email or earned by using a special badge code. A badge with an evidence requirement is issued after the earner completes the badge quest. You can specify tasks, request evidence upload and verification, or other badges as a requirement.

No

Yes



TYCA
The Youth **Creative Academy**

HOW TO ISSUE THE CREATIVITYMETER E-BADGES

- Describe the badge task, including the self-assessment statements for the three specific competences, to be chosen by the earners.

← CreativityMeter

1. Describe badge task

(Required)

Badge tasks explain what earner needs to do to accomplish this badge task. Simple and specific actions help earners to complete tasks and others to understand the criteria for badge issuing.

B

/

●

○

○

“

☰

☷

↻

📷

🖨

- participate actively in the activity
- reflect on their learning outcomes, self-assess their three specific competences by choosing the statement that is mostly applicable to them
- the badge is earned if at least 50% for all three competences is achieved

Specific competences & self assessment statements

1. Knowledge of one's personality:

- *It is difficult for me to name the essential personal qualities, I don't know my values, I don't understand my talents and interests, I can't name my competencies.* (0%)
- *I partly understand my personal qualities, also I can name only few values and interests; I am still looking for my talents and I am not sure about my competencies.* (50%)
- *I know my personal qualities, values, talents, interests and competencies.* (100%)

2. Active self-observation

- *I don't trust myself; I don't understand my behavior, thoughts and emotions; I do not know how to control them. I don't always trust myself, sometimes I don't understand my behavior and thoughts;* (0%)
- *I can recognize basic emotions and understand only some of their causes. I strengthen or have high self-esteem;* (50%)
- *I recognize my thinking and behavior models, I am able to recognize, name and control my emotions.* (100%)

3. Free artistic expression

- *I find it difficult to get involved in the creative process; I do not trust my creative abilities; I am not satisfied with the*



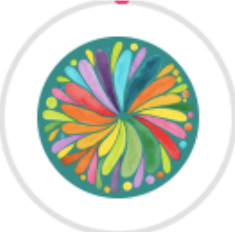
TYCA
The Youth **Creative Academy**

HOW TO ISSUE THE CREATIVITYMETER E-BADGES

- After you click on *Publish* the badge will be available in your Dashboard.







Learning about one's self through painting and drawing

Badge information

Issued badges

The badge earner has been an active participants in the "Learning about one's self through painting and drawing" activity which includes warm-up exercises to reflect on one's self through symbols and "Me as a seed" creative task.

The objectives of this activity are:

- To strengthen the participants` processes of self-knowledge through creative experience.
- To arouse the imagination and courage to create visual content through audiovisual stimulation.
- To enable participants to express themselves creatively using favourite art media.
- To create safe conditions for participants to reflect on their creative process and creative product.
- To help participants understand the symbolism of their art and according to it to assess their current physical, emotional state, significant experiences and their posture in the context of today life

Tasks

Tags

#creativity

Activity

 CreativityMeter

Organiser

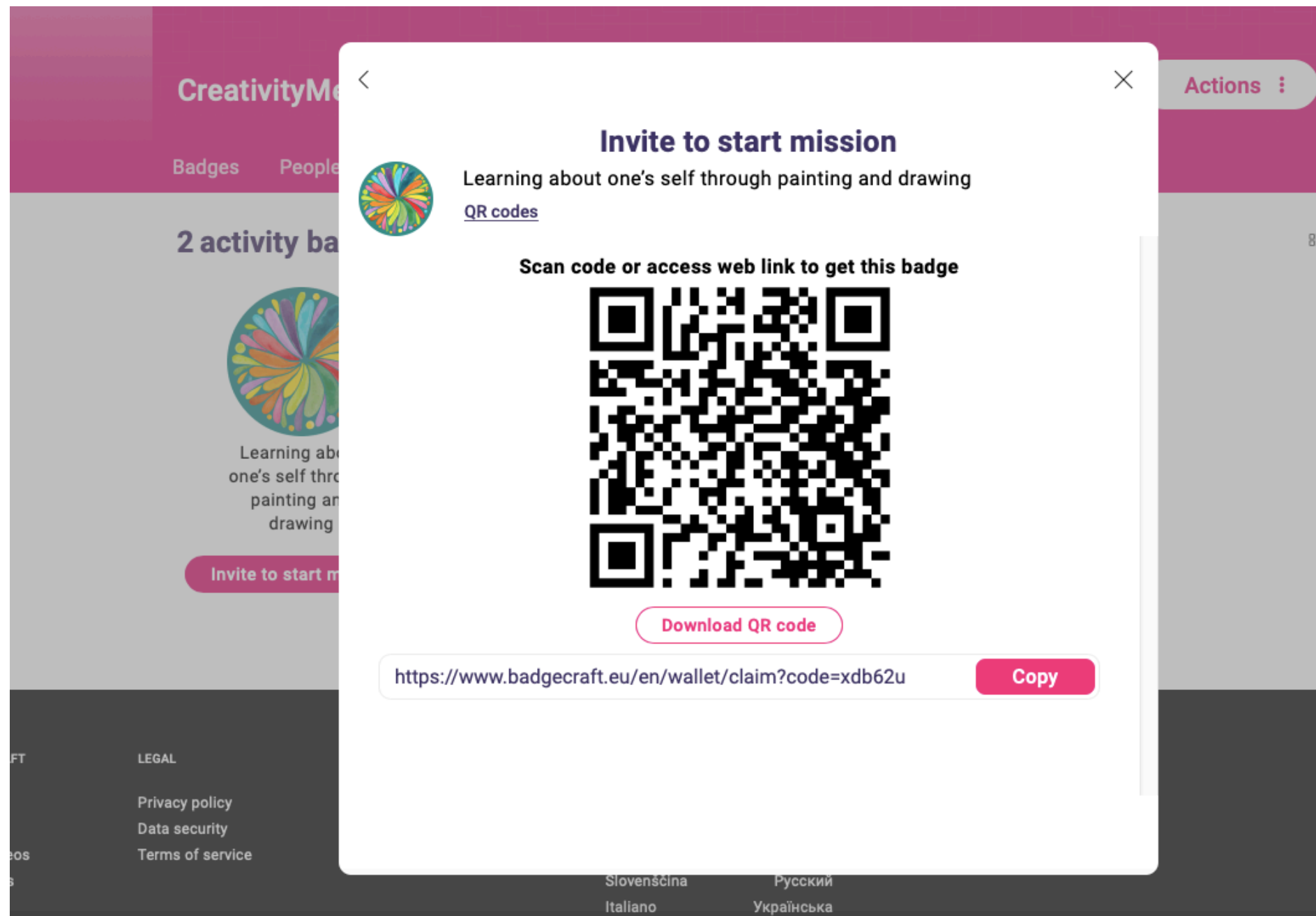
 GEYC



TYCA
The Youth **Creative Academy**

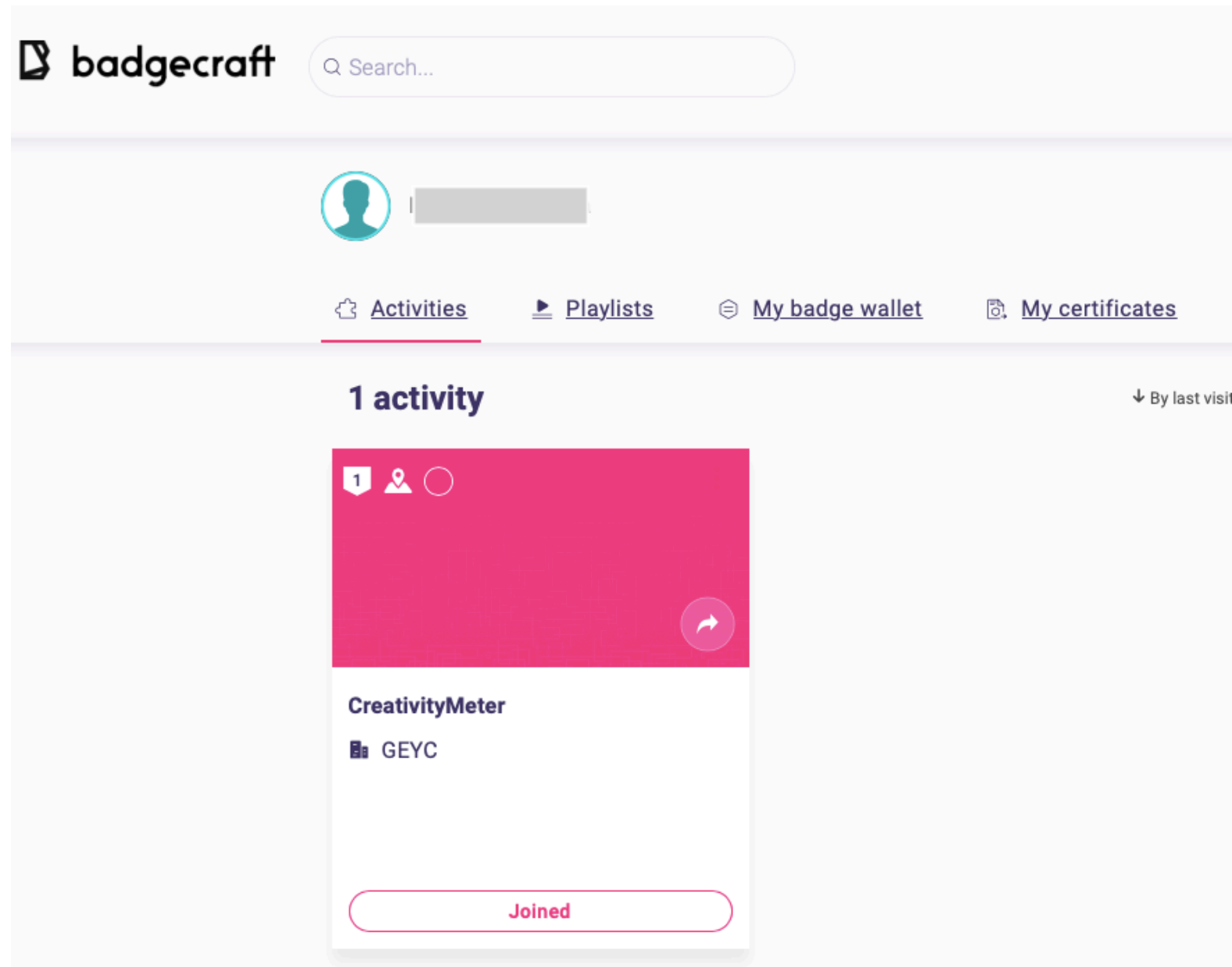
HOW TO ISSUE THE CREATIVITYMETER E-BADGES

- To issue it, click on *Invite to start mission* and you will be able to share a link or a QR code for the badge earners.



HOW TO ISSUE THE CREATIVITYMETER E-BADGES

- After clicking the link or scanning the QR code, the badge earners will be able to register to join your activity and get their badge.



HOW TO ISSUE THE CREATIVITYMETER E-BADGES

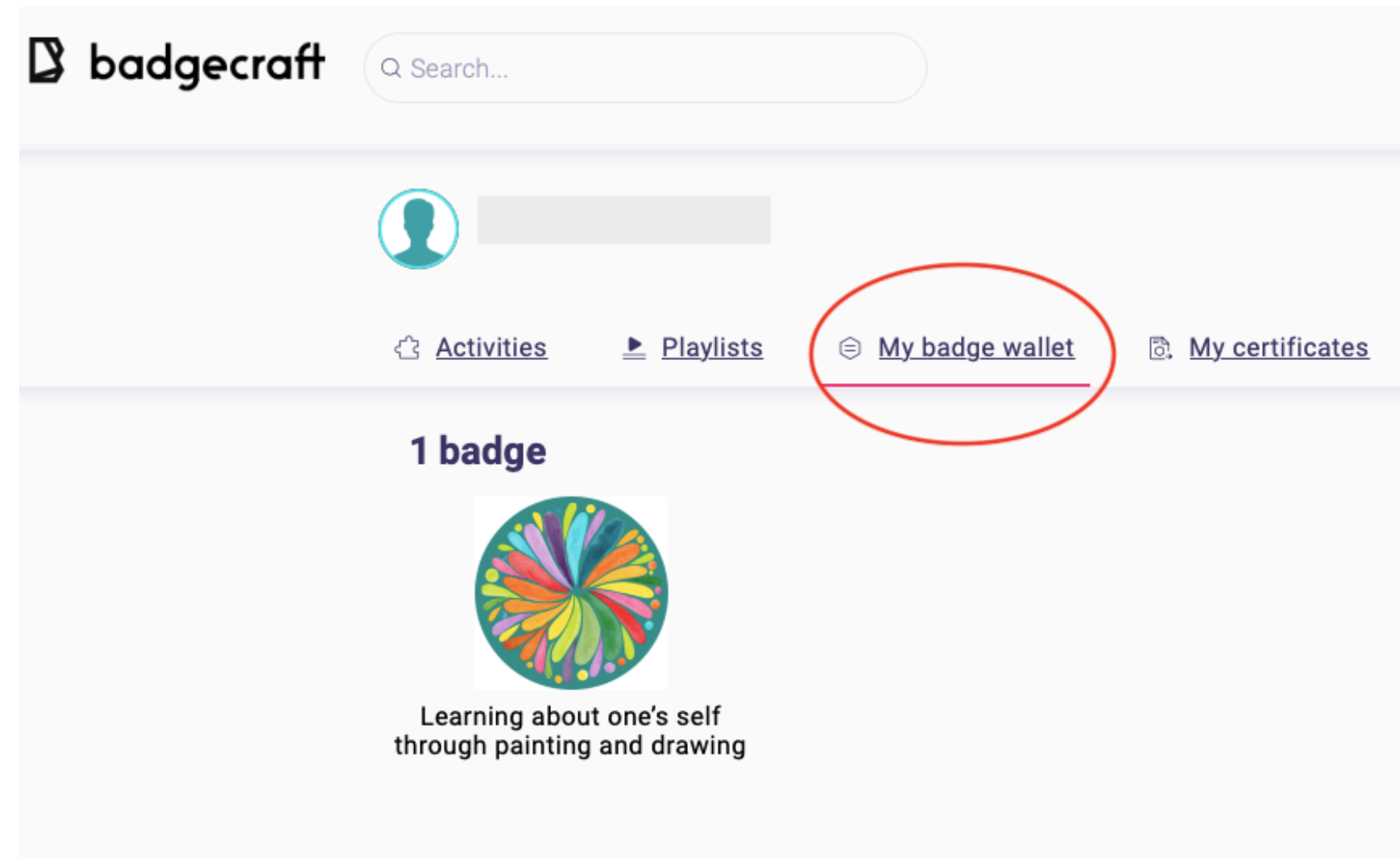
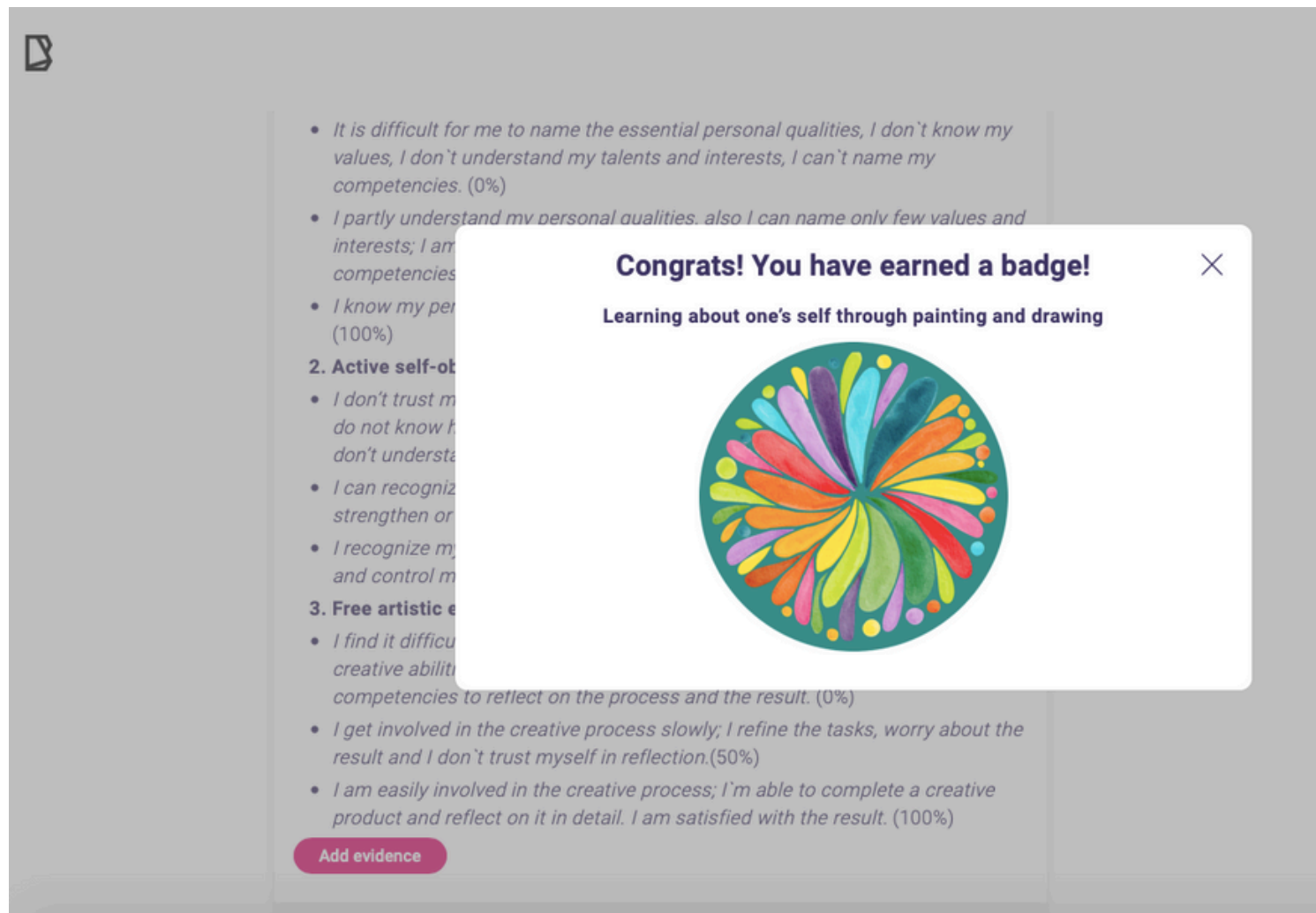
- Badge earners will have to click on *Add evidence* and write in a comment the % or the statements that are most applicable to their situation.

The image displays two side-by-side panels of the CreativityMeter interface. The left panel contains a list of statements related to self-observation and artistic expression, each followed by a percentage indicating its applicability (0%, 50%, or 100%). A red circle highlights the 'Add evidence' button at the bottom of this panel. The right panel shows a text editor with a red circle around a list of percentages (1. 50%, 2. 100%, 3. 50%) and a red circle around the 'Save evidence' button at the bottom. The text editor also features a toolbar with various formatting options.



HOW TO ISSUE THE CREATIVITYMETER E-BADGES

- After saving the evidence, the earner will get the badge and will be able to see it in their wallet.

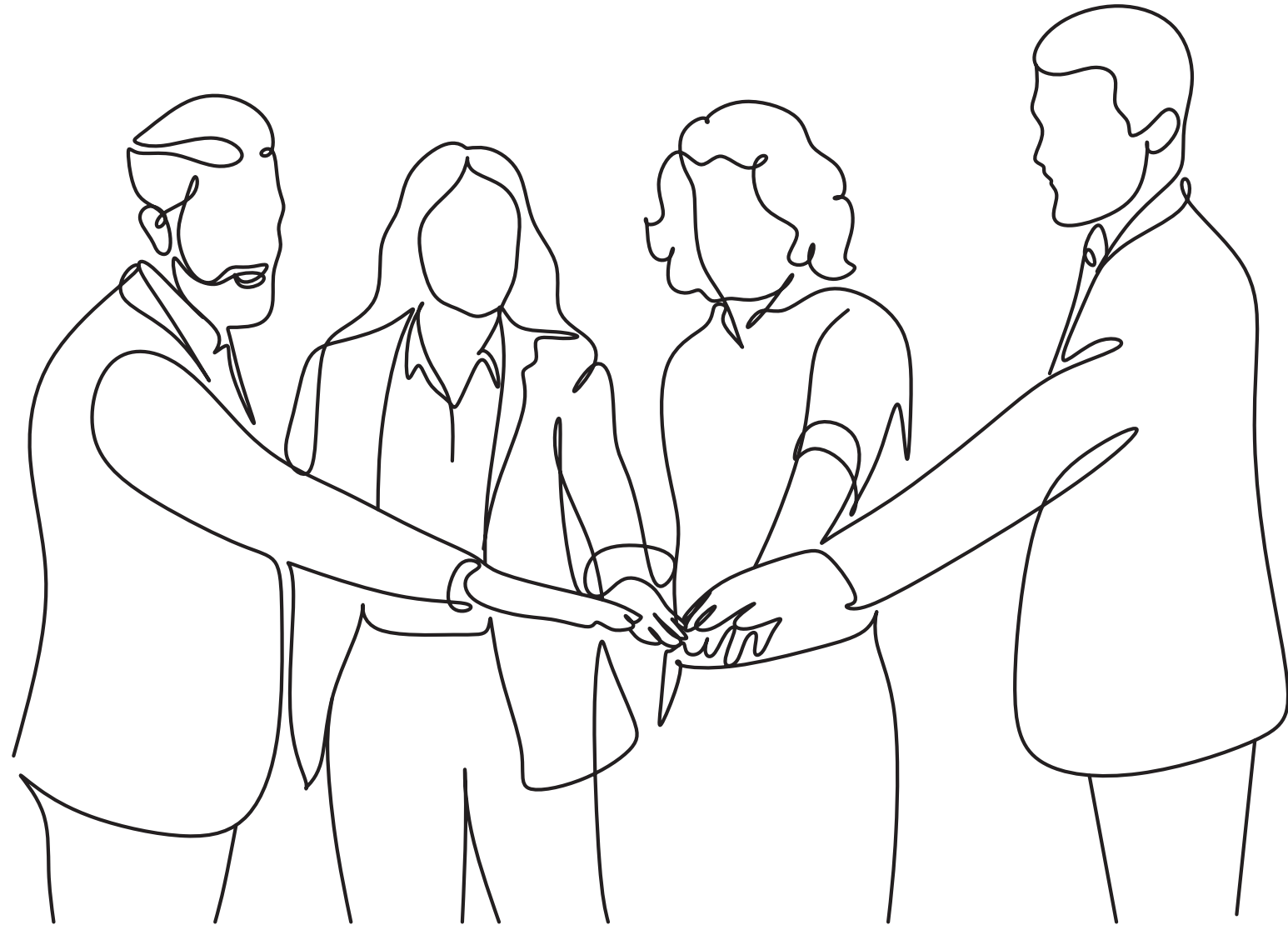


USE CASE OF CREATIVITYMETER



- The tool can be used by various stakeholders in the cultural field.
For example, in NGOs:
 - Youth workers can integrate the proposed methods in their programs and guide participants to boost their creativity, become more aware of their cultural identity and discover themselves and others through different creative expressions.
 - The activities can link to workshops about self-discovery, art, creativity, identity, cross-cultural communication, etc..
 - Assessing the outcomes through the self-reflection tool will help both youth workers and youth to get to know the impact of their work.

USE CASE OF CREATIVITYMETER



- In cultural institutes the tool could:
 - Bring new approaches to how cultural identity and cross-cultural communication is understood and addressed.
 - Use various forms of creative expressions to learn about other cultures .
 - Assess how these competences were formed and where they could actually use those.



TYCA
The Youth **Creative Academy**

USE CASE OF CREATIVITYMETER

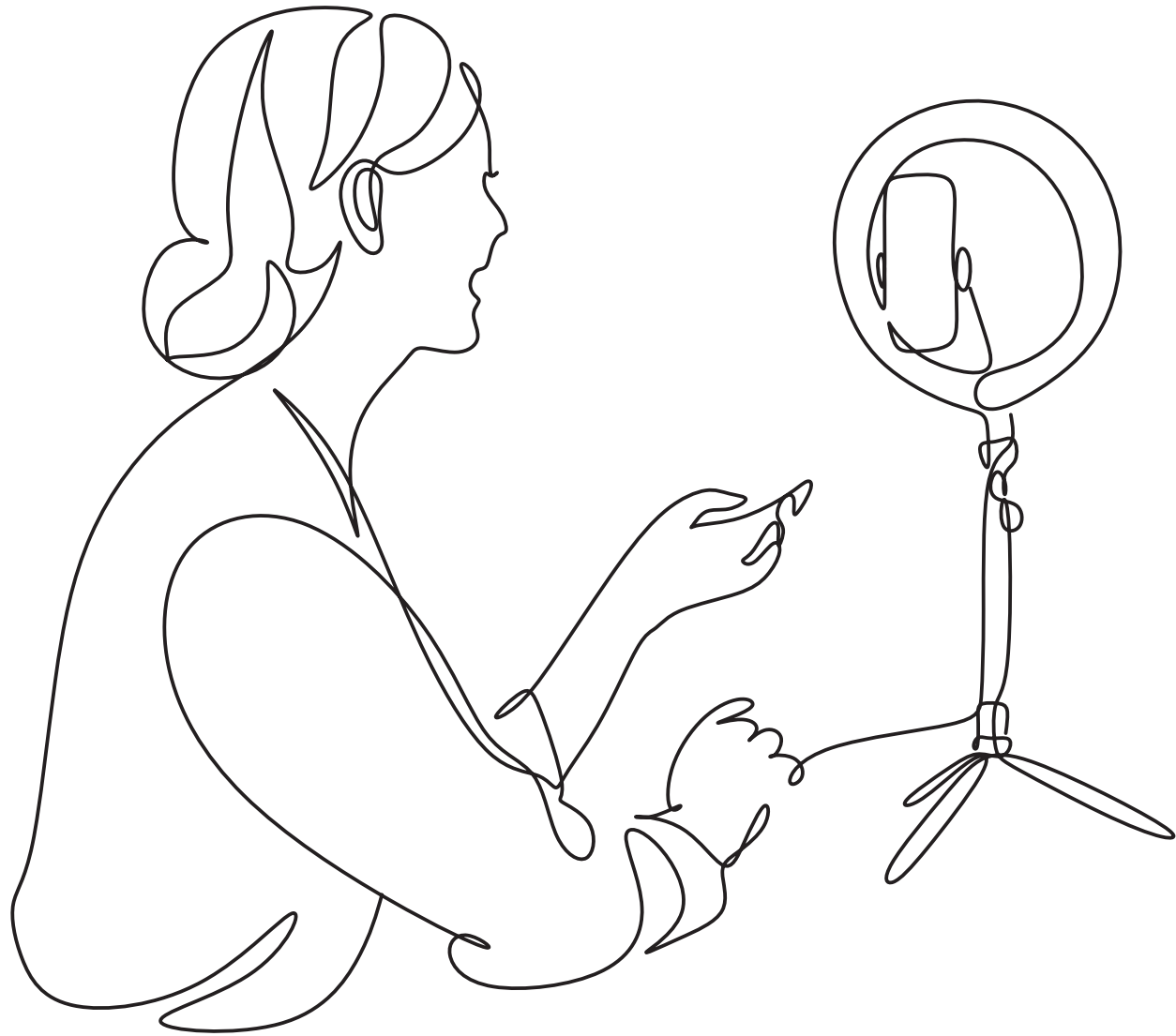


- In theatre schools is often difficult to assess the achievements, besides creating a final performance to finalize the classes, which often is not debriefed:
 - Using this tool would help the trainers support their participants to become more aware of when, why and how they developed their creativity competences throughout the process.
 - Diversifying the methods used, by using various forms of expressions can bring new ways of thinking and learning and unleash creativity.
 - Assessing the competences can help participants reflect and use their take-aways in a more effective way, for example understanding in which situations they could use these skills and experiences.



TYCA
The Youth **Creative Academy**

USE CASE OF CREATIVITYMETER



- In music schools the focus is often only the voice (or musical instruments), however:
 - Using this tool would bring different ways of expressing creatively which could help students become not only better musicians or performers, but also capable of using their creativity in effective ways besides that..
 - Assessing the competences can help participants reflect and use their take-aways in a more effective way, for example understanding in which situations they could use these skills and experiences.



TYCA
The Youth **Creative Academy**

USE CASE OF CREATIVITYMETER



- In case of museums, the tool could be useful to:
 - Engage with public in a systematic and comprehensive way, offering not only an experience to gain some knowledge but also a chance to boost one's own creativity.
 - Organize interactive sessions using different types of media and artistic expression.
 - Assess how the outcomes impact the visitors.

RESOURCES

- THE SEED // Inspirational Short Film: <https://www.youtube.com/watch?v=sVPYIRF9RCQ>
- Time Lapses Of Seeds Growing: <https://www.youtube.com/watch?v=ECibetK2EYI>
- Notes and questions for reflection and interpretation: <https://ibb.co/2nS3QRP>
- Silverstein, D., Samuel, P., & Decarlo, N. (2009). The Innovator's ToolKit: 50 Techniques for Predictable and Sustainable Organic Growth. Wiley.
- De Bono, E. (1985). Six Thinking Hats: An Essential Approach to Business Management. Little, Brown, and Company.
- <https://www.careers.ox.ac.uk/cvs-for-creative-careers>
- <https://websitesetup.org/web-design-software/>
- <https://99designs.com/blog/video-animation/video-production-process/>
- <https://www.oecd.org/pisa/innovation/creative-thinking/>
- <https://www.badgecraft.eu/>



TYCA
The Youth **Creative Academy**

COORDINATED BY



Co-funded by the
Erasmus+ Programme
of the European Union



IN PARTNERSHIP WITH

