

The six phases

**Ice breakers
and ideas for
ideas' sake**



**Mapping and
identification**



**The road to
the problem**



Twist and turn



**Sorting and
prioritizing**



**Focus and
solution**



**Junior
Achievement
Young
Enterprise**

E U R O P E

START

CREATIVE TEAMS

FIND LOTS OF PROBLEMS

COMMON UNDERSTANDING

ONE SOLUTION FROM MANY

IMPLEMENTATION

FINISH

The creative working model



COUNT TO 15



A simple team exercise

Ask the group to stand in a circle facing inwards. If there are more than 15 participants, form two circles.

Explain the following rules:

1. The group will count to 15 (adjust according to the number of people).
2. Only one person can say each number. If two say a number at the same time, the group must start again from the beginning.

Variation:

If there are more than 15 participants, the group may systematically eliminate those who say a number at the same time. Another option, which makes the exercise slightly more challenging, is to ask the participants to keep their eyes closed during the exercise.

Review the task with the group:

- What was the challenge?
- Who took the initiative?
- What strategy did you choose?
- How did you solve the exercise?



15 mins



THE WORLD'S OLDEST CREATIVE EXERCISES

A simple way to develop your creativity

Take a clothes hanger or any other simple everyday object at hand. Ask the groups to spend five minutes thinking of as many different uses for the object as possible.

Who thought of the most?

Quantity is more important than quality in this exercise!

Review the exercise together.



15 mins



LOOKING FOR THAT ONE ANSWER

Det There are no absolute truths!

1. Ask the group – with a maximum of two seconds thinking time – to come up with a word they feel best describes the group. Write down the word.
2. The group should then spend one minute writing down all the words they can think of that describe them, both positive and negative.
3. Finally, draw a circle around the word they now agree best describes the group.

They are most likely to choose a word from the second step of the exercise.

The reason is obvious. Allowing all ideas to flow is better than looking for one absolute answer!



15 mins



THE SPOON TASK

Something from nothing!

Split into groups of 3-4. Hand each group a spoon and a lump of modelling clay.

Ask each group to design and make a new product in five minutes.

Then ask the groups to present their products.

Variation:

This exercise can also be done individually.



15 mins

ASSOCIATION



1. The group sits in a circle.
2. One person starts the exercise by saying a word, for example, "burger".
3. The participant nearest to the right then says the first word he or she thinks of that has a connection to the word burger (e.g. ketchup, fries, cheese).
4. The next person in the circle carries on the association and the exercise continues, without word repetition, until everyone has answered.
5. Surprising questions may well come up at the end, such as "what word did we start with?" or "what was the third word?"



15 mins

CAMPING TRIP



Hit the road, but use your head!

1. Ask the group to sit in a circle. Invite them on a camping trip. You are the "tent chief" and you decide what everyone is allowed take with them on the trip.
2. Without telling the others, decide that everything they take must be edible.

Example:

"I want to bring a sleeping bag," says Michael.

"No, you can't," replies the tent chief.

"I want to bring a pizza," says Sarah.

"Yes, you can," replies the tent chief.

In the next round you can change the rules and/or the "tent chief".

Continue until everyone has worked out the rule of the game.



30 mins

IDEAS FOR IDEAS' SAKE



A simple team exercise

1. Split into groups of 4-6.
2. Ask the groups to imagine that they have a 60 cm long tube. The tube is buried in the ground and there is a table tennis ball inside it.
3. Ask the groups to come up with as many suggestions as they can for ways to get the ball out of the tube. Allow them two minutes to write down their ideas. Stop the game.
4. Let the group read out their suggestions. No idea is wrong; all ideas are possible solutions. The group that comes up with most suggestions is the winner!

Reflection:

- Who came up with the first suggestion?
- Was everyone in the group given a chance to contribute?
- What are the differences between the first and last suggestions?
- What have you learned from this exercise?



15 mins

USE THE ROOM



Breaking traditional mindsets!

1. Ask the participants to walk around the room. Tell them to look about, point at what they see and then, in turn, say what they see. Example: They see a chair, point to the chair and say "Chair".
2. New rule: participants continue their tour around the room, looking around and pointing, but this time they give the objects a different name. Example: They see a chair, point to the chair and say "table".
3. Try several times.

Finish with a group discussion about the experience.



15 mins



THE NAME GAME

Break the ice and learn each other's names!

1. Everyone stands in a circle and says their name in turn. One person then moves to the middle of the circle and is given a rolled-up newspaper to hold.
2. Someone in the outer ring says the name of another member of the group. The person with the newspaper must now quickly tap that named person on the head with the paper before the named person has time to call out another name.
3. Anyone who does not manage to say a new name before he/she has been tapped on the head, must move to the centre and hold the newspaper.



15 mins

GATEKEEPER

A fun way to build confidence in a group!



1. Split the group into two rows, standing or sitting, one row facing the other. One person is chosen as "gatekeeper" and stands in the middle of the two rows.
2. Those sitting in the rows will now – using eye contact only – arrange to switch places with each other.
3. The gatekeeper must try to jump in and take the place of one of those swapping. If he/she succeeds, the game has a new gatekeeper!



15 mins

EXPERT



An exercise that stimulates free and random thinking

Split into groups of four. Each group forms two pairs, facing one other. Assign the following roles within each group:

- A reporter
- A world expert
- Two observers

Ask each of the observers to think of a random word. On a count of three from the instructor, ask both observers to say their words out loud. If the words are “monkey” and “house” then the topic of the game becomes “monkeyhouse”. The reporter then interviews the assigned world expert about the phenomenon of the “monkeyhouse”. This world expert uses their “knowledge” and must respond as best as he/she can to the reporter’s questions. Allow two minutes for each interview and switch roles until everyone has played each part.

Reflection:

- What was it like to be the world expert and the reporter?



15 mins

BINGO



Break the ice with a simple competition

1. On a sheet of paper, draw a grid of 4 x 4 or 5 x 5 boxes. In each box, write a phrase such as "has been to Africa" or "knows the names of all the Beatles".
2. Give a copy of the sheet to everyone in the group. They should now go around the room, asking people the questions in the boxes. If a person answers "yes", write their name in the square. If they answer "no", try again with another question.
3. Each name may only be written down once on each sheet. This forces the participants to interact with as many people in the group as possible.
4. The first person to complete a horizontal and/or vertical row of boxes calls out "bingo" and wins the game. If time permits, you can review the answers as a group, to see if they match up. The sentences written in the boxes may be job-related events and situations. This will better familiarize the participants with each other.



15 mins

USE THE ROOM MORE!



Three simple exercises

A. Ask the participants to spread out around the room. On your signal, ask them to form groups of a specified number. Example: If you say “three”, then the participants gather in groups of three, with no talking.

B. Ask the participants to walk around the room. Then tell each participant to think about two other people in the room – without speaking.

Once they have decided who they are thinking about, they should try to make an equilateral triangle with those other two people – still without saying anything to anyone. Switch the groups after three minutes.

C. Ask the participants to spread out around the room. On your command, tell them to form shapes in groups. Example: If you say “car” then the groups must try to form the shape of a car.



15 mins

MAKE AN ELEPHANT!



Encouraging laughter

1. Give each person a sheet of paper and ask them to close their eyes. They now have two minutes to tear out the outline of an elephant (or another animal).
2. They must now each hold the elephant above their head i.e. they should not be able to see their own elephant.
3. Ask everyone to briefly describe why the elephant is the way it is and how it felt to work in this way!



15 mins

AIRLINE



An exercise that encourages group bonding and creative skills

1. Split into groups of 3-6.
2. Hand out sheets of A4 paper, glue, paper clips and crayons. On your signal, the groups have 20 minutes to make a paper plane that flies well, looks good and that stays airborne for as long as possible.
3. The groups can compete in two categories: longest time in the air and longest distance travelled in metres.
4. After 20 minutes, all the groups should present their planes and briefly describe their work process.



30 mins



MINDMAPS

A tool that uses a specific target group in order to generate good ideas

Split into groups of 3-4. Ask each group to choose a target customer/group, or assign one for them. One person in each group should take notes throughout the exercise.

Based on the chosen target customer/group, the participants should work through the following steps:

Arena: Spend three minutes writing down all the different places their target group might be on any given day. Select one of these places.

Activities: Based on the choice above, spend three minutes noting down all the activities that the target group might engage in at the chosen arena. Select one of these activities.

Problems: Given the choice above, spend three minutes noting down any problems that the target group may face when doing the chosen activity in the chosen arena. Select one of these problems.

Solutions: Each group should then spend five minutes coming up with possible solutions to the selected problem.



30 mins

EVERYDAY ISSUES



Playing with words generates good ideas!

1. Split into groups of 3-4. One person in each group should take notes.
2. The groups begin by making a list of approx. 20 random nouns. The words need not be related.
3. Ask the groups to look at the list of words. Each group member then chooses one word from the list.
4. Allow three minutes per word and ask the following question: can you think of any everyday problems related to this word? Take for example the word "cat":
 - uses the kids' sandbox as a litter tray
 - makes noise at night

NOTE: Write down everything that is said without criticism.

It can be a good idea to let each group member choose a separate issue.

5. Spend three minutes considering each problem and suggesting possible solutions.



30 mins



USE THE NEWS

1. Split into groups of 5-7.
2. Hand out newspapers and magazines to each group.
3. The groups should look for articles about unfortunate events. For example: thunderstorms, traffic accidents, hurricanes, floods, power cuts or traffic jams.
4. The groups should now pick out a couple of the topics they find most interesting and inspiring.
5. Spend 3 minutes on each and discuss:
What actually happened?
What went wrong? Why?
Who was involved and what did they do?
What did the place look like?
6. How could this have been avoided?
The groups note down the problems in each situation and think up ideas for solving it.
7. A variation of the exercise is simply to read through newspapers and magazines and look for pictures and articles that inspire great ideas!



45 mins

SKETCHING FOR IDEAS!



1. Split into groups of 4-6.
2. Make a list of 20-30 "inspiration words" consisting of common nouns, or let the groups do it themselves.
3. Everyone should have a pencil and a sheet of paper.
4. Give each person their own "inspiration word" and ask them to draw their individual words using just three lines and drawing with the hand they normally do not write with. Allow one minute for this.
5. Ask the group members to exchange drawings and then give each person a new word. They should then add to the drawing in front of them. What they draw should be based on their new inspiration word.
6. Carry on until everyone has added to each drawing in their group.
7. Ask the group to discuss the pictures and try to come up with ideas from what they see.



30 mins



A TYPICAL DAY

Finding problems by looking at the world through other people's eyes

1. Split into groups of 3-5. Give each group the name of a famous person or target group, or let the group think of one itself.
2. Describe a typical day in the life of the person or target group. Write a short story describing the day. Split it up into sections, such as: wake up, go to work, have lunch, and so on. You can make it more realistic by giving the person's name and imaginary details.
3. It is often a good idea to focus on details about specific areas of interest.
4. Note down the ongoing problems the person faces during the course of the day.





TWO WAYS TO USE RANDOM WORDS

Create new ideas!

A.

1. Split into groups of 4-6 and ask each group to write down a list of 30 random words. Number the words from 1-30.
2. Ask the groups to identify an area where they want to find new ideas, such as "teaching".
3. The group should then select a random number from the list. For example, they choose number 19 and next to number 19 is the word "spectacles".
4. The challenge now is to think of ideas for how "spectacles" can make "teaching" more interesting and better, or how the simple combination of the words can contribute to new ideas.
5. Spend two minutes per word.
6. The exercise can also be done individually. The random word list can be made in advance.

B.

Participants should each think of a personal item and then split into pairs. They will then discuss these items and try to develop new ideas or products from the combination of the two words.

What new ideas might come from, for example, "shoe" and "key"?



15 mins

INTERVIEW



Talk to someone, and you'll get answers!

1. Split the group into pairs.
2. Give the pairs three minutes to interview each other about their favourite hobby.
3. Ask them: what are the good/fun things about your hobby?
4. Next: what can be difficult and problematic about your hobby?
5. Note down the problems.



15 mins

CUT AND PASTE

Find ideas and issues in old newspapers

1. Split into groups of 3-5 and set out some old newspapers and magazines on each group table (one table per group).
2. The groups should now cut out words or phrases that they find funny, weird or interesting.
3. When the group has 20-30 items, everyone should move to the next table, taking one clipping each with them. Leave the rest of the clippings on the table.
4. At the new table, each person should make new combinations of words. All participants will then take a combination to the next group table, as everyone moves round again. The teams continue to rotate and create new word combinations.
5. Once back at their own table, each group should finally select one combination that forms a problem or an idea.



30 mins

DRAW AND SOLVE!



Drawing gives a non-verbal stimulus. The colours and the collaborative nature of the exercise will generate creative solutions!

1. Staple or tape a number of large sheets of paper around the room. Three to seven are usually enough. Have enough pens so that everyone can write. A variety of marker pens in different colours are useful.
2. Present a problem or challenge.
3. Ask the participants to go to a sheet one at a time and create a simple drawing based on associations with the problem. Do not use words. Do not use the whole page!
4. Each person should then move to another sheet, and a new picture, building on what is already on the paper.
5. In a short period of time the sheets will fill up.
6. Ask the participants what they see in the pictures, what the pictures remind them of and how this can help to create ideas to solve the problem.
7. Write down the new ideas!



5 WHYS?

A simple and effective tool to get to core of a problem



Ask the group to select a problem. Ask a question about the problem, starting with the word "why?" Based on the response, the team will then ask a new question, also beginning with "why?" Note down the answers.

When the group has asked and answered five questions, they move on to a new problem (if time is available).

The point is not to come up with good ideas, but to analyze and identify the causes of a problem.



15 mins

GROUP ART

A task that can be done in groups of 3-4 that gives an intriguing insight into a problem area



1. The group chooses a problem area that they would like to understand better.
 2. Each participant draws a picture that illustrates their own experience of the problem. They cannot use words, characters or numbers. Each person hangs their drawing on the wall.
 3. The group then goes around the room together discussing how each individual interprets each drawing.
 4. The group should focus on finding out what each person intended to express in their drawing.
- When the group feels it is finished with a drawing (approx. two minutes) it moves on to the next picture. All the pictures should be discussed.

Variation:

The entire group creates a shared drawing. Every time someone adds something to the drawing, the group discusses what it means and why it was added. This gives each participant the opportunity to understand the others' approaches to the problem and therefore gain a deeper knowledge of the issue.



30 mins

INSIDE OR OUTSIDE THE FRAME



An exercise that reveals the most important aspects of a problem

1. Give each group a large sheet of paper and a pad of Post-It notes. The sheet of paper acts as a frame.
2. The group then picks a problem area they want to explore.
3. They individually brainstorm the different challenges involved in solving the chosen problem and write these down on the Post-It notes. This step should take approx. three minutes.
4. Each group member now sticks their Post-Its on the sheet of paper – placing the most important issues in the centre of the page and the more peripheral issues around the outer edge of the paper.
5. Everyone in the group should then look at how each other prioritized their issues. Combine Post-Its that say the same thing and discuss whether the notes are placed correctly. Spend five minutes on this step.



15 mins

PSI

Ideas from anything!



P in **PSI** stands for problem. Start by defining a problem for the group to solve.

S in the **PSI** stands for stimulus. Absolutely anything can provide a stimulus. Ask the group to look around for different stimuli. Anything goes. The point is to trigger new ideas (**I**).

$$\mathbf{P + S = I}$$

By combining a problem and stimuli, you'll get ideas!

Using this technique, the problem becomes part of the solution.



15 mins

CHARTING FOR CONTEXT



To clarify and see a broader picture

1. Split into groups of 3-6. Ask the groups to write down a specific problem in the middle of a large sheet of paper. The groups should now try to identify central, relevant factors relating to the problem. Write these down on Post-It notes and place them around the problem description.
2. Stop after 4 minutes. Ask the group to look at the Post Its. Can they prioritize and combine some of the notes?
3. Ask the group to cut down the number of Post-Its to 6.
4. Let the picture be dynamic and move the notes around so that the group gains a common understanding of the problem.



30 mins



GO BACKWARDS!

New ideas often appear if you turn everything upside down!

1. Turn a problem or challenge on its head by asking: "How can you make the problem worse?" or "How can you achieve the opposite effect?"
2. Let the group brainstorm the inverse problem to generate opposite solutions. Do not discard any suggested solutions!
3. When the group has a satisfactory number of ideas, turn everything on its head again and generate ideas for solving the original problem.
4. Did they find anything that can be taken further?



15 mins

IDEA HUNTERS



A method of self-directed problem solving

1. Assign the participants one common problem and then split them into groups of 5-7.
2. Designate one or two people per group as "idea hunters". The others should remain seated. They are the "experts".
3. The idea hunters then move around the tables interviewing each group of experts in turn. Allow 5 minutes for this.
4. Back at their own tables, the groups should then collate the information that their idea hunters have gathered.
5. It is a good idea for one of the participants to assume a leadership role and make an overall summary of all the ideas found by the different groups.
6. Review the ideas.
7. Did the groups find anything that can be taken further?



30 mins



ONCE UPON A TIME

A group exercise that's also individual

1. Split into groups of 5-7.
2. Choose a problem.
3. Ask the participants in the different groups to sit at their tables. Everyone should have a sheet of paper and a pen and should write down a suggested solution at the top of the sheet of paper. When they are finished, they turn the page and lay it face down in the middle of the table. Allow 2 minutes for this step.
4. Each participant should now take someone else's sheet from the table, turn it over and read the suggested solution. This will generate new potential solutions. Now, build on these ideas. Allow 2 minutes for this.
5. Now repeat the process from step 3 several times, until the sheets of paper are full. If ideas still keep coming, you can add more sheets of paper to the table to ensure no suggestions are missed.
6. Once all the ideas are written down, read them out loud in each group. Then select the ideas that the group wishes to take further.



30 mins



WHAT DOES THIS MEAN?

This exercise is suitable when you want to find a problem, solve a problem, or are simply a bit stuck!

Ask the question: "What is this for and what is its actual purpose?"

Think of as many different angles of a specific problem or situation as possible: technical, moral, practical...

Example:

I'm helping an athlete train for the Olympics.

By asking what this means, the following points arise:

- To qualify for the Olympics
- To win a gold medal
- To run faster
- To improve technique
- To impress the selection committee
- To earn more money

When trying to find solutions, we often forget about understanding the core of the problem or situation. Note the responses to your question and use them in further work.



30 mins



PO

PO means “provocative operation” and is a lateral thinking concept introduced by Edward de Bono

He believed that the best solutions to a problem or a challenge come as the result of a provocation.

Present a problem or a challenge to the participants. Encourage the members of the group to make comments that deliberately turn things upside down or are provocative. The statements must begin with the word “PO”. This ensures that the others realize that the upcoming statement will be “a PO”.

Problem: “I have not trained enough!”
“PO: no eating until after training!”

Emphasize that a PO should be used as a stimulus for new ideas and new POs!



15 mins

IMAGINE!



With a picture as a starting point

1. Split into groups of 4-6.
2. Select a picture that is colourful, surprising and interesting. The more original the better!
3. Ask the groups to look at the picture for 30 seconds.
4. Then tell them to close their eyes and think about the picture.
5. Everyone should open their eyes again after 1 minute. Let them talk about what they see, what surprises them and what they are inspired by.
6. The goal now is to make connections between the picture and a chosen problem.



15 mins

WHAT IF?



Question after question!

1. Suggest provocative solutions to a problem, starting with "What if" questions. Write down the ideas. By all means include ideas that seem unrealistic.
2. Ask new "What if" questions.
3. No idea should be criticized.
Let your imaginations run wild!
4. Build on the ideas.



15 mins

CHALLENGE!



Challenging our prejudices often generates good ideas!

Question the group about a problem or parts of a problem, preferably something that is particularly difficult to be creative about. The point now is to challenge the problem:

- Assumptions and opinions that have not previously been questioned
- Limits that have not yet been breached
- “Impossible” – things we assume cannot happen
- “Cannot be done” – things we assume cannot be done
- “Sacred cows” – “established” truths, traditions or phenomena that “should” not be challenged
- Breach of patterns or functions

Example:

How can you help people in a shop that goes on fire?

- Break a window and go out together
- Shut them in a safe with money
- Use them to put out the fire

One way that humans deal with the complexity of the world is to make assumptions about how we think things are and how they relate to each other. This is often of practical use, but rarely leads to new ideas.





PIECE BY PIECE

Works well in large groups and provides lots of ideas for specific problems

Problem:				
Name:				

Each person writes a problem on a sheet of paper. The problem can be the same for everyone, or it can be individual. If individual, the person's name must also be included on the sheet. The problem is then passed to the next person in the group.

Choose from the following rules:

- One idea per person
- One person can write ideas on an entire row
- Optional number of ideas

The first ideas should be creative, since they will inspire those who come after!

When the first person is finished, pass the sheet to the next person. This way, you avoid people arguing for their own ideas. Moreover, each contributor can build on other people's ideas.



45 mins

MY HERO



How would a famous person view the issue?

1. Ask each person to write down the name of his/her own personal hero on a sheet of paper.
2. Then choose a problem to be considered.
3. Pick one person and ask them to leave the room.
4. Ask the person to come back in again and behave as if he/she actually is their chosen hero; in attitude, behaviour, walk, language etc.
5. The others may ask questions to better familiarize themselves with the hero.
6. Then ask the hero and the others to consider the selected problem.
7. Now try to sketch out ideas and solutions for the problem based on the needs and wishes of the hero.
8. Switch to another hero after 4 minutes.



30 mins



REMEMBER AND REMEMBER

Used for finding solutions to recognised problems

1. Ask the group to think about a problem. Then ask the group to forget about it, as if the problem has been resolved.
2. Then focus on the stage between when the problem existed and when it was resolved. As we have not been presented with the solution, this is now an unknown.
3. The point is to now imagine different scenarios of what might have happened and what the solution could be. What the group comes up with can easily become a new idea for a solution!



15 mins



WHICH IDEAS WOULD YOU STEAL?

By putting yourself in your competitors' shoes, lots of interesting things can happen!

"Which ideas would you steal?" lets us see through our competitors' eyes. It provides interesting perspectives and useful "outside in" focus.

1. Ask the group to select an idea or solution.
2. Then ask them to imagine that they are 2-3 of their toughest competitors. The group will now pretend they are the competitors and assess the ideas that have come up. The question is then: "Which of the ideas would the competition want, and why would they be interested in these in particular?"
3. If the ideas would not have been of interest, is there any point in continuing to work on them?
4. Is it possible to develop and improve on the most exciting ideas or enhance the less attractive ones?



15 mins



CHALLENGING OUR ASSUMPTIONS

Sometimes things are not as they seem...

Ask the group to consider a given situation. They should now try to focus on the preconceptions they have about the situation that they do not question or challenge.

For example:

- It is too expensive
- It takes too long
- We will never get permission!

Remind the group that an assumption = something we think is true without really having questioned it!

Situation: We don't get people to come along to social functions.

Assumption: People cannot be bothered.

Solution: We need to get them to "bother".

Assumption: They are too tired after work.

Solution: Can we do it before work?

The group should take notes throughout the exercise.

Ideas will come as they work.



EVALUATION FORM



Evaluating ideas

	Very important	Not very important
Unique		
Familiar		

Draw this grid on a flip chart.

1. Split into groups of 4-7. The group then decides on a number of ideas and the order in which they should be considered.
2. Each participant should write an idea on a Post-It note.
3. They should then place the Post-It on the grid, in what they consider is the appropriate box.
4. Then ask the group members in turn to reflect on/argue why they have chosen this box for their idea.



15 mins

$x/3$ 

An exercise in prioritizing

1. Let the group spend three minutes discussing and reaching a common understanding of what they have prepared. Similar items should be weeded out. Number the proposals that remain.
2. An elected group leader counts the number of ideas (x) and divides it by three ($x/3$). The result shows how many points each participant is allocated. These points are to be used for voting.
3. Now each participant should choose their favourite ideas. They are to choose as many ideas as they have points. Each of their favourite ideas gets a point. The group leader then adds up which ideas get the most points and reports his/her findings.



15 mins

TESTING



Five questions to test whether or not an idea is worth pursuing

Choose one of the ideas.

1. Is this something the target group wants, and is it technically possible?
2. Does it resolve rational, emotional and social needs?
3. Is it a business idea or just a product idea?
4. Have economic, organizational and competitive considerations been included in your assessment?
5. Are all the details clear?

Note down the answers to the questions. If possible, they should be used to further develop the ideas.



15 mins

DEFINITELY NOT THAT ONE!



Choosing from among many options is difficult, but it is easier to find something bad than something good!

1. It is not easy make a choice from many options. The method outlined here removes the bad choices.
2. Ask the group to look at all the ideas. Split the ideas into two categories: "No" and "Maybe". If the group is in doubt, the idea should be placed in the "Maybe" category.
3. Remind the group that the "Maybes" should include some fresh and exciting ideas, not just logical and objective ones.



15 mins

THROUGH COLOURED GLASSES



Put on your glasses, and be amazed at what you see!

1. Split into groups of 5-7.
2. Choose a number of ideas and spend 5 minutes on each idea.
3. Brainstorm on the basis of the following parameters:
Blue: What facts do we know?
Green: What is positive about the idea?
Black: What is negative?
Red: What sort of feelings do we have when we realize the idea?
4. Let each group member in turn put on the glasses.
5. Write down the answers and use them to conclude.



QUICK PRESENTATION

If you haven't communicated something within the first minute, you may as well forget about it!

1. Ask the groups to choose an idea and a group member.
2. This person should then light a match and present the idea in the time it takes the match to burn out.
3. They must stop when the match is dead.
4. The others in the group may now comment on the presentation and ask questions.



15 mins

POT

A simple assessment tool

Choose one of the ideas. Note down:

- 3 positives about the idea; advantages
- 3 opportunities; what might result from the idea?
- 3 threats: what are the risks?

Can the positives and opportunities be developed?

Can the threats be eliminated?



15 mins

THE GOLDEN TRIANGLE

Being challenged can sharpen your concentration

Organize a role play exercise where one person is selected to play each role: one will present an idea; one is a sponsor; the rest of the group are reporters who will create a story around the idea.

1. Start the role play. The presenter must try to convince the sponsor that this is an idea is worth investing in. The reporters observe and take notes. Allow two minutes for this step.
2. There will now be a press conference where the reporters will question the presenter and the sponsor.
3. Give the reporters three minutes to write a rough draft of their article. Ask someone to read out what they have noted.
4. Any new insight will help to further develop the idea for presentation and implementation.



30 mins

ACTION PLAN

Setting up a plan to support your idea

What needs to be done now?

What?	Who?	When?	Measured in?

Write down the next steps for what must be done to implement the ideas. This ensures commitment and a greater likelihood that the idea will be realized.

Do not write the name of someone who is absent in the "Who" box.



30 mins

WHAT NOW?

A good idea, but what now?

Three simple tasks concerning the path from idea to action.

A. Work on your ability to take action:

Write down the first five activities that must be done to realize the idea.

B. Breaking down an idea into parts you can take action on:

Write down the first steps you can take in the course of 10 minutes, and that take less than a minute to do.

C. Focus on what can slow the progression:

Write down the three biggest challenges to realizing the idea.



30 mins