



IO4 -e-Toolkit for adult educators “Modern flipped studio

O4/A2: Ideas on training scenarios for facilitated workshops for learners “Making innovations in CCS a reality”

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Introduction to training scenarios for facilitated workshops for learners

The main aim of the training scenarios for facilitated workshops for learners “Making innovations in CCS a reality” is to boost creativity and make the advantage of innovation visible through practical exercises and tests.

The practical and user-friendly activities will be delivered to adult learners not only in the face-to-face classroom but also in the online classroom using ZOOM.

The training scenarios will be designed based on three valuable workshops:



Learning context for the introductory session

1st Workshop - Introductory session

(Face-to-face /ZOOM)

Icebreaker activities

Content creation for: Getting to know each other. Icebreaker exercises

1st Ice-breaker activity

Name of activity: Can you name it?

This is both a face-to-face and online (Zoom) activity. The activity can be adapted to both face-to-face learning/delivery and online via Zoom (or anything else). If you choose face-to-face, then you can print the list with the exercise or show it on a video projector. Online,



you can share the screen/or send it in advance and everyone can have a sheet of paper to write down the answer/ideas.

Materials needed:

- Paper sheet
- Pen
- For online: access to Zoom, internet, and slide/pdf with the exercise

Step 1: Identify the words that begin with A in the following list!!!

Step 2: The “solution” of this activity should be seen as an inspiration because there is no correct or wrong answer when expressing your imagination. Just use your imagination!

A.....is a creative talent and expression of thoughts and emotions

A.....is a professional trained in the art and science of building design

A.....is the visual art of creating a motion picture from a series of still drawings

A.....is the one who creates unique creations

A.....paint is a fast-drying paint made of pigment

Solution – Model of inspiration

ART is a creative talent and expression of thoughts and emotions

ARCHITECT is a professional trained in the art and science of building design

ANIMATION is the visual art of creating a motion picture from a series of still drawings

ARTIST is the one who creates unique creations

ACRYLIC paint is a fast-drying paint made of pigment

➔ 2nd Ice-breaker activity

Name of activity: Be aware of your behaviour!

This is both a face-to-face and online (Zoom) activity. The activity can be adapted to both face-to-face learning/delivery and online via Zoom (or anything else). If you choose face-to-face, then you can print the scenario or show it on a video projector. You can also write



it on a flipchart. Online, you can share the screen/or send it in advance and everyone can have a sheet of paper to write down the answer/ideas.

Materials needed:

- Paper sheet
- Pen
- Flipchart
- For online: access to Zoom, internet, and slide/pdf with the scenario

Step 1: Read the scenario and answer the given question.

“ You are at one of the greatest art exhibitions. It is a unique chance for every artist to exhibit their most valuable creation because the stake is winning a "place" in a famous museum in France. The chosen painting will be exhibited in the famous museum for 3 months. Suddenly the person next to you starts to panic because he/she cannot find his/her artwork. Emotions become overwhelming and he/she starts to move from one place to another...”

What is the **FIRST THING** you do? Why?

Learners' expectations

Content creation for: Learners' expectations

➔ 1 activity

Name of activity: What makes a successful learner

This is both a face-to-face and online (Zoom) activity. The activity can be adapted to both face-to-face learning/delivery and online via Zoom (or anything else). If you choose face-to-face, then you can print the List model 1 and List model 2 or show them on a video projector. Online, you can share the screen/or send it in advance and everyone can have a sheet of paper to write down the answer/ideas.

Materials needed:

- Paper sheet (printed List model1 and List model 2)
- Pen
- For online: access to Zoom, internet, and slides/pdf with the List model 1 and List model 2

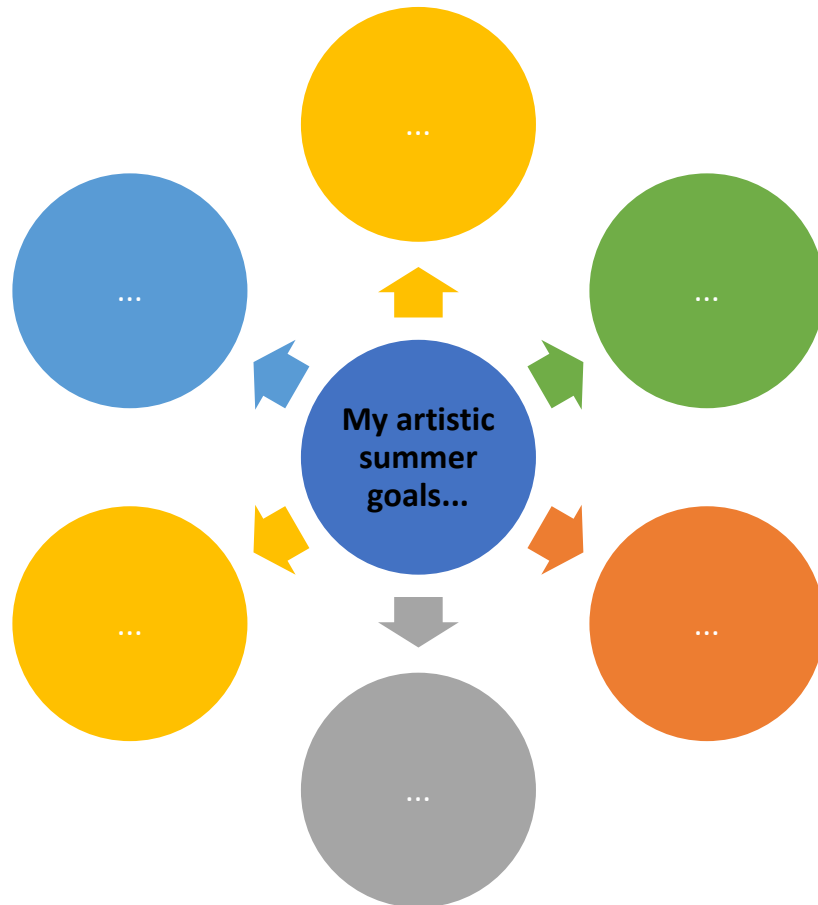


Step 1: Summer is a critical time to move your plans forward. It is said that the balance between inner motivation and summer emotions (holidays, relaxation, etc.) are doubtful factors for artists. Is this true? Why?

Step 2: Write out a list of your artistic related goals for the summer (regardless of whether they are about music, fashion, design, photography, culture, sculptures, etc.) and find out your expectations that cannot be postponed.

You can choose either List model 1 or List model 2 depending on your preferences.

List model 1





List model 2

My artistic summer goals...

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Step 3: Now brainstorm and create a checklist of your 5 (or less) main expectations for summer. The checklist should help in successfully building a pleasant personal environment

Checklist

✓



- ✓
- ✓
- ✓
- ✓

Learning context for the 2nd workshop

2nd Workshop - Tell Your Innovation Dreams

(Face-to-face / Online meeting)

Knowledge deepening activities

Content creation for: knowledge obtained during the 1st self-learning session

Activities for the challenges faced during the Pandemic

1st activity

Name of activity: Assimilate and get inspired

This is both a face-to-face and online (Zoom) activity. The activity can be adapted to both face-to-face learning/delivery and online via Zoom (or anything else). If you choose face-



to-face, then you can read the challenges or show them on a video projector. They can also be written on a flipchart. Online, you can access the Moodle and open the success story available there or you can share the screen, and everyone can have a sheet of paper to write down the answer/ideas.

Materials needed:

- Paper sheet
- Pen
- Flipchart
- For online: access to Zoom, internet, and slides/pdf with the activity
- Access to Moodle to check (again) the success story from the 1st self-learning session - <https://nova.lpf.lt/studio/>

Step 1: Look at the following challenges faced during the Pandemic as highlighted in the story “Motiw: Sustainable Fabric stories from the Last Divided Capital.” Write down what would have been the first thing you would have done to face the given challenges.

Challenges faced during the Pandemic: “Production was stopped, no factories, no garment industry, even if we designed the projects and items could not be realized. Markets closed. We did not have a website at the time so we could not make online sales and we had no products to sell.”

<p>I would have done.....</p> <p>because.....and.....</p> <p>...</p>

2nd activity

Name of activity: Understanding the reason behind fears

This is both a face-to-face and online (Zoom) activity. The activity can be adapted to both face-to-face learning/delivery and online via Zoom (or anything else). If you choose face-to-face, then you can read the challenges or show them on a video projector. They can also be written on a flipchart. Online, you can access the Moodle and open the success story available there or you can share the screen, and everyone can have a sheet of paper to write down the answer/ideas.

Materials needed:

- Paper sheet
- Pen
- Flipchart
- For online: access to Zoom, internet, and slides/pdf with the activity

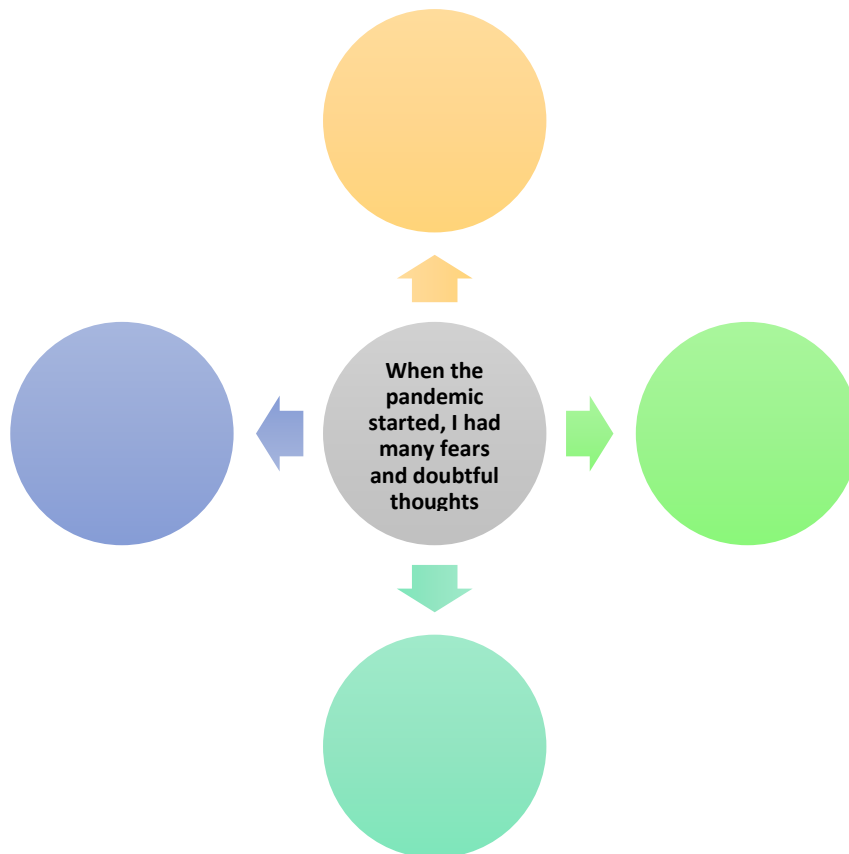


- o Access to Moodle to check (again) the success story from the 1st self-learning session - <https://nova.lpf.lt/studio/>

Step 1: Look at the following challenges faced during the Pandemic as highlighted in the story “When life gives you lemons you make lemonade and carry on”.

Challenges faced during the Pandemic: “Most of the club activities were either restricted or cancelled completely and at first, it was extremely hard to teach children over the internet. Teaching children during the pandemic became much more difficult, they needed to be motivated, and encouraged more than in person.”

Step 2: Now start from the statement quoted in the story and continue to imagine what would have been the reasons behind the fear and doubts.



➔ 3rd activity

Name of activity: Plan the budget for success

This is both a face-to-face and online (Zoom) activity. The activity can be adapted to both face-to-face learning/delivery and online via Zoom (or anything else). If you choose face-



to-face, then you can read the challenges or show them on a video projector. They can also be written on a flipchart. Online, you can access the Moodle and open the success story available there or you can share the screen, and everyone can have a sheet of paper to write down the answer/ideas.

Materials needed:

- Paper sheet
- Pen
- Flipchart
- For online: access to Zoom, internet, and slides/pdf with the activity
- Access to Moodle to check (again) the success story from the 1st self-learning session - <https://nova.lpf.lt/studio/>

Step 1: Look at the following challenges faced during the Pandemic as highlighted in the story “The blossoming Flower theatre”.

Challenges faced during the Pandemic: “The national state of emergency, due to the spread of Covid-19 pandemic, declared in March 2020 has put all cultural and art sectors on a standby mode. All performances were cancelled, and we were forced to stay at home... We could not wait for a long time... One of our online projects is called “We play your story”. The project offers testing the idea of building a proactive civil society by involving viewers of different ages and social status in search of strategies for solving shared real youth problems. The project envisaged periodic online presentation of 6 forum theatrical performances, 4 of which were created based on conflict situations shared by our young viewers.”

Step 2: Imagine you have a budget of 100 euro that you have to invest to promote the “We play your story” project online. Use your knowledge and experience and create a promotion plan considering pre-pandemic and post-pandemic limitations.

Promotion plan for the “We play your story” project

Phase 1:

- ✓
- ✓
- ✓
- ✓
- ✓

Phase 2:

- ✓
- ✓
- ✓



Phase 3:



..... Phase n.

Activities for the innovative solutions to overcome the challenges

➔ 1st activity

Name of activity: Innovation or the need to survive?

This is both a face-to-face and online (Zoom) activity. The activity can be adapted to both face-to-face learning/delivery and online via Zoom (or anything else). If you choose face-to-face, then you can read the innovative solutions implemented to face the challenges or show them on a video projector. They can also be written on a flipchart. Online, you can access the Moodle and open the success story available there or you can share the screen, and everyone can have a sheet of paper to write down the answer/ideas.

Materials needed:

- Paper sheet
- Pen
- Colours
- Flipchart
- For online: access to Zoom, internet, and slides/pdf with the activity
- Access to Moodle to check (again) the success story from the 1st self-learning session - <https://nova.lpf.lt/studio/>

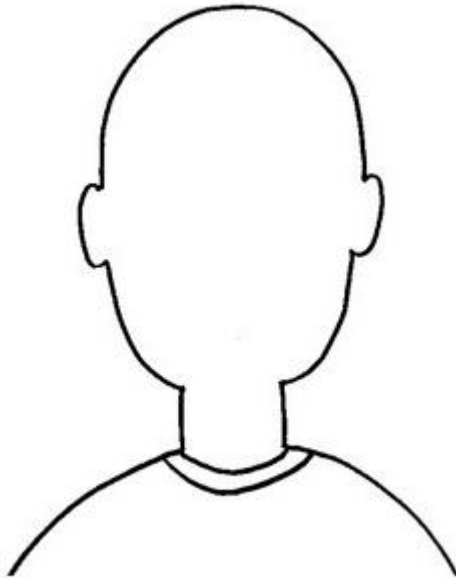
Step 1: Look at the following innovative solutions implemented to face the challenges during the Pandemic as highlighted in the story “Sara - A personal sustainable stylist to build a better world”.

Innovative solutions: “During the pandemic, my work suddenly stopped. All the appointments with my customers were cancelled. It was hard. So, I started to move my work online and I participated in several lives and online workshops. After the pandemic,



I had to be creative and use innovative tools to work. So, I have used online tools, such as Zoom, to work with my customers.”

Step 2: Get inspired and use your creative and artistic imagination. Draw the interviewee's portrait as you think it appears from the given statement. Pay attention to the main feeling, mood etc. Do you think he/she was smiling or sad and doubtful? Draw it!



➔ 2nd activity

Name of activity: Become a helper

This is both a face-to-face and online (Zoom) activity. The activity can be adapted to both face-to-face learning/delivery and online via Zoom (or anything else). If you choose face-to-face, then you can read the innovative solutions implemented to face the challenges or show them on a video projector. They can also be written on a flipchart. Online, you can access the Moodle and open the success story available there or you can share the screen, and everyone can have a sheet of paper to write down the answer/ideas.

Materials needed:

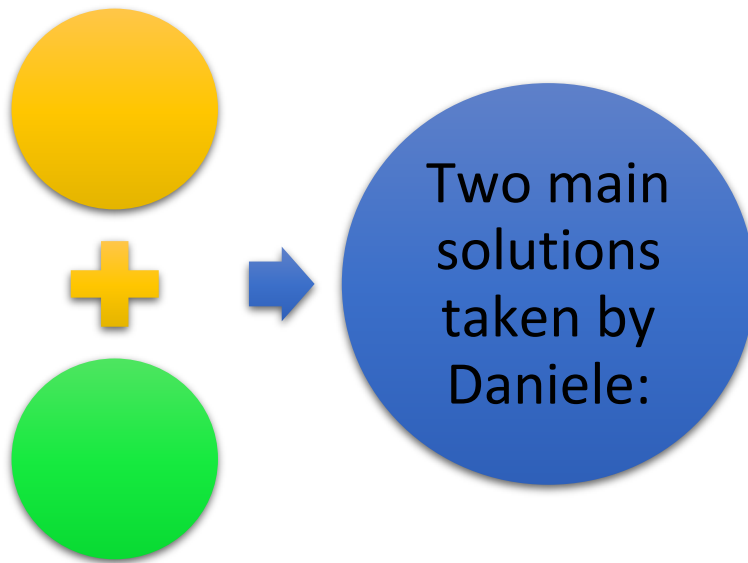
- Paper sheet
- Pen
- Flipchart
- For online: access to Zoom, internet, and slides/pdf with the activity
- Access to Moodle to check (again) the success story from the 1st self-learning session - <https://nova.lpf.lt/studio/>



Step 1: Look at the following innovative solutions implemented to face the challenges during the Pandemic as highlighted in the Good Practice “Daniele, a helpful shoemaker with a creative idea”.

Innovative solutions: “Daniele realised that he could use his time and talent also to do something for others and gain great satisfaction by doing it. He knew he could do something for those animals with mobility issues and make their lives easier and happier. During the lockdown, Daniele started to think about what he could do to improve his business and widen his horizons.”

Step 2: Using your artistic inspiration as a key driver, what two main solutions do you think Daniele took to improve his business and widen his horizons? Why?



Reflection on the possibility to act upon opportunities presented in the success stories

➔ 1st activity for reflection

Name of activity: The random method

This is both a face-to-face and online (Zoom) activity. Even if it is online or face-to-face the learners/participants have to access Moodle and choose one of the success stories (randomly).

Materials needed:



- Access to Zoom and the internet
- Access to Moodle to check (again) the success story from the 1st self-learning session - <https://nova.lpf.lt/studio/>

Step 1: Take one of the success stories randomly. Imagine you are in a crisis and only tips and recommendations from the opportunities identified in the success story can help you.

Step 2: Reflect on: To what extent do you think what you learned in the chosen success story would help you? How? Why?

Step 3: Look around and choose one object that you think represents you at the given moment.

What is the connection between the chosen object and the key message of the opportunities identified in the story? Why?

2nd activity for reflection

Name of activity: The random method

This is both a face-to-face and online (Zoom) activity. The activity can be adapted to both face-to-face learning/delivery and online via Zoom (or anything else). If you choose face-to-face, then you can read the innovative solutions implemented to face the challenges or show them on a video projector. They can also be written on a flipchart. Online, you can access the Moodle and open the success story available there or you can share the screen, and everyone can have a sheet of paper to write down the answer/ideas.

Materials needed:

- Paper sheet
- Pen
- Flipchart
- For online: access to Zoom, internet, and slides/pdf with the activity
- Access to Moodle to check (again) the success story from the 1st self-learning session - <https://nova.lpf.lt/studio/>

Step 1: Look at the following innovative solutions implemented to face the challenges during the Pandemic as highlighted in the Good Practice “Thinking the role of the graphic designer in a dystopian future”.



Innovative solutions: “5 Italian graphic designers were asked to be innovative and reflect on this topic and share their point of view and their experience on the present, recent past and immediate future. The result was a series of five talks organised in Spring 2021. The participants also created some works for the online mini exhibition, in which Parco Studio was also involved. The graphics could also be downloaded for free and used as backgrounds by all users The Post Pandemic Design Studio.”

Step 2: Now use your innovative thinking and draw up a strategic plan to convince as many artists and people as possible about the benefits of downloading the graphics created for the online mini exhibition and become part of The Post Pandemic Design Studio.

- ❖ What is the key message you are conveying?
- ❖ Which communication channels do you choose to inform the target group?
- ❖ How does this help you?

0%

Strategic plan

100%



➔ 3rd activity for reflection

Name of activity: The random method

This is both a face-to-face and online (Zoom) activity. The activity can be adapted to both face-to-face learning/delivery and online via Zoom (or anything else). If you choose face-to-face, then you can read the opportunities or show them on a video projector. They can also be written on a flipchart. Online, you can access the Moodle and open the success story available there or you can share the screen, and everyone can have a sheet of paper to write down the answer/ideas.

Materials needed:

- Paper sheet
- Pen
- Flipchart
- For online: access to Zoom, internet, and slides/pdf with the activity
- Access to Moodle to check (again) the success story from the 1st self-learning session - <https://nova.lpf.it/studio/>



Step 1: Look at the following opportunities highlighted in the success stories “Vocal Performances as Online Content” and “There is a place for everyone in the field of creativity!”.

Opportunities highlighted in the success story “Vocal Performances as Online Content”:

During the pandemic I learned marketing and accounting basics as well as how to manage and motivate my own team. Once I adapted myself to the circumstances, I was able to work more productively and systematically as it is very important to plan your activities and remain disciplined when you are working from home and mainly on your computer. All of the challenges and experiences brought me an idea to start my own talent agency, which I now successfully manage and create strategies for talents on how they could transfer their performances to the virtual space.

Opportunities highlighted in the success story “There is a place for everyone in the field of creativity!”:

In a week the bandanas became a reality and were 100% sold at no time. Creativity and innovation go hand in hand and when you have them, the pandemic cannot stop them, on the contrary - it can provoke them even more. The same year I made “martenitsas” for the Bulgarian holiday Baba Marta and Easter bunnies from the remaining fabrics I used for my other products.

Step 2: Reflect and compare the opportunities from the two success stories. Would you have done the same? Why? If you could change something in the two success stories, what would you change? Why?



Learning context for the 3rd workshop

3rd Workshop - Strengthen Your Knowledge

(Face-to-face / Online meeting)

Content creation for: Group work exercises on second and third self-learning sessions

➔ 1st activity (2nd self-learning session)

Name of activity: Visual communication to spark your creativity

This is a face-to-face activity because group activities require presence and face-to-face communication. It is necessary for the groups to be present at the same time and in the same location in order to succeed in drawing according to the requirements of the activity.

Materials needed:

- Paper sheet
- Pen
- Colours
- Pencils

Step 1: Visual communication is much more effective when you also know how to actively listen, observe, and empathise. In groups (4 people or depending on the number of learners) think of the proper target audience and communicate the benefits of the 7 Cultural and Creative Sectors (CCS) using only visual communication (signs, drawing, graphic design, illustration, advertising, animation painting, images, etc.).

Step 2: Make sure that you have used all the elements necessary for visual communication and that the 7 sectors are creatively represented. Share your creative work with others and exchange knowledge and experience.

➔ 2nd activity (2nd self-learning session)

Name of activity: Time machine



This is a face-to-face activity because group activities require presence and face-to-face communication. It is necessary for the groups to be present at the same time and in the same location in order to succeed in designing creative ideas according to the requirements of the activity.

Materials needed:

- Paper sheet
- Pen
- Colours
- Pencils

Step 1: Divide into two different groups. One group travels to the future in the cultural time machine, and the other group travels to the future in the creative time machine.

Step 2: The theme of the trip in the time machine is the following: in the future, the creative and cultural sectors will need security, new talents, and funding.

Each group thinks about its strategy and expresses its creative thoughts to design innovative ideas of how they will contribute to supporting CCS in the future and how they will recruit new talents. One group will do this for the cultural sector and the other group for the creative sector as they were divided in the time machine.

Step 3: Once returned from the time machine with the strategies developed and the innovative ideas designed, each group will share the work done and at the end they will find similar techniques and methods that can be used for the benefit of both time machines.

 **1st activity (3rd self-learning session)**

Name of activity: Digital opportunity for online preservation of a unique cultural and creative exhibition

This is a face-to-face activity because group activities require presence and face-to-face communication. It is necessary for the groups to be present at the same time and in the same location in order to succeed in designing the creative strategy according to the requirements of the activity.

Materials needed:

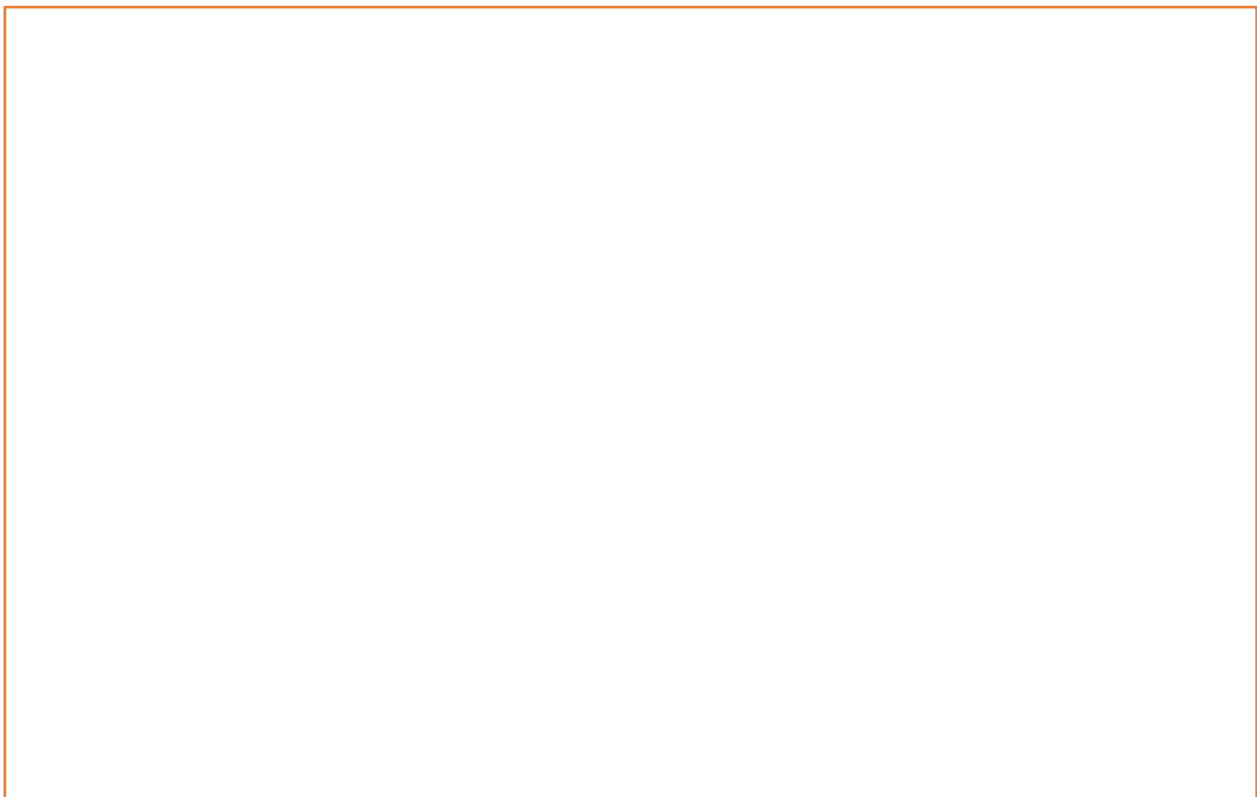
- Paper sheet
- Pen
- Colours
- Pencils



Step 1: Divided into groups, you have the mission of finding a sponsor willing to pay to exhibit online a unique cultural and creative exhibition. The costs are quite high. You have the necessary digital knowledge, but you do not have the technology and the necessary digital equipment to ensure the publication of the cultural and creative exhibition but also its online maintenance depending on the traffic of data and visitors.

Step 2: The exhibition contains unique cultural works that must be hosted securely on the Internet. Each group must create a strategy to identify, convince and motivate a sponsor to make the exhibition possible on the Internet. You must use all means of recruitment and methods of persuasion, especially by using the internet search to discover the new opportunities in CCS.

Strategic plan



Step 3: Each group presents its strategy and works together at the end to make the final mixed strategy based on the strategy of each participating group.

2nd activity (3rd self-learning session)

Name of activity: Google for searching about the CCS



This is a face-to-face activity because group activities require presence and face-to-face communication. It is necessary for the groups to be present at the same time and in the same location in order to meet the requirements of the activity.

Materials needed:

- Paper sheet
- Pen
- Colours
- Pencils

Step 1: Being able to use online search engines is a great way to be able to do a lot more in a smaller amount of time. Divide into groups and use Google as the main search engine to see how the Cultural and Creative Sectors (CCS) were affected during the Pandemic.

Step 2: In groups you have to formulate appropriate search criteria, use proper keywords and phrases for information about the CCS during the Pandemic, by applying principles of safe behaviours on the Internet. Pay attention to fake news and problematic sites!

Step 3: Each group will share the work done paying attention to the main differences and similarities identified. These will be noted and used as the biggest take away.

Differences	Similarities