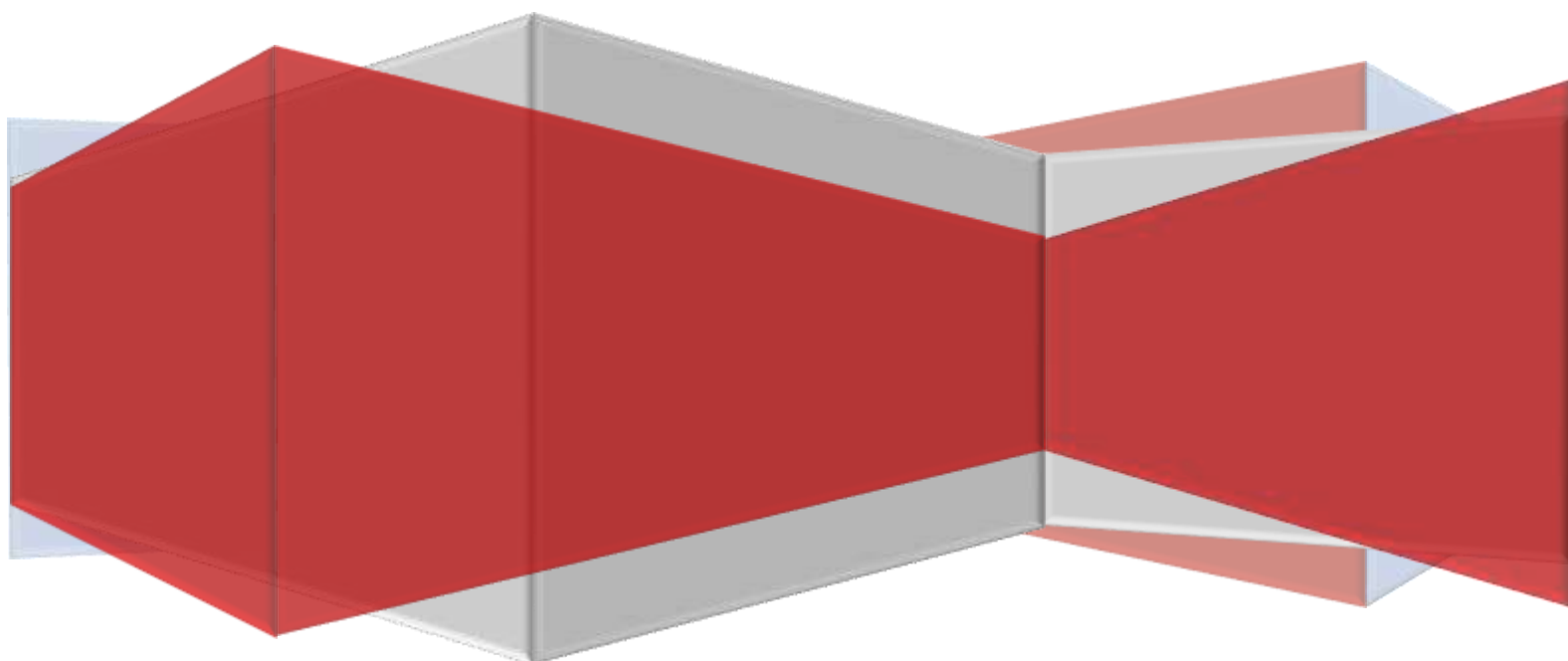**Cultivate school entrepreneurial mind-set through holistic approach targeting teachers and pupils**

enterschoolmind

Title: IO8.A1 Development of activities

1.2 Creativity

Partner Responsible: FH JOANNEUM

1.2 Creativity	
Duration	2 hours
Lessons it could be used in	• Design / visual design • German, reading, writing • Voluntary optional subject • Technical/ Textile Works • Science & Technology • Project Lessons/Days • Interdisciplinary
Learning Outcomes	• Better communication in a group • Differentiated discussions and openness/creativity • Discussing complex issues • Separation of personal opinion and point of view • Finding creative ways of resolving problems by slipping into different roles and characters • Becoming acquainted with a method that promotes creativity, namely the performing game • Communicating and discussing constructively in small groups • Leaving familiar ways of thinking and getting involved in new ones
Type of activity	☐ Story Telling ☐ Game Activity ☐ Theater /Drama Activity ☐ Use of Reflection Techniques ☐ Creation of an Item ☒ Role Play ☐ Other Experiential Activity

Aims and objectives of the activity	Brainstorming & role plays & group discussions based on the 6-hats method, a brainstorming technique with clearly assigned roles in advance. The basic idea is that a topic/project is examined from six different sides and that it is largely ensured that no learner gets stuck in his or her argument. The wearer of the respective hat, which in turn stands for a certain position or a typical aspect, puts himself/herself in the given type in terms of argument and mood. The chances of having a productive dialogue with the help of this technique increase. Particularly among pupils, one can observe the remarkable effect that disguises of all kinds have on habitus as well as on thought and language. Hats are quite sufficient as a trigger. Six different colours represent the different aspects of thinking: • White hat: analytical approach • Red hat: emotional approach • Black hat: introduced critical aspects (scepticism and fears) • Yellow hat: optimistic view • Green hat: express creativity • Blue hat: is looking at the big picture / kind of moderator The pupils work in small groups of 6 and discuss a topic by taking on the role of one of the six hats which promotes a range of personal, social and creative skills. This type of activity supports learners & pupils to reflect on how their creative potential, communication and critical thinking skills can guide a project process and how a project emerges from start to finish in a small group. Working together on a joint project, incorporating all sensitivities and ideas, strengthens cohesion and promotes interaction and creative potential. By the end of the activity learners should be able to: • use, communicate and, above all, become aware of one's own creative potential • to integrate divergent thinking and acting • put yourself in other people's shoes • to increase motivation and curiosity • to lead a productive dialogue • compromising and showing creative ways towards solutions

Implementation of the activity	The teacher divides the class in groups of 6 each / and the remaining learners act as a group of observers: they follow the discussions and take notes 1) At the beginning, the trainer/teacher introduces the topic to the learners and explains the rules in simple words, possibly illustrated by a supporting board picture that describes the process of the 6-hats method 2) The trainer/teacher assigned the different topics to the groups: Group 1: "The ideal classroom of the future" Each learner is drawing a hat / or alternatively a card. During the discussion, each learner plays the role that is linked to the respective colour of the hat. The sequence is determined by the teacher. Group 2: "The ideal curriculum of the future" Each learner gets a hat of his/her choice at the beginning. The learners change roles during the discussion so that ideally each learner could represent each colour once. 3) The trainer/teacher starts and end the individual discussion rounds 4) 30-40 minutes per group 5) Before the discussion in the group, each learner is given 10 minutes to think about the topic in his or her role. It makes sense for the learners to write down their ideas before the discussion, so that no idea is lost at the end. 6) After the 2 discussion, all ideas and suggestions should be evaluated in an open discussion; learners should reflect on their roles and a final solution or outcome should be worked out.
Resources and materials required to run the activity	• Large class space for individual discussions • Six different coloured hats or cards are needed. The hats or cards are assigned to the learners so that everyone can see who represents which point of view (red, green, yellow, black, white and blue) • Pen, paper • Panel or wall & paper to cluster the results

Equipment and facilities	A safe space that allows group discussions and role-plays in order to present their ideas.
Tips for the trainer	The joyful and successful implementation of creativity requires a creative atmosphere in which learners can think and work without fear, stress or sanctions. Therefore, the atmosphere in the room should be relaxed. People are more likely to be creative in a relaxed state. Creative thinking is about "letting go" in order to get into a flow state. Humour and confidence help. Depending on the topic, an appropriate order will emerge. If the topic is emotionally charged, the trainer might let the red hat wearer speak first. If, on the other hand, the topic is a factual one, e.g. if it is more about finding new solutions, the green or white hat is preferred. Often the blue hat is used in its moderating function at the beginning and end of a meeting. Time limits can provide additional structure to the discussion.
Materials for implementing the Tool	Materials such as large papers, pens, pins, magnets, etc. so groups can place their ideas on their allocated walls.