

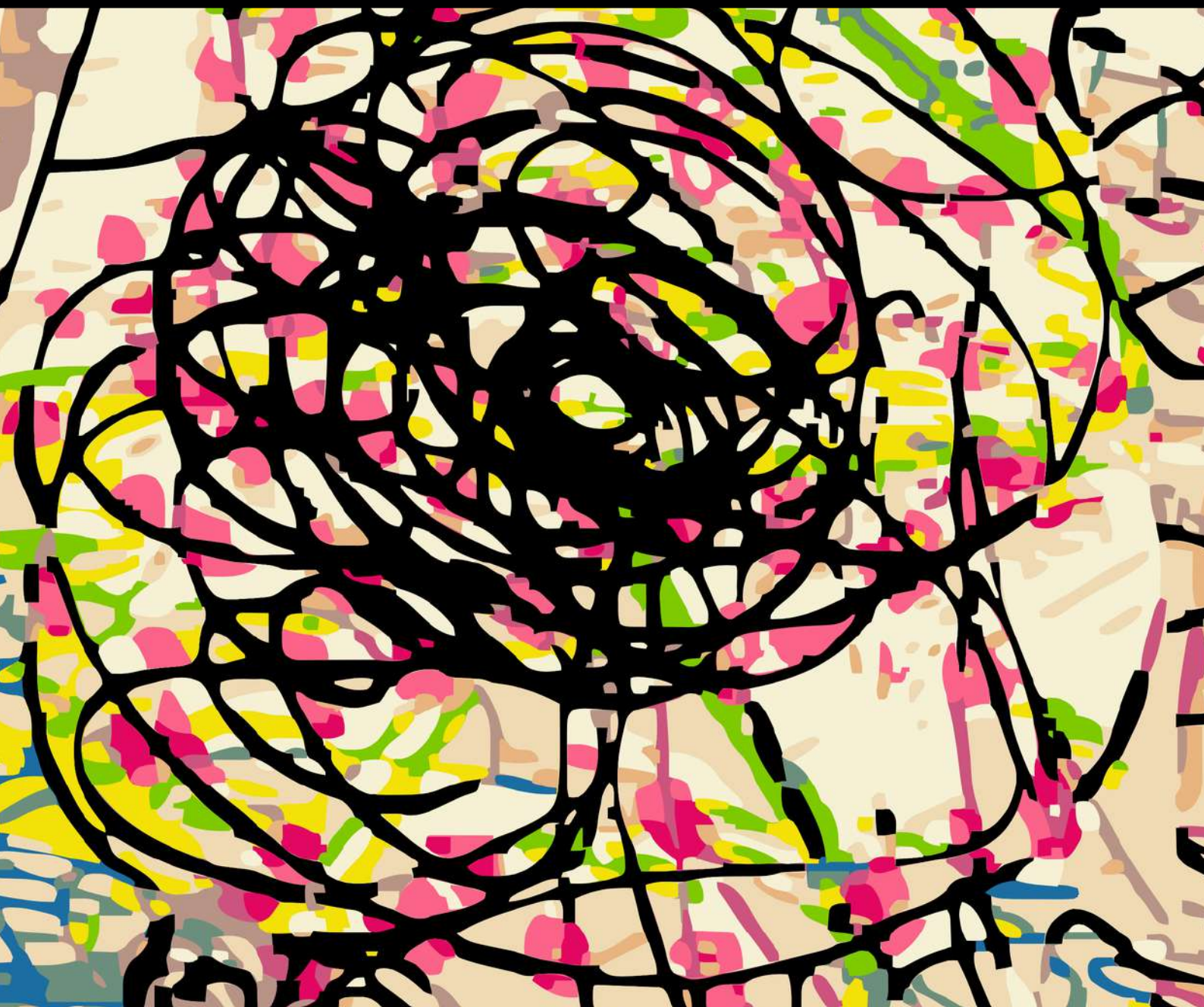


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CREATIVE TRAINING FOR NON-CREATIVE YOUTH WORKERS 2.0

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Rozewie, Poland



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About the Training Course and This Booklet



Creative Training for Non-Creative Youth Workers 2.0 is the second edition of a professional development activity for youth workers within a KA151 project; designed for youth workers without a creative background and/or with low confidence in their creativity, and interested in developing this skill. The training is based on non-formal education principles and combines methods such as storytelling, drama and theatre-based techniques, creative writing, visual and expressive arts, alongside reflection exercises, creative problem-solving, and self-directed project work, supported by research-informed theoretical inputs.

This booklet showcases exercises from the training, such as:

- **Inspired by Land Art**
- **Creative Idol: Mapping Through Collage**
- **Stories from the Sea**
- **Mark-making**
- **Gift-making**

It also features five self-directed final projects created by participants, for youth workers:

- **Creativity Blockers** – practical exercises for overcoming creativity blockers
- **Spell & Spark Deck** – card game and creative reflection resource
- **Ideas Keep Falling on My Head** – creativity prompts for everyday moments
- **Creative Reflection Cards** – toolkit for facilitating reflection
- **The Creative Journey in Rozewie, Poland** – digital reflection method for group learning

Letters from the Trainers About Creativity

Creativity can be stifled by an uncreative room, but it is up to each of us to step out of that room and explore.

My approach to exploring creativity in this training is informed by art therapy, expressive arts and applied drama, with a focus on how creative processes and materials can affect us and shape thinking, experience and meaning-making.

Creative expression brings vitality, connects us to ourselves and to the world through symbolic forms of expression, and builds a bridge between what is known and what might become.

JUDYTA

So how do we nurture this capacity for creative exploration in our everyday lives?

For me, creativity is a muscle which we all have. It is a very outdated and harmful myth that creativity is a quality of only artists and genius individuals. This muscle, when not strengthened, weakens and decays, so training is needed to maintain, develop and level up.

For practicing creativity daily, I am proposing various, group and individual activities from different sectors with the invitation to focus on a process rather than the result of your work and simply enjoy what you do or embrace the discomfort of doing it.

Why am I proposing to choose creativity daily? Let the quote by Mihaly Csikszentmihalyi be the answer: "Creativity is a central source of meaning in our lives for several reasons. [...] most of the things which are interesting, important and human are the results of creativity". But first of all, you have to want to be creative. Ready? We will take you on an inspirational journey of creation and nurturing the habit of doing!

PAULINA

Inspired by Land Art

W

*I loved the Land Art activity, **it was very beautiful to see all the people connected** and created something without speaking verbally.*

INÊS (PT)



Objectives of the Activity:

- to initiate the group-building process,
- to shift the mind towards more symbolic and metaphorical thinking and, by doing so, to introduce the topic of creativity,
- to reflect on one's own learning goals, learning needs and preferences, as well as one's own place in the group.



Participants were invited to create a visual representation of a journey they were starting together as a group, using only natural materials found on the beach. They needed to **work as a group, create one piece of art, work in silence** and **follow their intuition**. They were encouraged to think about the **journey's destination, goal** and **different ways to reach it**, bearing in mind that **they were heading there as a group**.

When the artwork was ready, participants discussed in pairs what the creation process was like for them and what the piece represented for them. A plenary discussion followed, with the questions about the experience, what it gave the participants and the meaning of the activity.





What is Land Art (also known as Earth Art)?

It is an art movement that emerged in the 60s and 70s and moved art from galleries to open spaces, usually in nature, such as forests, deserts and fields. It uses only natural materials: twigs, rocks, sand and grass and is not supposed to leave any trace. In other words, creations must not harm the environment. Artworks are **site-specific**, cannot be moved. They are evanescent, **not permanent**, as weather, wind, water impact them, slowly changing or destroying the art pieces, and this aspect of the art is purposeful, emphasising the transient nature of human existence. All that remains are photographs and videos.

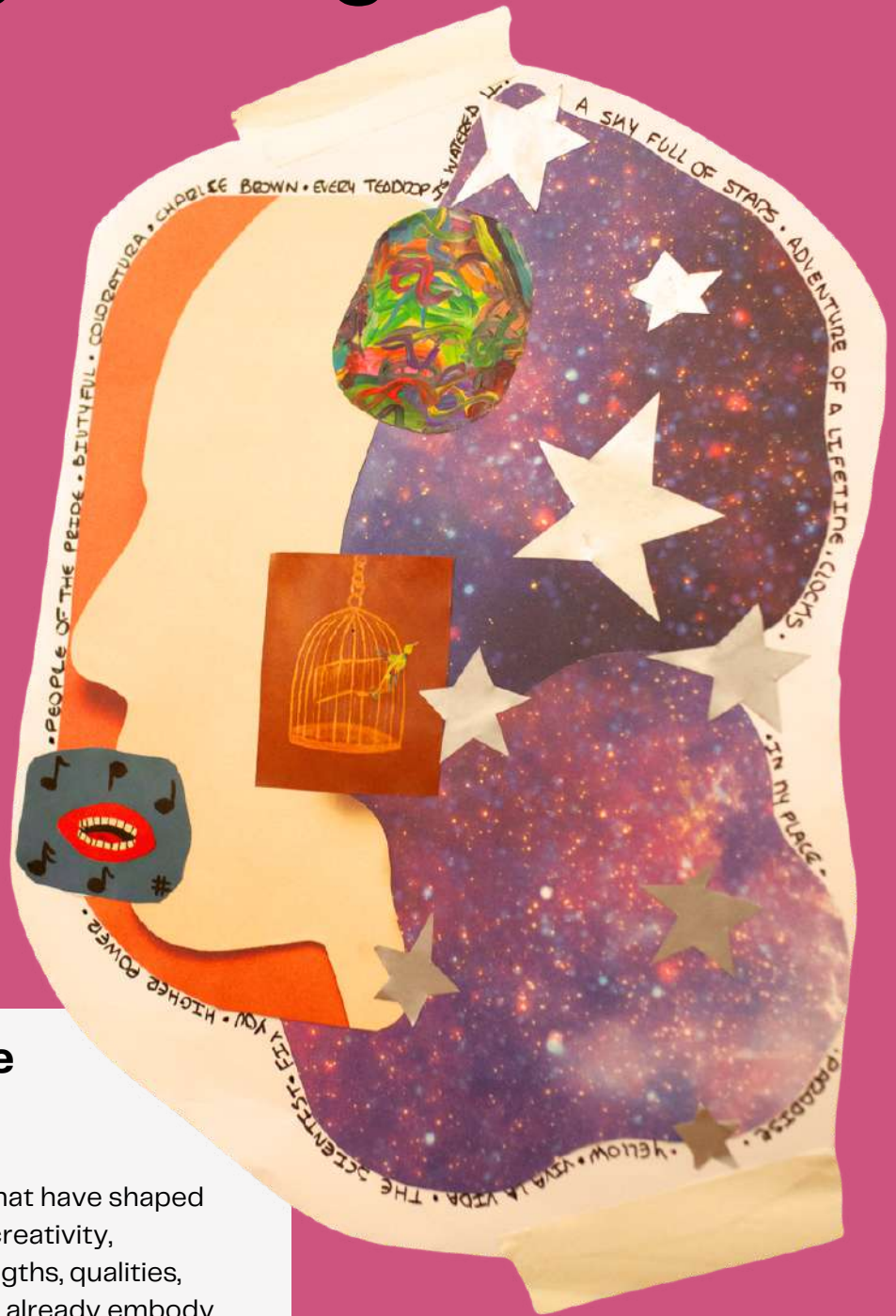


Facilitation Tips:

- The time for the activity can be flexible. We used 15 minutes for the creation process. The entire session, including the walk to the beach, lasted approximately 90 minutes.
- The activity can have objectives other than group building. It can introduce the topic of your workshop, boost creative thinking or provide closure to your training or workshop.
- On the way to the creation spot, you can invite participants to explore, either verbally in pairs or individually in silence, questions relevant to the topic of building the group, their individual learning objectives and desires, goals for the training, or the topic of your workshop.
- Depending on the objectives you set, you can modify the instructions, for instance, allow participants to communicate, introduce some obstacles to the process, or make other changes.
- Stress the importance of not damaging plants or the environment during the process and of ensuring that the artwork is temporary



Creative Idol: Mapping Through Collage



Objectives of the Activity:

- to reflect on influences that have shaped participants' outlook on creativity,
- to identify personal strengths, qualities, attitudes and habits they already embody and those they wish to develop,
- to conceptualise these through non-verbal symbolic exploration,
- to use collage as a tool for self-reflection and intuitive meaning-making.



Participants were first invited to identify their creative idol (dead or alive, real or imaginary, human or non-human). In pairs, they reflected on what draws them to this figure. They then moved into individual reflection, noting the **qualities they already share** with their creative idol and **those they aspire to embody**.

Using these reflections as a prompt, participants created visual maps in the form of collages, using **colours, symbols, textures** and **words** to expand on their findings. They were encouraged to **work intuitively** and **embrace abstraction**, allowing the collages to **express a feeling, vision** or **direction**.





KLAUDIA
SANDU
KASE

W

*I enriched my knowledge with tools on **how to awaken sleepy creativity** and how to show that each of us is creative[...] The most interesting activity in my opinion was making collages, we had a lot of things to use - it caused the task of **getting back to our roots** and **feeling like a child again**.*

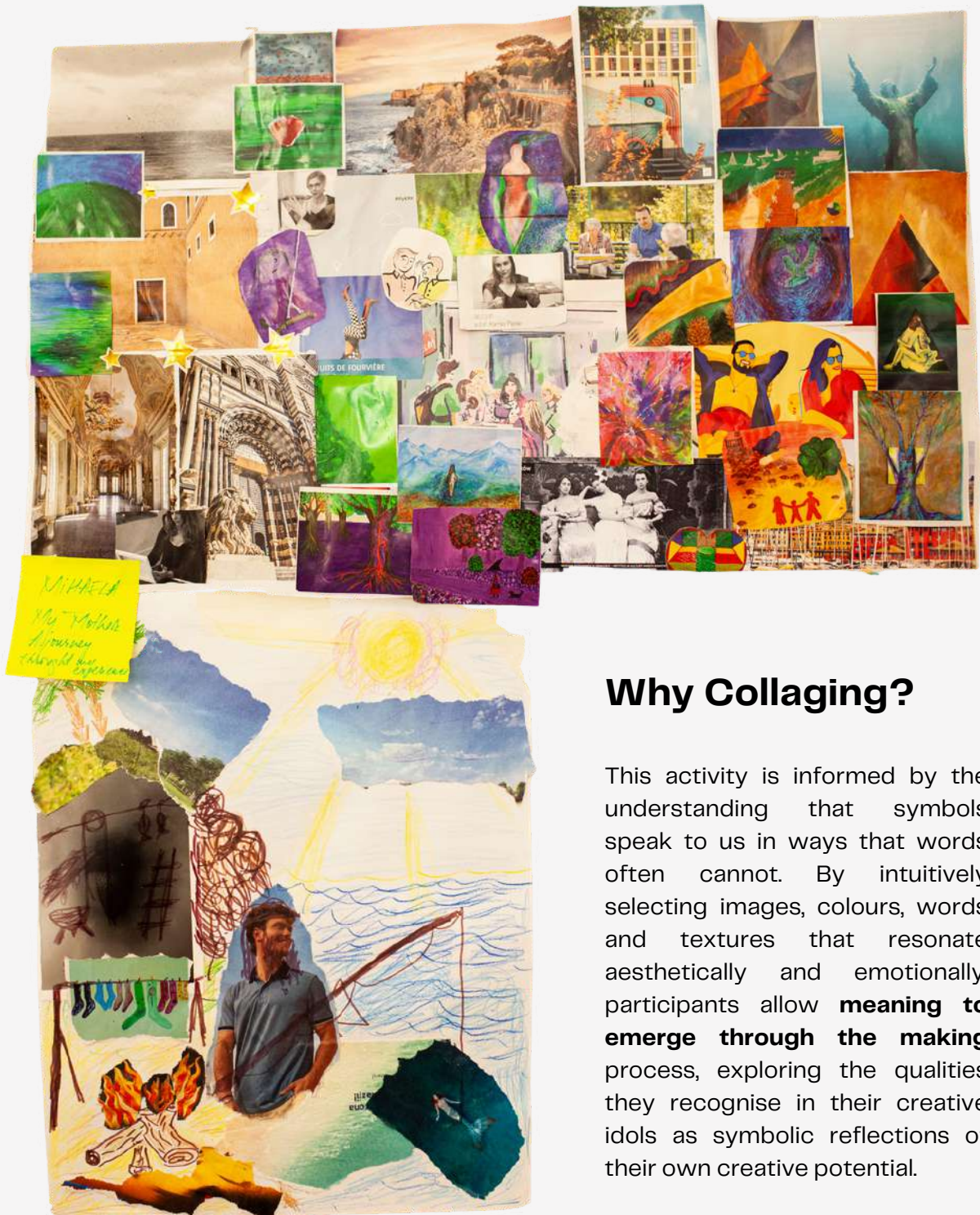
KLAUDIA (PL)



SANDRA
ROCKIN
RIO
LISBOA

The activity ended with participants displaying their collages in a shared space where they remained visible throughout the programme. The collages became **reflective artefacts** that participants could return to as their reflections evolved, while also creating opportunities for informal conversations during breaks.





Why Collaging?

This activity is informed by the understanding that symbols speak to us in ways that words often cannot. By intuitively selecting images, colours, words and textures that resonate aesthetically and emotionally, participants allow **meaning to emerge through the making** process, exploring the qualities they recognise in their creative idols as symbolic reflections of their own creative potential.









Facilitation Tips:

- Provide a rich variety of visually attractive collage materials: newspapers with text, postcards, old photographs, natural materials, old artwork, leaflets and three-dimensional objects. Let pleasure and curiosity take over.
- If using music, consider a moderate, steady beat, preferably instrumental, avoiding sudden changes in tempo or distracting lyrics.
- Space matters. The room should not be cramped. Participants need enough table or floor space to spread out, work in solitude or alongside others, and access a separate materials table. Collaging takes space. It is messy – allow it.
- Leave the activity purposefully vague about what the collage "should" include or represent. It is based on trust that participants will find their own way into the image, or that the hands will overtake and the thinking will dissolve.

Stories from the Sea



W

*I wrote a story while lying on the beach with my casual clothes, listening the nature, sea sounds, they affected to me much. **It was just like the beginning of a long process.** [...] I had a big earthquake in my hometown, and then you gave a chance to heal and to bring my potential out again.*

BURCU (TR)

Objectives of the Activity:

- to practise mindfulness and presence,
- to learn to collect inspiration from nature,
- to express creatively and reflect on whether the previous days of practising creativity resulted in increased confidence and motivation to take part in tasks labelled as “creative”,
- to challenge their inner critic by sharing the created pieces in plenary.

Sample of creativity
inspired by the sea

Story of life
from the beginning
to the end of time

Steps on the sand
running & laughing, / sea shells and waterfalls,
~~and~~ sand castles
As time goes by

Steps on the sand
hand by hand walking
stars ~~and~~ & desires
sweet kisses
Day by day, night after night

Steps on the ~~steps~~ sand
sitting & smiling
still wondering
sweet memories & whitening hair
Sunset on sand

(Dragos S) :)



Silly Talk by Marian

"What is your story of today?"
 I asked a grain of sand
 stuck on the tip of my right great toe.
 "Same old, same old"
 it said while basking in the sun,
 holding to my dry, peeling skin
 and hoping it would not be blown away
 because it had been a century or so
 since someone asked it something.
 "You know what?" it said, in a child's voice,
 yet the oldest who had ever stepped
 onto that beach,
 "See this two ships going one East, the other
 West?
 Do you wanna know a secret?"
 "Of course I want" I said
 gulping a biiig-ulp-ulp mouth of the beer, which
 I had decided that would be
 the treat of the day from the training away.
 "I'm a sucker for secrets".
 "Thought for beer only" it said, laughing inside,
 so I snapped:
 "Beee-atch!" It opened eyes wide,
 child-innocent again,
 and we both bursted into laughing.
 "So?"
 "You know, the captain of the cruise ship
 and the owner of the green trawler
 are brothers. But they have no idea.
 "No. Way."
 "Yup. They cross lines
 once a month - when the cruiser comes back -
 but they never crossed paths
 on the Land."
 "How can you know?"
 "About brotherhood or about paths?"
 "Both."
 "Oh, darling, it's half life, half destiny.
 I've stuck 49 years ago
 on their father's
 favorite sneaker's sole
 and dwelled there for a year.
 When I got there, he had taken
 the cruise ship captain's mother
 on a Beach far away fom here and...
 she had him. A fling.
 A year later, the boy's father got married
 to the fishing boat owner's mother;
 so I know their life inside out.
 It was her who washed me
 away that house - she hated those
 sneakers - a month before the brother was
 born, so I kept wandering the Baltic for 20
 years before got here
 and got on your toe."
 "And the destiny?"
 "The destiny keeps all of us
 - from stones and shells to fish and water
 - connected to the Story of Life.
 We can know Everything
 by simply asking."
 "Asking whom? And asking what?"
 "The day I've realised that these two men
 are crossing paths on the Sea
 I asked Her if they would meet one day.
 She said nope."
 "Did she say why?"
 "Yeah, she was in a chatty mood,
 and she asked the Sky,
 and It said these two men were
 enemies to death in another life
 and the Stars have decided
 they should not meet
 for another seven lives."

This activity is designed as an individual task. Participants were invited to go outside, preferably into nature, work alone and refrain from interacting with others. As a result, they brought back stories inspired by what the sea, shapes in the sand, shells or the forest had told them. Volunteers shared their stories in plenary. Stories can be **told, written down as letters, poems or songs**, or presented visually as **collages, paintings or pictures**.

Plenary sharing follows. You may include questions such as:
How was the experience for you? What did it give you?



Facilitation Tips:

- The selection of the workshop area is crucial for this activity and the objectives we set. It should be in nature, preferably on a beach, in a forest, by a river or in a similar place. Name the activity appropriately: Stories from the Forest, Stories from the Meadow, etc.
- It is important that participants do not interact with each other during the task.
- Plan enough time for preparing the pieces. Some participants may choose to create a collage, poster or presentation, and they may need a little more time for that.
- Encourage participants to **include their senses in the story**, such as taste, touch and smell, and **to be observant and attentive to details**.

Mark-making



Objectives of the Activity:

- to explore emotions through abstract mark-making,
- to stimulate imagination by discovering individual associations within ambiguous forms rather than planning an image,
- to practise collaborative creativity by building on the work of others,
- to experience how meaning emerges through individual and collective interpretation,
- to encourage curiosity and reduce self-judgement by focusing on the creative process rather than the final product.



Participants stood around a large sheet of paper, each holding a dark pastel or marker. They responded to a series of emotions (**anger, calm, happiness, and curiosity**, while also encouraged to propose their own) by expressing each one through a single continuous line. After each prompt, participants moved around the paper so that everyone contributed to every part of the collective drawing.

Next, the composition was cut into pieces, with each participant receiving one fragment. Using colour pastels, each participant developed their fragment into a new visual composition, observing the shapes and **allowing an image, object or story to emerge** from the abstract marks.

Each participant then exchanged their partially completed drawing and continued somebody else's work, **building on the existing image**. Finally, participants formed small groups and combined their individual fragments into larger collages. The finished compositions were displayed as a gallery, where all were invited to suggest titles and attach them to the images based on **their own associations**.

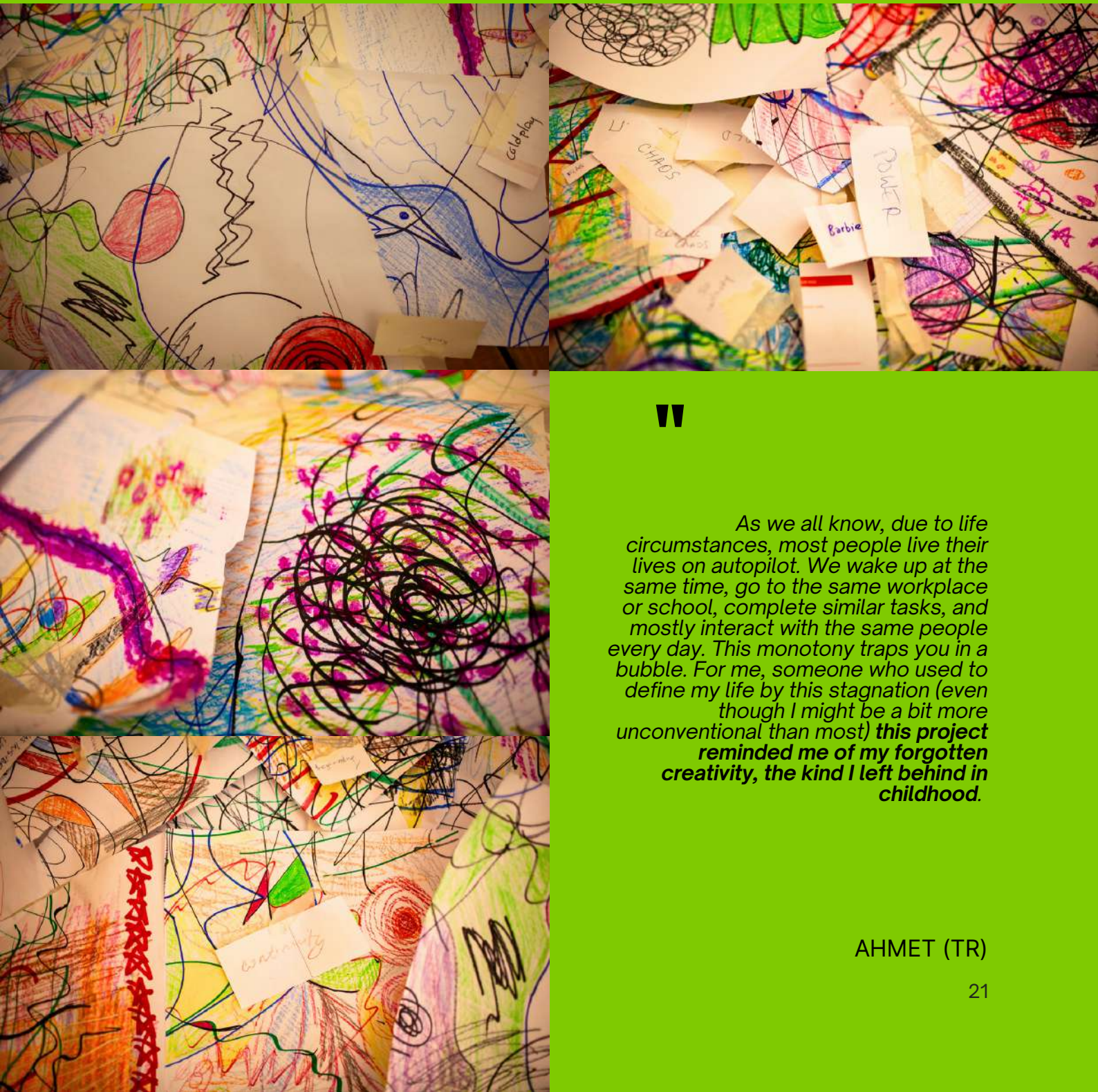
Plenary sharing follows. You may include questions such as: What was it like to discover an image within abstract lines? What was it like to continue another person's work? How did meaning emerge as you combined the individual pieces into a shared composition?



Expressive Arts

This activity is inspired by principles of expressive arts practice. It draws on abstract mark-making as a way of externalising emotions and invites participants to discover meaning in ambiguous forms rather than plan an image in advance. By allowing images to emerge, building on one another's work and combining individual fragments into collective compositions, participants experience **how meaning is discovered, transformed and co-created through multiple perspectives.**

This activity was informed by workshops facilitated by Jolanta Gisman-Stoch.



As we all know, due to life circumstances, most people live their lives on autopilot. We wake up at the same time, go to the same workplace or school, complete similar tasks, and mostly interact with the same people every day. This monotony traps you in a bubble. For me, someone who used to define my life by this stagnation (even though I might be a bit more unconventional than most) **this project reminded me of my forgotten creativity, the kind I left behind in childhood.**

AHMET (TR)



Facilitation Tips:

- Encourage participants to respond with abstract lines rather than recognisable symbols or sketches (no smiley faces, hearts or stick figures).
- Make sure each paper fragment contains enough visual material to invite interpretation. An A4-sized fragment usually works well.
- Observe the group and adapt the timing accordingly. The first exchange should happen before participants become too attached to their own images; around five minutes is often enough.
- It is fine if some participants need longer before joining the group collage. Allow plenty of time for discussion while assembling the collages. The conversations are an important part of the collective meaning-making process.
- If time allows, instead of inviting titles, ask each group to create a story inspired by their final composition and present it to the others.

Gift-making

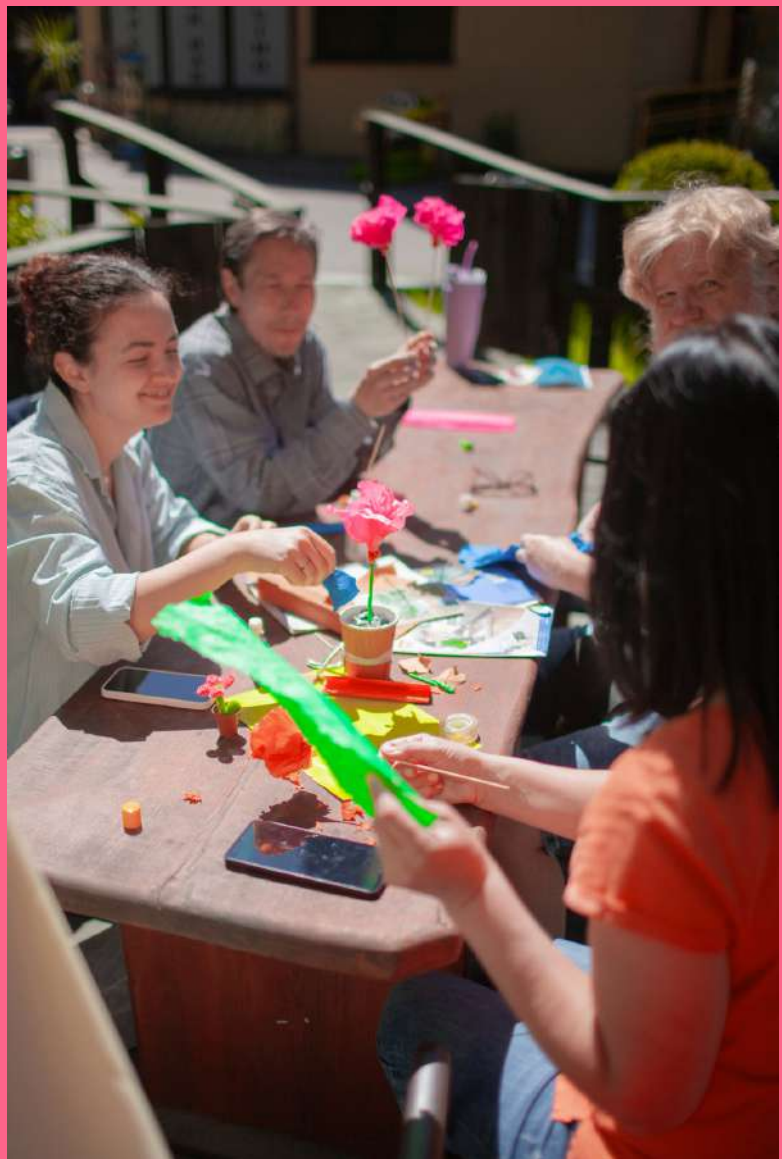
Objectives of the Activity:

- to foster creativity and imagination by creating meaningful gifts from limited materials,
- to encourage empathy by considering the needs, feelings and circumstances of another person,
- to practise resourcefulness and collaboration by creating together a physical object using only the available and recycled materials.

W

*I'd like to think that I re-learned how to use my creativity muscles which were atrophied due to lack of use and improve them further. I also got reminded **the joy and importance of the act of creation itself.***

AYBALA (TR)



best friend +
taking on a new path
in life as a...



The activity began with a discussion in pairs. Participants shared the stories of the best gifts they had ever received and reflected on what made them special. The group then came together in plenary to identify common themes and discuss **what gives a gift value and meaning**, highlighting that thoughtfulness, care and personal significance often matter more than material value.

Participants then worked in small groups of four or five. Each group received randomised prompts: **one recipient** and **one occasion** and was invited to create a practical handmade gift using only the available materials.

co-worker +
"Sorry for killing
your plant, but..."



parent + break-up

frienemy

(a friend who is also
an enemy) +

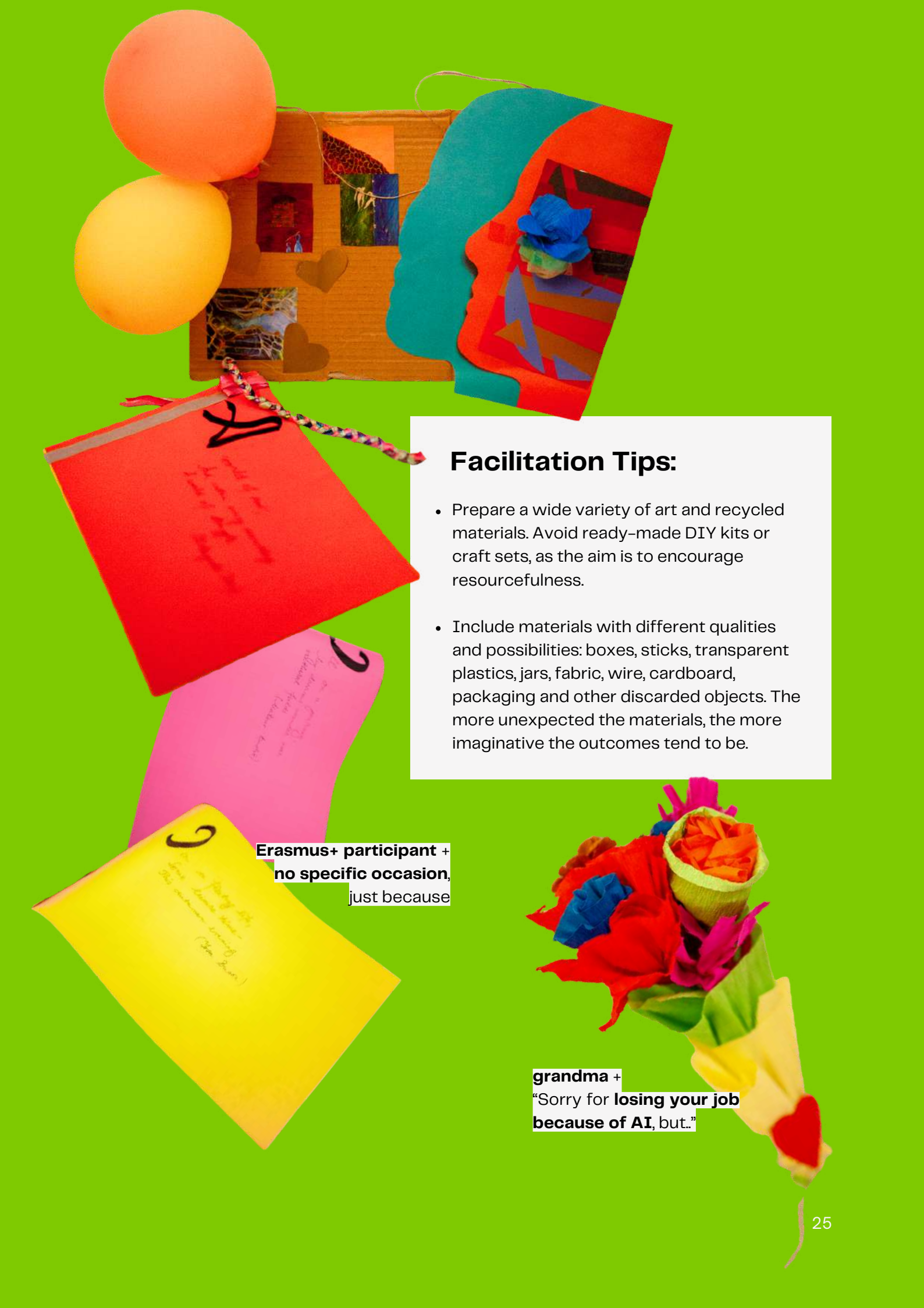
"Congratulations on
the new apartment!"



Once all gifts were completed, participants placed them in a shared gallery. Afterwards, each group revealed **the story behind the gifts** and briefly presented them.

Plenary sharing follows. You may include questions such as: What guided you in creating the gift? What gives a gift meaning? Did the available materials shape your idea?





Facilitation Tips:

- Prepare a wide variety of art and recycled materials. Avoid ready-made DIY kits or craft sets, as the aim is to encourage resourcefulness.
- Include materials with different qualities and possibilities: boxes, sticks, transparent plastics, jars, fabric, wire, cardboard, packaging and other discarded objects. The more unexpected the materials, the more imaginative the outcomes tend to be.

Erasmus+ participant +
no specific occasion,
just because

grandma +
"Sorry for losing your job
because of AI, but..."

Participants' Final Projects

Objectives:

- to work collaboratively in a self-directed way,
- to consolidate the skills, knowledge and experiences gained throughout the training,
- to translate creative ideas into practical applications for youth work,
- to develop a practical tool, resource or method inspired by the key themes and participants' reflections,
- to capitalise on the creative momentum built throughout the training,
- to embrace experimentation and value progress over perfection.

W

One of the most useful activity for me was the final one, where we used our experience and the knowledge gained during the project. It allowed us to apply what we had learned in practice and also served as a kind of summary of the whole training course.

ANONYMOUS

W

The last project that we needed to work in groups was special to finish the training because we went from learning/improving to doing.

ARITON (MK)

Creativity Blockers

Practical exercises for overcoming creativity blockers



By Munire (TR), Ahmet (TR), Burcu (TR), Hafssa (DE),
Marinella (RO), Ariton (MK), Teresa (IT) and Serena (IT)

Fear

Unleashing Spontaneous Creativity

Why Fear Blocks Creativity

Fear is a natural emotional response that appears when a person feels threatened, judged or at risk of failure. It can limit creativity by reducing confidence to express ideas, increasing self-censorship and blocking spontaneity.

In young people, fear may appear as avoiding speaking in groups, worrying about criticism or being afraid of making mistakes.

Exercise: The Impossible Challenge

The goal of this exercise is **to help participants break the fear of judgement and encourage spontaneous creativity.**

1. Participants work in pairs or small groups (3–5 people). Each group receives a fun, impossible challenge.
2. They have 30 seconds to come up with an idea.
3. They then present their idea quickly, without trying to make it perfect.
4. No criticism is allowed; instead, everyone reacts positively to encourage a safe space for creativity.



After the activity, participants can reflect:

- How did it feel to have only 30 seconds?
- Was it easier to share ideas when you knew there would be no criticism?
- What helped you think spontaneously?

This exercise helps participants **build confidence, reduce fear of judgement and become more spontaneous.** Youth workers can support this process by encouraging positive reactions to new ideas and creating an environment where everyone feels comfortable contributing.

Burnout

Consistent Rest

Why Burnout Blocks Creativity

Creativity needs energy, curiosity and mental space. Many young people experience constant social media stimulation, academic pressure, overworking, lack of sleep, stress and emotional exhaustion.

When the brain is overloaded, imagination becomes weaker.
Rest is not laziness; rest is recovery.

Exercise: The Silent Observation Walk

The goal of this exercise is **to help participants slow down, recharge mentally, and reconnect with observation and imagination.**

1. Participants walk silently outside for 10–15 minutes.
2. During the walk, they must notice:
 - 3 interesting **sounds** (birds, vacuum cleaner, beach waves),
 - 3 **smells** (grass, car fumes, flowers)
 - 3 small **details people usually ignore** (changing direction when someone is coming directly at you, avoiding potholes, avoiding walking in the city (going to the nearby forest, lake, etc.))
3. After returning, participants share what they noticed.

After the activity, participants can reflect:

- How often do you slow down and observe your surroundings?
- Did silence help your mind relax?
- What details do we normally miss in daily life?
- How can rest improve creativity?

This exercise **encourages mindfulness, creative rest and observation.** Youth workers can support creativity by introducing **digital breaks, outdoor reflection activities** and a healthy work–life balance.

Creativity grows when the mind has time to breathe.

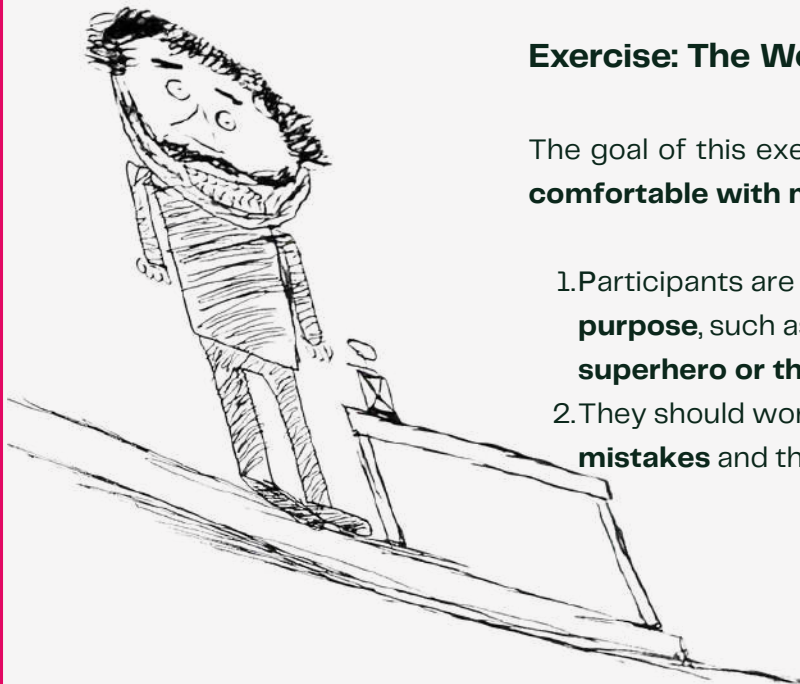
Perfectionism

Becoming Comfortable with Mistakes

Why Perfectionism Blocks Creativity

Many young people feel that everything must be perfect, mistakes are embarrassing and bad results mean failure. This **pressure can stop experimentation**.

Creativity grows through **mistakes, learning, testing** and **improving**. Many successful ideas, inventions and artworks developed through repeated attempts and failures.



Exercise: The Worst Drawing Competition

The goal of this exercise is **to help participants become comfortable with mistakes and let go of perfectionism**.

1. Participants are asked to **draw something badly on purpose**, such as **the ugliest animal, the worst superhero or the funniest self-portrait**.
2. They should work **quickly without correcting mistakes** and then **present their drawings proudly**.

After the activity, participants reflect:

- Was it difficult to create something imperfect?
- Why do we often fear mistakes?
- Did the activity feel freeing or uncomfortable?
- What happens when we stop trying to be perfect?

The activity helps participants **reduce anxiety, accept imperfection, become more spontaneous** and **focus on the process** rather than only the result.

Youth workers can encourage experimentation, draft versions and sharing unfinished ideas.

Mistakes can be understood as part of learning, not proof of failure.



Spell & Spark Deck

Card game and creative reflection resource

A deck of inspiration. A race to collect.

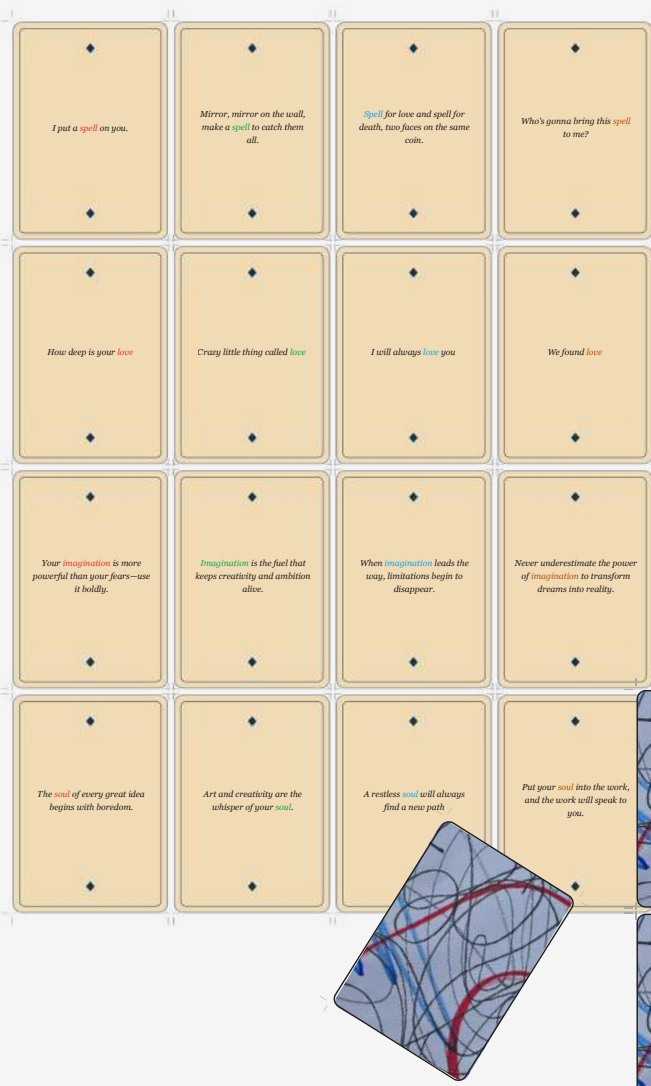
By Karina (RO), Gabi (RO),
Kordian (PL), Dragos (RO),
Tony (IT), Peter (CZ),
Gabi (FR) and Albert (PT)

Overview

Each card features an inspiring word – such as love, dream, soul or freedom – in one of four colours (red, yellow, blue or green).

The colours work like suits, while the words represent values.

The deck combines **a simple card game** with **prompts for creativity and reflection**.



DOWNLOAD A4 Spell & Spark deck in black and white

DOWNLOAD A3 Spell & Spark deck in colour

How to Play

Deal 4 cards to each player.

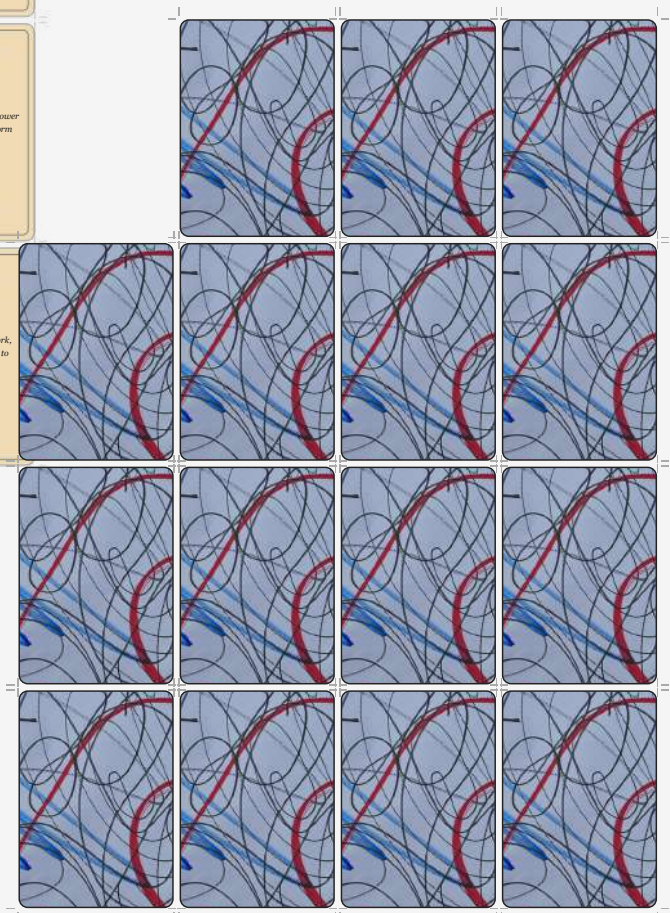
The remaining cards form a face-down draw pile. Flip the top card face-up to start the discard pile.

On your turn:

1. **Draw one card** – either the top face-up discard or the unknown top of the draw pile.
2. **Discard one card** face-up.

Win by collecting all four colours of the same word (e.g. four love cards). Lay them on the table – you're out, and you win!

The game ends immediately when the first player goes out. No second chances.



If the **world** had no mirrors,
how different we would create?

Is the **world** shaped by the
creativity of his humans?

What would the **world** look like
if feelings had a color?

Can one person's idea, rewrite
the **world**?

Creativity blooms where
freedom is stronger than fear.

Freedom is the canvas;
creativity is the masterpiece
painted on it.

Creativity becomes limitless
when it grows in **freedom**.

Every bold idea begins with
the **freedom** to think
differently.

What experiences have helped
your creativity **grow** over
time?

How do you **grow** your
creativity when you feel
stuck?

What inspires you to **grow** new
ideas?

Has working with others helped
you **grow** creatively?

Can creativity be the **power** of
change?

Do you think negative
experiences have improved your
power to move forward?

With great **power** comes great
responsibility.

What hidden **power** do you
already have that could
completely change your future?

I put a *spell* on you.

Mirror, mirror on the wall,
make a *spell* to catch them
all.

Spell for love and *spell* for
death, two faces on the same
coin.

Who's gonna bring this *spell*
to me?

How deep is your *love*

Crazy little thing called *love*

I will always *love* you

We found *love*

Your *imagination* is more
powerful than your fears—use
it boldly.

Imagination is the fuel that
keeps creativity and ambition
alive.

When *imagination* leads the
way, limitations begin to
disappear.

Never underestimate the power
of *imagination* to transform
dreams into reality.

The *soul* of every great idea
begins with boredom.

Art and creativity are the
whisper of your *soul*.

A restless *soul* will always
find a new path

Put your *soul* into the work,
and the work will speak to
you.

Dream without limits; create
without fear.

Let your *dreams* spark your
canvas.

A creative mind starts with a
dream.

Dream the impossible, then
invent it.

How do you *kill* limits and
become more creative?

What situations do you think
kill your creativity the most?

Has fear of failure ever
killed your creative ideas?

What daily habits might be
killing your creativity right
now?

A power of mirroring other
people's ideas into *yourself*.

Stay *yourself* during the
process

Make creativity easy for
yourself.

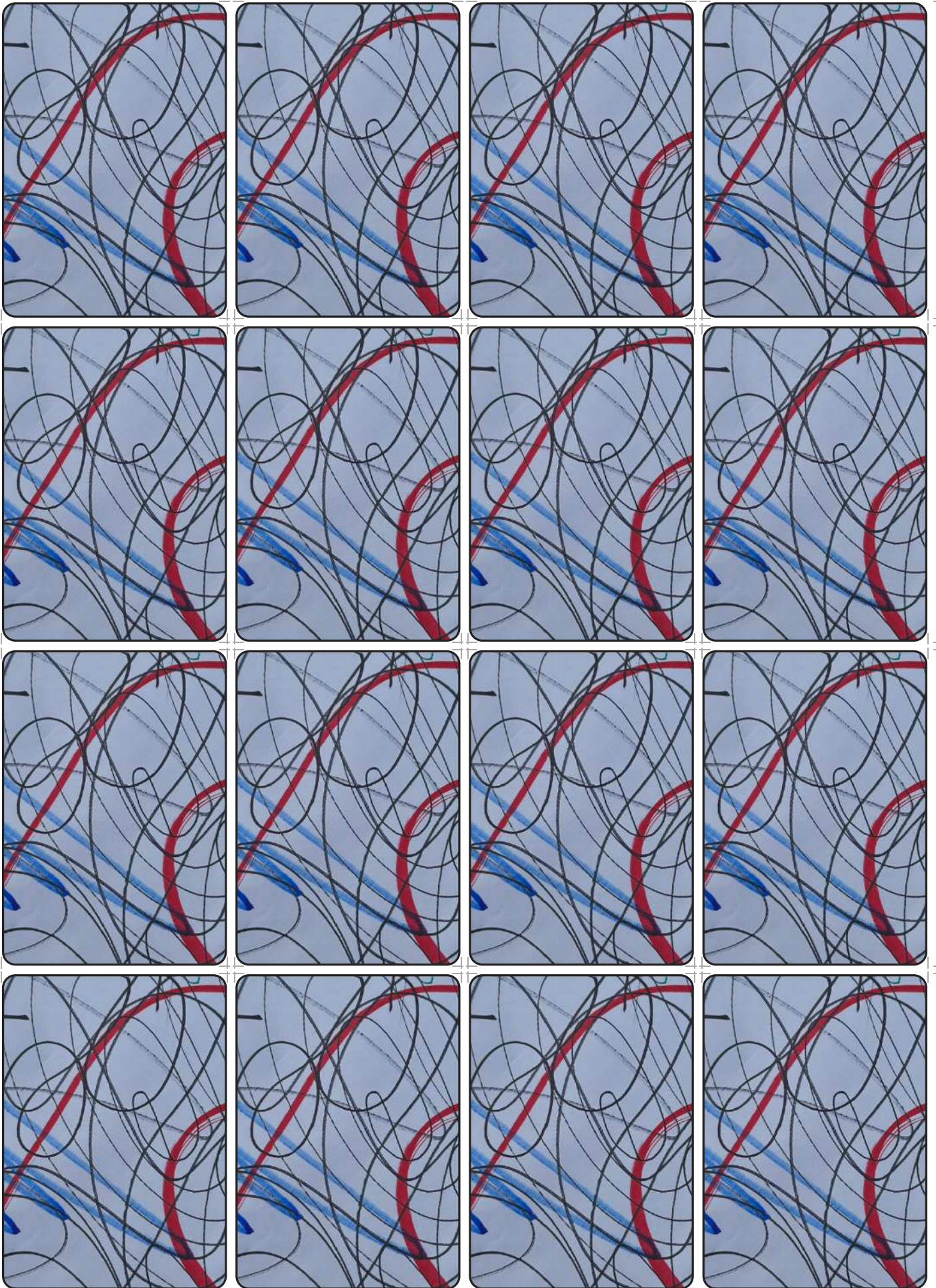
Goal: to get to know *yourself*
a bit better than before

Feel every emotion, the heavy
and the light, because each
one holds a unique spark only
you can turn into art.

You don't need a step-by-step
guide, just *feel* what moves
inside you.

Let what you *feel* become raw
material for something new.

Even a negative *feeling* can
become a powerful root for
growth.



A vibrant, multi-colored notepad is shown at an angle. The notepad has horizontal stripes in shades of blue, yellow, green, red, orange, and pink. A silver pen with a blue and silver patterned barrel lies across the top of the notepad. The text "IDEAS KEEP FLOWING ON MY HEAD" is written in black capital letters across the stripes. The background is a solid bright green, and there is a white, torn-paper-like graphic element behind the notepad.

Creativity prompts for everyday moments

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Overview

The aim of this project is **to transform everyday moments into creative moments** by providing **small “drops of inspiration”** through **quotes, poetry, small challenges, invitations to “do something you’ve never done before”, ask questions** which might get people into a reflective journey and so on.

The tool is designed to support **creativity during daily situations** such as commuting, spending time with friends or colleagues, meetings or everyday routines – to break the ice, to energise, to start discussions, ideally to spark creativity!

The final concept includes **a small physical book**, designed to be carried anywhere as a “creativity charm”, and **a digital application** which offers creativity quests without being connected to social media popularity systems.



Book Sections

QUOTES

Short inspiring quotes used as starting points for reflection.

DO it NOW

Small activities designed to increase energy and creativity.

SMTH ^{never}you ^{did}before

Challenges encouraging people to try new experiences.

IMAGINATION

Creative prompts and ideas for thinking differently during daily life.

Poetry

Inspirational texts from literature and songs.

SURPRISE YOURSELF

Blank pages for writing, drawing, doodling and freely expressing ideas.

Q U O T E S

"

DREAMS
ARE DOORS,
ATTITUDES
ARE THE
KEYS"

it's darkest
before the dawn

you build
YOUR OWN
LUCKY."

IMAGINATION

Spread
your wings!

Where do you want
to fly?

Imagine that
you live a week
alone on a spaceship.
What would you do
not to feel
alone?

you're a milk
right now
↓

What memories
do you have?

Poetry

I am What I am.

I Like What I am.

I Like What I do.

And I do What I can.

There is a bird and
a stone
in your body. Your job
is not
to kill the bird, ~~with~~
the stone.

I'm mine before

I'm anyone else's

(Victoria Chang)

DO

it

NOW

Invent a name
for the person
near you

hug
yourself ♡

Rename Today
like it's
a movie Title

SMT H

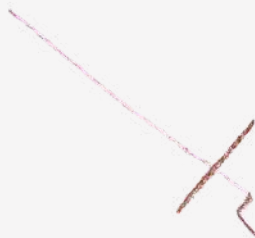
you
never
did
before

draw how
you feel
today
with closed eyes

use a word
Today you normally
never use.

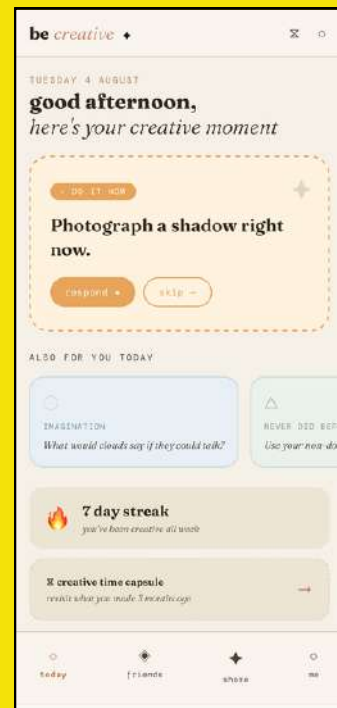
take a photo
of a door
you've never seen

SURPRISE
YOURSELF





VIEW Ideas Keep Falling on My Head Book Prototype



VIEW Ideas Keep Falling on My Head BETA App

Digital Version: Application

The app offers **creativity quests** and **daily prompts** without followers or popularity systems, focusing instead on **participation**, **creativity** and **personal development**.

Users receive prompts at chosen times, complete them individually or in groups, and respond through photos, drawings, voice notes or text. Notification frequency and delivery times can be adjusted to fit individual routines. Completed activities and favourite prompts are saved, allowing users to revisit their responses and observe their creative development over time.



Creative Reflection Cards

Toolkit for facilitating reflection

By Nuna (HU), Iroda (HU), Michaela (RO) and Martyna (PL)

Overview

This set of ten reflection cards supports participants in expressing their emotions, experiences and learning outcomes in creative and engaging ways. They offer a variety of **approaches beyond discussion** or **written reflection**, including **movement** and **visual methods**. Designed for people from different backgrounds, including non-native speakers. The cards can be used individually or combined to suit the group's needs.

Reflection Activities List

Paired Reflection – Share and listen in pairs.

Dixit Cards – Choose an image that reflects your experience.

Free Writing with AI – Write freely, then visualise your reflections with AI.

Intuitive Dancing – Reflect through movement.

Rose, Thorn and Stem – Explore positives, challenges and learning.

The River of Learning – Map your learning journey.

Final Group Collage – Create a shared visual reflection.

Laughter Yoga – Reflect through guided laughter.

Reflection Day by Day – Review daily learning and competences.

Fake Media Post – Create a mock social media reflection.

[DOWNLOAD](#) Creative Reflection Cards



INSTRUCTION

These reflection cards are designed to support participants in expressing their emotions, experiences, and learning outcomes in a creative and engaging way. The activities encourage self-reflection, group sharing, and deeper understanding of the learning process throughout the project. Facilitators can use the cards individually or combine them depending on the group's needs and energy.

CREATIVE REFLECTION CARDS

PAIRED REFLECTION

Participants pair up. One person takes on the role of an “unaware listener,” while the other explains the activities they participated in and the knowledge or skills they gained. The speaker has two minutes to share their reflections. After the time is up, participants switch roles.

DIXIT CARDS

Participants take a moment to reflect on their emotions after the activities. Then, each person chooses one illustrated Dixit card that best represents how they feel. After selecting the card, everyone briefly explains their choice and interpretation of the image.

FREEWriting WITH AI

Participants write continuously for 7–10 minutes without stopping or overthinking, reflecting on their day, emotions, experiences, and learning outcomes. Afterward, they paste their text into an AI tool (e.g. ChatGPT, Gemini, Leonardo AI) to transform their reflections into an image.

Suggested prompt:

“Generate an image inspired by this text.”

INTUITIVE DANCING

Participants find their own space (enough to move comfortably), close their eyes, and move freely to relaxing music, expressing how they feel after the workshops. Alternatively, facilitators may describe the day’s activities, encouraging participants to move according to the emotions they experienced during each moment.

ROSE, THORN, AND STEM

Each participant receives a sticky note and reflects on a specific activity or the entire day.

Participants draw a flower:

- **Petals (Rose)** – highlights or positive moments of the day
- **Thorn** – challenges or difficult moments
- **Stem** – new knowledge, skills, or insights gained

Participants write their reflections in the corresponding parts of the flower.

THE RIVER OF LEARNING

The facilitator prepares a large drawing of a river divided into sections representing different parts of the day or project.

Participants add symbols to the river:

- **Waves** – pressure, intensity, or strong emotions
- **Rocks** – obstacles or challenges
- **Bridges** – progress, achievements, or moments of growth

Participants can also draw their personal “flow” of the day along the river.

FINAL GROUP COLLAGE

Participants are divided into three groups. Each group receives a large sheet of paper.

- Group 1 reflects on the beginning of the project (Days 1–2)
- Group 2 reflects on the middle of the project (Days 3–4)
- Group 3 reflects on the final days of the project

Using different artistic materials and creative techniques, each group creates a visual representation of their assigned stage of the project. At the end, all three parts are combined into one collective collage.

LAUGHTER YOGA

Participants stand in a circle while the facilitator reads statements such as:

- "I feel tired."
- "I enjoyed my day."
- "I discovered something new."
- "Today was challenging for me."

Participants respond with laughter, adjusting its intensity depending on how strongly they relate to the statement:

- loud laughter = strong agreement
- gentle laughter or smiling = weaker agreement

REFLECTION DAY BY DAY

Participants work in small groups of 4–5 people. The facilitator provides the Youthpass Key Competences booklet.

The task is to reflect together on each day of the project and identify the key competences they developed through the activities. Participants write down the competences they noticed and share their results on a virtual Padlet board.

FAKE MEDIA POST

Participants work in groups to create a mock social media Post, Story or Reel reflecting on their day, emotions, experiences, and newly developed competences.

They can include:
captions, hashtags, drawings, emojis, short dialogues, or visual representations of their learning journey.

The Creative Journey in Rozewie, Poland

Digital reflection method for group learning

A lot of people think that it's the end of the process,
but it's also the beginning.



By Dina (HU) and Mirus (BE)

Overview

The group's final project reimagined the traditional interview as an **interactive digital reflection activity**. Participants anonymously responded to ten reflection questions using Google Forms. Their responses were then transferred to Padlet as interactive digital post-it notes, creating a collaborative resource that is easy to explore and can continue growing beyond the Erasmus+ training. As the prompt to the questionnaire says: **"Each of us brings a unique story to this space. We want to capture the real, everyday moments of inspiration, the challenges we overcome, and the lessons we take forward"**.

Possible Applications

This method can be used to collect reflections after training courses or workshops, document learning experiences anonymously, create a digital archive of experiences, support follow-up after Erasmus+ or other educational projects, and encourage self-reflection through shared stories and perspectives.

The format can be easily adapted to different groups and learning environments. Instead of a digital interview, reflections could take the form of **outdoor activities, reflection cafés, written responses, drawings, poems, short videos, podcasts** or a **personal motto summarising the learning experience**. The focus is on choosing the format that best supports participants and encourages meaningful reflection.

VIEW The Creative Journey in Rozewie, Poland Padlet





This booklet brings together original work created during the training. It showcases participants' artwork, quotes and poetry as well as their original tools and methods to be used by and inspire youth workers. Photographs and exercise descriptions were produced by the trainers Paulina Drzał and Judyta Potocka. The booklet was put together with joy by Judyta. Altogether, this booklet is evidence that creativity is a paramount element in the lives of people.



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