Find You(th)r Creativity Method’s booklet

With music and MEDIA
non–formal methods on socieaty and social life

FIND YOU(TH)R CREATIVITY!
Introduction

This Methods’ Booklet was made by the participants of the Find You(th)r Creativity training course, which was held in Camăr, Romania between the 10th and the 17th of November 2019, supported by the ErasmusPlus Programme and the ANPCDEFP Romanian national agency. The project was organized by organized by Asociatia Consiliul Consultativ al Tinerilor din Salaj (SZIT) association. The booklet includes methods how to use Music, Reciprocal Maieutic Approach and New Media as educational tools.

Partner countries: Hungary, Italy, Spain, Greece, Latvia, Estonia, Lithuania, Turkey, United Kingdom and Romania.

Good luck with this! :}

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## Participant countries:

Hungary, Italy, Spain, Greece, Latvia, Estonia, Lithuania, Turkey, United Kingdom, Romania

## Workshops:

- Benefits and Limitations of Technology
- Communication with creativity
- Expression session
- Roleplay
The music help your life

Our participants were given the task to discuss in national groups the aspects of music in their countries, in order to present the local realities to each other. How to help music in normal days, how you can study better with help of the music, how you can find job with music.

Reciprocal Maieutic Approach

The Reciprocal Maieutic Approach (RMA) is a dialectic method of inquiry and “popular self-analysis” for empowerment of communities and individuals that was put into practice by Dolci from the 50s onwards, and in now the field of the Centro per lo Sviluppo Creativo. It can be defined as a “process of collective exploration that takes, as a departure point, the experience and the intuition of individuals” (Dolci, 1996). The
RMA was developed by Danilo Dolci from the Socratic concept of Maieutic. It derives from the ancient Greek “μαιευτικός”, pertaining to midwifery: every act of educating is like giving birth to the full potential of the learner who wants to learn, as a mother wants her child to emerge from her. Socratic maieutic compares the philosopher to a “midwife of knowledge” that does not fill the mind of the student with information but helps him to reach the light, by using dialogue as a dialectic instrument to reach out the truth. What differentiates both concepts is the fact that Socrates’ Maieutic was unidirectional, while for Danilo Dolci the concept of knowledge comes from experience and a reciprocal relationship is necessary.

RMA as practised by Danilo Dolci is therefore based on asking, exploring, and shared creativity. As the name says, RMA is a “reciprocal” process between at least two persons and it is normally done inside a group, with one person that asking questions and others giving answers. In an intense dialogue that incarnates a new way of
educating based on valorisation of individual and group creativity, the maieutic process focalises on the ability of individuals to discover their vital interests and freely express thoughts based on personal experience and discovery. The maieutic workshop requires individuals to question themselves, to reveal themselves to others, and to undertake a journey of joint discovery, analysis, experimentation, and collective creative education. RMA will be put in practice through music: music and instruments will take the place of the “words”, in order to build an intercultural dialogue based on harmonies and musical creativity, empowering participants practicing it.
Workshops

Our participants were asked to develop some workshops based on RMA. The outcomes were the following:

**Workshop 1: Expression session**

**Aim of the workshop:**
- To help people deal with their emotions
- Express different emotions through different art forms
- To make people think creatively

**Timing** 90 minutes

**Materials:** Paper, pen, colourful pencils, paper sheets, printed sketches, tape, scissors, computer and printer.

**Methods step by step:**

**Preparation of the workshop:**

- 1. At first, the team members cut five little paper sheets for every participant. Then we made five signs for different emotions. We made a sketch for colouring and little strips of paper with emotions for every participant.
• 2. We printed out our sketches. And prepared our stuff.

**Energizer CARABU ~ 19 minutes**

The organizer of activity forms 3 lines of all participants. He teaching a melody of song “Carabou”

**Level 1.**

He asks to raise right hand and make 2 dots, like eyes and wide smile with imaginary pen in your left hand. Everybody looks at their hand-face like in a mirror. Then he asks to raise left hand and to do the same, just draw an opposite mood. The organizer says:

When you sing the first phrase, look to your right hand-face and sing like in a mirror. When you sing the second phrase, look to your left hand-face. Try to keep the same mood as drown on your hand. We will change these moods really fast, so your face will be like in sport center all the time.
Level 2

The 1st and 3rd rows covered their eyes with their hands. 2nd row keeps hands opened. When the phrase will end, everybody changes hand position: Open-close, close-open. When the hands are closed, they can be in various moods, but when your hands are opened, you must look like a sun.

Level 3.

2nd row starts in squatting position. The 1st and 3rd rows stay standing and starts to sing. When phrase ends, the 1st and 3rd row begin squatting and the 2nd row stands up. When the session ends, organizer asks everybody to shout how they feel.
Think fast, think creatively ~ 15 minutes

We have five different emotion signs on our board. We gave five little paper sheets for every participant. The goal is to draw a face with every emotion (on the board). They have 15 seconds for every drawing. First face has to be drawn with one line, they can’t lift their pen from the paper. Second face has to be done with nondominant hand. With a third face they can only use triangle, circle or a square. For a forth face they have to close their eyes. And fifth face has to be drawn upside-down. Every time they finish a drawing, two team members collect the pictures and stick them on a paper sheet, under a correct emotion.

The aim isn’t to make beautiful picture, the aim is to think fast and be as creative as possible and maybe discover some new side in you, you didn’t know you had. And it can be a creat tool to use later in life, it can be like brainstorming but with pictures.
Preparation of the sketch 25 minutes for drawing + discussion

Team members gave each participant a prepared paper, which had a sketch on it. One team member gives all the participants one little paper with a emotion written on it. They can not reveal the emotion to others, they have to colour the sketch with colours, they feel can match with the emotion. After colouring, they have to show their coloured pictures and guess, who had the same emotion and form a group with them. When groups are formed, they can see, if they got in to the right group or not

Free writing exercise ~ 5 minutes for one sketch + short discussion

The free writing exercise is a individual activity, designed to get the creative juices flowing and spark ideas to implement in creative writing. Participants could choose a emotion they could most relate to and try
to write words, poem or a song that could express that emotion.

**Acting sketch** - 2 minutes per group/ 5 minutes for role-revealing in the end.

The main idea of this energizer-type exercise is to show the use of role playing as a tool for self-expression, emotional expression and diffuse. Participants are separated into groups of 5–7 members. Each group will act in the same short roleplay, one after the other. Before performing, each member in the group chooses a random small paper from a lottery. Each paper has an emotion written on it, which they should not reveal to each other or to the rest of the audience. The number of the group members should match with the different emotions used in the lottery. The emotions should be of the following: anger, fear, sadness, ecstatic, anxiety, sadness, love and boredom. Story of the roleplay: the group goes for a walk and they all suddenly see a tree. The instruction is to repeat the sentence “A tree!” again and again according to the emotion they have chosen. The goal is to try
to reveal to the others their emotion using only this sentence, their face expressions and their body language. Participants should interact during the roleplay using improvisation and interjections. After all the groups are finished, the whole team gathers and they all try to guess each others emotions based in their performances.

Learning outcomes:

- The energizer will help the participants to energize and try to act out different emotions.
- The participants will learn how to work individually and find their creativity.
- They will learn to express their feelings and emotions with different forms of art.
- They could find out more about themselves.
Workshop 2 : Communication with creativity

Aims of the workshop:
● Ways to communicate through music
● To feel comfortable expressing yourself
● Developing artistic skills for people between the ages 16-30

Timing: 60 minutes

Materials: Music, paper, pens, paintbrushes, paint, scissors, glue

Methods step by step:

Energizer ~ 5 minutes

To get everybody engaged and their attention.
We played music and let people do different poses and movements according to a number.

Icebreaker ~ 5 min
Say your name, country and spiritual animal to introduce yourself and make everybody feel comfortable.
3 words - listen and imagine ~ 10min

Listen to a song and write three words to describe the feeling you felt while listening to the song. Plastician - Japan

Create a piece of art as a response to the music ~ 20min

Participant can create a piece of art (drawing, painting, collage, dance, performance art) Either alone or in teams, whoever choose to do so.

Presenting the art ~ 10min

Participants can explain and show their drawings together for comparison. To see how the same music can create different works of art. The dancers can perform at the same time, because the music is the same. If the participant made a poem to the music, they can share it, but sharing is not obligatory.
Learning outcomes

● They will learn to use music as a tool to create art
● They can put their skills to test with the limitation of 20 minutes
● They'll learn a new exercise on how to get to know people
● They'll learn teamwork, if they decide to work in themes
● Participants will develop their artistic skills
Workshop 3 : Roleplay

Aim of the workshop: To raise awareness about problems that people are facing all around the world

Timing: 50min

Materials: Paper, pen, speaker

Methods step by step:

Preparation of the workshop

1. Think different roles with world problems for example homeless musician, single parent etc. Write them down on cards.
2. Write down different questions for the participants that would trigger emotion.
3. Think of a calm energizer for the start of the workshop and also at the end for them to get out of the role.
4. Write down guideline questions for participants to get into the role more easily. (for example: how do you look like, do you have friends, what is your job, do you like it etc.)
5. Create a playlist of songs that would fit the mood as a background of the workshop.
6. Find a room that has enough space for people to move around (or do it outside). Its better do create a cosy atmosphere (close the curtains, use candles etc)

Energizer

Put on some meditation music to relax and let the participants walk around but be quiet. They can use eye connection or hug each other

Explanation and forming ~ 30 minutes

1. Get all the participants in the same line. Give them the cards with roles and they can not reveal to others.
2. All participants should close their eyes. Let them imagine to be this character and engage their characters feelings, appearance, thoughts, abilities, daily life etc. (Read the guidelines that you prepared)
3. Explain that they will answer some questions about their character with their eyes close. When they answer is ‘yes’ they must do one step forward, when the answer is
‘no’ a step back and if they are not sure for the answer they have the chance to stay in the same place.

4. After the questions they can open their eyes and see their final position in the room and the distance among the other participants.

5. After the observation the must reveal their role to the others and evaluate the distance.

6. Now they have the opportunity to be in silence and look each other with the music at the background.

7. After one minute ask them seat in circle and let the discussion part start.

8. Let them with your question share their emotions, feelings, thoughts, experience (Question examples: how did you feel? Was the role personal to you?)

9. We did the last energizing part to make them get out of the character and recharge themselves.

Songs for the workshop: Tones and I – Dance monkey (For the end energizer), Sabrina Claudio – Messages from her,
Milk & Bone – tmrw, Sigimund – The Watchtower, Layla Frost – Solitude, Beau Projet – Curiosity

Learning outcomes

• The energizer will help the participants to connect with their inner world.
• The music background during the whole process relax and calm the participants and prepare the ground to involve.
• The participants will be more aware of the problems that we are facing in the world and will know how these people feel.
• They will learn how to connect with their emotions.
Workshop 4: Benefits and Limitations of Technology

**Aim of the workshop:** Create awareness of the positive and negative impact of technologies

**Timing:** 95 minutes

**Materials:** Drawing, Handouts, Speaker, Participants mobile phone

**Methods step by step:**

### Preparation

1. Drawing/image to represent the use of technology to get the participants to think on the subject -
2. Facts about technology use
3. Prepare true or false questionnaire
4. Background music using technological and social media sounds

### Delivery

Start with an energizer – 10 minutes
The Isn’t that crazy energizer is amazing for getting people talking and collaboratively
creating a story (usually a funny one). It fosters engagement and everyone participation while being very easy to deliver as it is done verbally.

Step by step
1. Instruct the participants to form a circle
2. Identify the order in which the communication will flow (e.g. clockwise).
3. One person starts by saying “isn’t that crazy?”
4. The next person has to continue the story by adding 3 words
5. Then the next and so forth until the story ends.

It can go like this:
“isn’t that crazy?”
“That birds fly”
“But I know”
“a flying cat”
“That has superpowers”
“And laser eyes”
“Freezes mobile apps”
“but not ours”
“Because of kryptonite”

This is a really fun and simple activity. Another variation is to start with “Once upon a time” and ask each person to add four words.

1. Present image with a Short discussion on image – 5 minutes
2. During discussion give questionnaire
3. Read and fill out true or false questions while playing background music – 10 minutes
* it will be attached below
4. Give 2 contrasting sounds to represent true or false answers
Then go through the results of each question using the sounds to check the balance of the room giving a short reflection for the results – 5 minutes
5. From the results discuss the most relevant (conflicted or one sided) answers – 10 minutes
6. Divide the participants into groups of 4 to 6 and ask the groups to create a story or share an experience about how technology
can impact their lives, using only their own mobile phone but using only pictures, sound and video of their own creation. This story should be 1 to 3 minutes long – 35 minutes

7. Invite each group to present their stories one group at a time, then ask the audience to describe what story they saw and how it made them feel. Then after the audience feedback ask the group what message they wanted to get across – 20 minutes

8. Start a discussion with the whole group in regards to the common themes and the major differences brought up in the presentation

Learning outcomes

• Share ideas about
• Create awareness
• Positive and negative impacts
• Working in groups
• Time management
*The True or False Questionnaire*

- The average Facebook user has 155 friends on the platform, but would only trust 4 of them in a problematic situation.
- For context, as of May 2019, total worldwide population is 7.7 billion. The internet has 4.4 billion users.
- 95 million photos are uploaded to Instagram each day.
- More people own a cell phone than a toothbrush.
- 25% of smartphone owners say they can’t recall the last time their smartphone wasn’t next to them.
- In 2009, Kim Sa-rang, a 3-month-old Korean child, died from malnutrition after both her parents spent hours each day in an Internet cafe, bringing up a virtual child in an online game.

1. You use social media more than 2 hours per day to relax.
   - TRUE
   - FALSE

2. It’s difficult to concentrate in class, while doing assignments or while working due to my smartphone.
   - TRUE
   - FALSE
3. I use technology to educate myself online.
   - TRUE
   - FALSE

4. I sometimes get jealous after seeing my peers doing something I would like to do myself.
   - TRUE
   - FALSE

5. I at least once check my phone while eating with my friends and family.
   - TRUE
   - FALSE

6. I find technology useful when trying to promote my talents and skills.
   - TRUE
   - FALSE

7. Does playing video games or/and watching film series sometimes take priority over doing daily tasks.
   - TRUE
   - FALSE

8. I get nervous when I know that my phone battery is below 15%.
   - TRUE
9. In the last two years I went to more dates using dating apps than to dates with people I met in real life.

- TRUE
- FALSE

10. I was or I know someone who has been cyber bullied.

- TRUE
- FALSE

11. Video games have taught me skills I use in my everyday life (like language, hand-to-eye coordination, multitasking, memory, reaction time)

- TRUE
- FALSE

12. Losing a video games can bring up different emotions and behaviors.

- TRUE
- FALSE

13. With the use of technology we, as a human race, are moving in a positive direction.

- TRUE
- FALSE
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