

The contents of this pack can be downloaded from the
Excellence Gateway at <http://excellence.qia.org.uk>

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Contents

Introduction	5
Section A: How to make best use of the resource	6
Section B: Exemplar CPD activities	14
– Ideas explosion	15
– Cooperative ideas	18
– Skills for creative life	20
– Creative e-learning	22
Section C: Exemplar learner activities	25
– Journey into the unknown	26
– Professional ideas	29
– What's the idea?	31
– The ideas challenge	34
– The reality check	36
What next?	38



Introduction

The **Creating ideas** set of resources is designed for teachers* across all the Creative and media subject areas. It contains a range of ideas and approaches to support your professional practice, whatever your subject area, professional experience or learner profiles.

It will help you to reflect on your current practice, assist you in developing new approaches and support you in making changes that will enhance the way in which you teach. These changes will help you to provide your learners, in a variety of learning environments, with inspiring, stimulating and engaging active learning experiences, which are central to the creative process.

In this booklet you will find a range of exemplar CPD and learner activities to support the improvement and development of your teaching, training and learning. These activities are also available on the CD-ROM for you to adapt and download to meet your own CPD needs.

The activities include examples of our key generic approaches to teaching, training and learning, including:

- experiential learning
- cooperative learning
- multi-sensory learning
- differentiation
- embedding literacy, language, numeracy and ICT
- assessment for learning
- promoting opportunities for e-learning.

They also focus on some more subject-specific principles, including:

- putting learning into a creative context
- promoting different ways of thinking
- enabling learners to take risks.

Further details of these can be found on the **Creating ideas CD-ROM**.

“The resources created conversation, debate and discussion.”

HMP Bullwood Hall

* Note: Throughout this resource, the term ‘teachers’ is used to represent teachers, tutors and trainers

Section A

How to make best use of the resource

1. What's in the resource?

There are two **Creating ideas guidance booklets**:

- Making a start
- Exemplar activities

In these booklets you will find helpful suggestions for using the **Creating ideas** resource for CPD activities, either in group training sessions or working independently, to help to develop your expertise and skills for the approaches we are promoting. In addition, we have included guidance on using the resource with your learners and have supported this with sample session plans, which you can download and adapt from the **Creating ideas CD-ROM**.

Also in your set of resources you will find:

- a **range of stimulating ideas cards with prompts**, which can be downloaded, adapted and printed
- a **Creating ideas CD-ROM** which includes:
 - **teaching, training and learning approaches guidance notes**
 - a **CPD activity pro forma**, which can be used and adapted for recording and reflecting on your Creative and media CPD activities
 - **videos of creative practitioners** talking about their creative ideas
 - a **bank of exemplar CPD mini-activities, accompanied by discussion prompts and feedback notes**, to help you to introduce new ideas and approaches into your CPD sessions
 - a **bank of exemplar learner mini-activities, accompanied by discussion prompts and feedback notes**, which can be downloaded, adapted and printed to help you to plan your learner sessions
 - a **still image bank** to help you create your own ideas cards and prompts
 - a **moving image bank** to enable you to introduce additional stimuli
 - an **audio bank** to add another sensory dimension to the stimuli
 - an **ideas cards prompts bank**, with guidance, to extend the range of prompts printed on the cards

- **sample industry briefs with learner pro formas** to use with your learners, who can then propose and justify their ideas for specific creative products or performances
- **sample session plans**, together with a blank template and guidance notes
- an **electronic presentation skills template, with guidance notes**, for teachers and learners to use to develop their presentation skills
- a **Creating ideas glossary** which can be adapted and expanded by you and your learners to support learning
- a **'Coming soon' section** which includes a **preview demonstration** of the Creative village to give you a taste of the benefits of the final Creative village resource.



2. How can I use the resource?

Hints and tips

Throughout our trials and pilots, teachers have stressed the importance of providing a set of 'hints and tips' that will help them to find the best ways of using the resources to develop their own and other teachers' skills and for use with their learners in a variety of learning environments and contexts.

The following provides a helpful summary and overview to support you in using this dynamic and flexible resource to meet these diverse needs as part of your own CPD and with your colleagues in CPD sessions, as well as with learners to improve their overall learning experience.

Step 1

Read and explore the contents of the two **Creating ideas guidance booklets**, which are available in hard copy and on the CD-ROM. In the first booklet, you will find out about the background to this project, its aims and objectives and relationship to a national transformation programme to improve the quality of teaching, training and learning. In this second booklet, we have provided examples of CPD activities that you can use in group training sessions or for independent working, to help develop your expertise and skills for the approaches we are promoting. In addition, the learner activities will help you to apply the approaches for use with your learners.

Step 2

If this is the first time you are looking at this resource, take some time to review the support we have provided in the booklets and on the CD-ROM. Explore the CD-ROM to find out more about the resource and the various components within it.

As you become more familiar with the contents, you may wish to go straight to the sections in the booklet or the links on the CD-ROM that meet your individual needs.

Step 3

The CD-ROM contains a wealth of resource materials to meet your needs. Here are just a few hints and tips that we hope will guide you quickly through your journey.

- **Creative practitioner videos**

Use these videos, with prompts, to stimulate discussion and initiate activities related to specific themes. Make use of open questions to encourage learners to explore ideas, reflect and give their own views.

Asking learners to write the key points identified on a whiteboard or flip chart will help to pick up their points or questions as they arise, will enable learners to share ideas and will help you to summarise at the end of the session. During video-based activities, encourage your learners to consider not only the understanding, knowledge and specialist skills they have identified, but also to reflect on the thinking skills that they have used in the process.

Where appropriate, encourage your learners to create their own videos to stimulate and reinforce creative learning.

- **Moving images bank**

Use these moving images to stimulate your learners' imaginations and creative thinking processes. Encourage them to look at the images from different perspectives and to combine them to create a rich variety of new ideas.

- **Still images bank**

Use these thought-provoking images to stimulate your learners to think 'outside the box'. Encourage them to risk developing some very unusual and unexpected ideas to develop their creative thinking and self-confidence. Suggest they build up their own portfolio of images from different perspectives.

- **Audio bank**

Use this imaginative bank to stimulate learners to generate their own ideas and to encourage them to build up their own portfolio of sounds. The sounds can be downloaded and copied into other resources for projects or assignments. Ask your learners to think about the range of sounds they would want to include in their own portfolio and why.

- **Documents to support CPD**
 - **Teaching, training and learning approaches**
Use this guidance to help you to embed successful generic pedagogical approaches within a Creative and media context.
 - **Key principles of good practice**
Refer to this document to find out about the key principles of good practice in Creative and media that underpin this resource.
 - **CPD activity pro forma**
Use this pro forma to record and reflect on all your CPD activities.
 - **CPD mini-activities**
Make use of this flexible bank of exemplar CPD mini-activities to help you to introduce new ideas and approaches into your CPD sessions. These are accompanied by feedback notes and discussion prompts which you can adapt and download to support a range of CPD activities.
 - **Sample session plans, sample learner feedback pro forma and blank session plan templates**
Use these sample plans, pro forma, template and guidance to help you to complete your own session plans. They are intended for guidance and are not prescriptive. Samples are available for sessions in art and design, media and performing arts.
 - **CPD discussion prompts and feedback notes**
These prompts link to the creative practitioner videos, the e-learning CPD activity and the Skills for creative life CPD activity. Use the prompts to stimulate discussion and reflection on teaching, training and learning approaches. You can adapt them to meet the needs of individual teachers or CPD groups.
 - **Presentation skills**
Use the presentation skills slides and the accompanying tips to help you and your learners to plan the content, structure and delivery of formal and informal presentations, and electronic and non-electronic presentations.

- **Documents to support learners**
 - **Learner mini-activities bank**
Use these activities, linked to the creative practitioner videos, to support experiential and cooperative learning and creative sessions where ideas are generated, developed and evaluated. The activities will provide you with opportunities for embedding literacy, language, numeracy and ICT skills and guidance is given on building in assessment.
 - **Ideas cards and ideas prompt bank**
Use the images and prompts on the ideas cards, available in card form or in downloadable and adaptable format from the CD-ROM, to stimulate discussion and development of projects and support learning. Use them to help learners to explore ideas, reflect and develop specialist and transferable skills.
 - **Sample industry briefs and proposal pro forma**
Use these exemplars to stimulate ideas for projects and to help your learners to propose and justify their ideas for specific creative products or performances. Sample briefs for art and design, media and performing arts are provided.
 - **Discussion prompts and feedback notes**
These prompts and feedback notes focus on generating ideas, developing ideas and evaluating them. Use them to stimulate learners' discussion, reflection and learning. You can adapt them to make them more challenging, simplify them or focus them on a particular topic. You need to consider how you are going to allocate the prompts to learners – whether it should be all prompts to all learners, or selected prompts to specific individuals, pairs or small groups.
 - **Glossary**
The Creating Ideas glossary is available on the CD-ROM and is a starting point of specialist terms for learners to build on. Your learners can use the glossary to find definitions of words that are used in the video clips or other parts of the resource. You and your learners can extend the list by adding further words and definitions which link to work and vocational areas.

Copies of the guidance booklets are also available on the CD-ROM for you to share with your colleagues so that they can benefit from this resource.

This resource is also available on QIA's Excellence Gateway at <http://excellence.qia.org.uk>

3. Can I adapt the resource?

The resource provides you with downloads and materials containing approaches and starting points. You, your Subject Learning Coach and other colleagues, can adapt and develop various parts of the resource to support the learning needs of a range of learners. For example, you can:

- adapt the resource to focus on a specific vocational area or niche creative area
- simplify or extend the level of language to meet the needs of a specific group of learners
- adapt and extend discussion prompts to add greater challenge
- add new activities or variations of activities
- include further case studies of practitioners or examples of creative work
- adapt the resources to support the teaching, training and learning of a specific programme of work and outcome and to link with other learning resources.
- link resources into individual learning plans
- reflect and meet the employment needs of regional or local industries and communities
- respond to cultural and social needs of specific groups of learners
- add supplementary or alternative activities and adapted material to meet the needs of learners with disabilities (for example, arrange for certain activities to be provided in Braille).

You can carry out these adaptations following a CPD session, following a coaching session with your Subject Learning Coach, or after reflecting individually on the specific needs of your learners.

As a Subject Learning Coach, you will be able to support colleagues in your own organisation to adapt the resources and also to share ideas, adaptations and developments at subject coaching network meetings.

Detailed guidance to help you to edit images and to download videos is available on the **Creating ideas** CD-ROM.



Section B: Exemplar CPD activities

Introduction

CPD can be viewed as any activity that helps teachers to maintain, improve or broaden their knowledge, understanding and skills, and develop their personal qualities, in order to become more effective in their role.

The Department for Innovation, Universities and Skills (DIUS) definition of CPD is:

‘CPD, in relation to a teacher, means continuing professional development, which is any activity undertaken for the purposes of updating knowledge of the subject taught and developing teaching skills.’

The Institute for Learning (IfL) interprets this for teachers as:

‘CPD means a commitment to maintaining, improving and broadening your knowledge and skills in your subject specialism, in your teaching and in your employment context.’

More about the CPD process can be found on the **Creating ideas CD-ROM**.

This booklet contains some CPD activities for you to use with your colleagues to help develop and practise the approaches and techniques that the resource promotes.

In addition, on the CD-ROM, further information is provided on how these resources can be used to support learning as part of your CPD. The learning supported by these resources can contribute toward your 30 hour (or pro rata) CPD requirement.

CPD activity 1: Ideas explosion

Introduction

In this activity you will have the opportunity to explore the role of active learning approaches in supporting your learners to generate new ideas.

Main learning objectives

- To enable you to gain greater understanding of active learning approaches, which will inspire learners to generate their own ideas and take appropriate risks as part of their creative thinking.
- To explore the benefits of active learning approaches in differentiating between individual learners or between groups of learners.
- To explore how to promote different ways of thinking through active learning approaches.
- To encourage you to work with colleagues to promote effective creative teaching, training and learning in your own subject area and across creative subject areas.

Guidance notes (for facilitators or Subject Learning Coaches)

You may wish to adapt this activity to use independently. Your Subject Learning Coach will be able to help you with this.

1. Share the objectives of the session with colleagues.
2. Ask colleagues in small groups to brainstorm their definitions of active learning on sticky notes. You can use the **Teaching, training and learning approaches guidance notes** on the **Creating ideas CD-ROM** as a reference if needed.
3. Ask groups to feedback to all groups, sharing and comparing their findings.
4. Ask colleagues, in their groups, to discuss the role of active learning in creative sessions where learners are expected to generate ideas. Ask them to note two good examples on a flip chart and share their findings with the group. At least one example should include taking risks.
5. Ask each of the groups to briefly present these examples to all colleagues and explain how they benefit either individual learners or groups of learners.
6. Provide the groups with sets of the **ideas cards** and ask them to identify the most imaginative prompts that would best engage specific individual learners or specific groups of learners in active learning by promoting different ways of thinking.

7. Encourage colleagues to choose the most imaginative prompts and seek out the unexpected ones that might involve learners in taking risks.
8. Ask the groups for feedback to share their findings with all those participating and reflect and discuss the potential for using the ideas cards for active learning.
9. Ask colleagues to use the prompts they have selected to produce an outline for two exciting and engaging projects; one in their subject area and one across creative subject areas.
10. Each group should nominate a member to present the outline of their project to the other groups, who will vote on the one most likely to be effective in promoting active learning. They should justify their choices.
11. Ask colleagues to reflect on what they have learnt in the session and how they have learnt it. Then ask them to think about how they could apply the same learning process to their learners.
12. Recommend that colleagues use the **CPD activity pro forma** to record and reflect on this activity.

Variations

1. Ask colleagues, working in groups or independently, to devise an additional set of ideas cards to promote active learning for their specific creative area or group of learners. Ask them to share their outcomes.
2. Ask colleagues, using one of the **sample session plans** on the CD-ROM as a reference, to draw up a session plan for a group of their learners, based on the generation and expression of ideas and meeting learners' needs.

Resources

Paper-based resources, for instance, flip chart, sticky notes
Teaching, training and learning guidance notes
Ideas cards and still image, moving image and audio banks
Sample session plans
CPD activity pro forma



CPD activity 2: Cooperative ideas

Introduction

In this activity you will have an opportunity to explore the role of cooperative learning in improving your learners' generation, development and evaluation of effective ideas within specific creative contexts.

Main learning objectives

- To enable you to gain greater understanding of how cooperative learning can encourage learners to generate, develop and evaluate effective ideas.
- To explore the benefits of cooperative learning in supporting individual learners or groups of learners in the effective generation, development and evaluation of their own ideas.
- To explore the opportunities for putting cooperative learning into specific creative contexts.

Guidance notes (for facilitators or Subject Learning Coaches)

You may wish to adapt this activity to use independently. Your Subject Learning Coach will be able to help you with this.

1. Share the objectives of the session with colleagues.
2. Ask colleagues to discuss in small groups how, and with whom, learners could most effectively cooperate to generate, develop and evaluate ideas (for example, peer group, teacher, client) and what the benefits for learners would be.
3. Ask colleagues to present their responses to other groups and, if there are variations, to discuss the reasons for these.
4. Show colleagues the **creative practitioner videos**, where the practitioners are talking about how they generate, develop and evaluate original ideas. Ask colleagues to note down instances when these practitioners cooperate with others to generate, develop and gain feedback on their ideas and how they do this.
5. Discuss in small groups the variations between creative practitioners working in different creative contexts and explore how activities for learners could simulate these contexts for cooperative learning and teamwork in creative projects.

6. If possible, ask pairs of teachers from different creative subject areas to present an idea for a new project. This should be in a specific creative context that involves both their individual creative subject areas. The project should depend on effective teamwork.
7. Ask them to share their idea with the whole group and to reflect on their experience in working cooperatively. They should discuss the benefits of this experience.
8. Ask colleagues to reflect on what they have learnt in the session and how they have learnt it. Then ask them to think about how they could apply the same learning process to their learners.
9. Recommend that colleagues use the **CPD activity pro forma** to record and reflect on this activity.

Variations

1. Arrange for colleagues to explore ways of sharing what they have learnt with other colleagues on a VLE. Other colleagues in turn can pick up these ideas and adapt them to suit the needs of their individual learners.
2. Ask colleagues to present individual case studies of instances of successful cooperative learning for generating, developing and evaluating ideas and explain why they worked well.
3. Hand out prompts from the **CPD discussion prompts bank** on generating, developing and evaluating ideas. Ask colleagues to work together to develop the prompts to make them specific to individual creative contexts (for example, generating ideas for a magazine, developing ideas for a mural and evaluating ideas for a new contemporary dance).

Resources

Paper-based resources, for instance, flip chart, sticky notes
Teaching, training and learning approaches guidance notes
CPD activity pro forma
CPD discussion prompts bank

CPD activity 3: Skills for creative life

Introduction

In this activity you will be able to explore ways of embedding literacy, language, numeracy and ICT into creative learning and engaging learners in the process.

Main learning objectives

- To explore the benefits to learners of embedding literacy, language, numeracy and ICT into creative learning.
- To provide you with an opportunity to consider your learners' levels of literacy, language, numeracy and ICT needs in relation to the level of their creative skills.
- To provide you with an opportunity to explore how you can apply active learning approaches in creative sessions to increase learners' motivation to develop their literacy, language, numeracy and ICT skills.
- To explore how and when, with appropriate support, you can embed literacy, language, numeracy and ICT into creative learning.

Guidance notes (for facilitators or Subject Learning Coaches)

You may wish to adapt this activity to use independently. Your Subject Learning Coach will be able to help you with this.

1. Share the objectives of the session with colleagues.
2. Show the **creative practitioner videos** and ask colleagues to identify the literacy, language, numeracy and ICT skills needed by these industry practitioners.
3. Use the **CPD discussion prompts** and the **'Skills for creative life' feedback notes** to open discussion on the need for specific types of literacy, language, numeracy and ICT skills used in different creative areas and the benefits of embedding these in learning.
4. Give colleagues a stimulus from the ideas cards, or from the resource banks of still images, moving images or audio, and ask them to write down a basic idea for a work of art, design or media product or performance (for example, an up-market lifestyle magazine, a jazz ballet for television).
5. Hand out the **'Skills for creative life' teachers' worksheet** for written or electronic completion. Ask colleagues to compare and discuss their views to share good practice.

6. Ask colleagues to discuss and list on a flip chart other activities that could be used to develop or evaluate ideas, and the literacy, language, numeracy and ICT skills needed.
7. Ask colleagues to think about what levels of literacy, language, numeracy and ICT skills would help their own learners to develop and evaluate their ideas, and how they might be able to embed them in learning sessions. Encourage teachers to consider the 'spiky profile' of their learners (for example, excellent verbal skills, basic writing skills, weak numeracy skills, good planning skills, effective media skills).
8. Ask colleagues to reflect on the type of support they will need to embed literacy, language, numeracy and ICT skills into their subject area (for example, help from Skills for Life specialists, ICT resources). They should also consider when they would need this support (for example, at the planning stage, in initial assessment).
9. Ask colleagues to reflect on what they have learnt in the session and how they have learnt it. Then ask them to think about how they could apply the same learning process to their learners.
10. Recommend that colleagues use the **CPD activity pro forma** to record and reflect on this activity.

Variations

1. Ask colleagues to make a set of cards, based on the **'Skills for creative life' teachers' worksheet**, and make this a mix-and-match activity for a group of teachers to help them reflect on ways of embedding literacy, language, numeracy and ICT skills.
2. Ask colleagues, working in groups, to think of an idea for a project that would provide effective opportunities for embedding literacy, language, numeracy and ICT skills and to share their ideas with other groups. Where possible, groups can share these ideas to set up cross-subject projects.

Resources

Paper-based resources, for instance, flip chart, sticky notes
Teaching, training and learning approaches guidance notes
CPD discussion prompts
Ideas cards and image, audio and moving image banks
'Skills for creative life' teachers' worksheet
'Skills for creative life' feedback notes
CPD activity pro forma

CPD activity 4: Creative e-learning

Introduction

In this activity you will have an opportunity to explore and reflect on aspects of the role of e-learning in the creative process and how it can add value to learning.

Main learning objectives

- To enable you to increase your understanding of how e-learning might be used to good effect in creative sessions.
- To explore the benefits of e-learning for individual learners and learners working in groups.
- To provide you with an opportunity to consider which types of e-learning activities could be applied in your own situation and to identify the support you would need to achieve this effectively.
- To encourage you to work with colleagues to promote e-learning in creative sessions.

Guidance notes (for facilitators or Subject Learning Coaches)

You may wish to adapt this activity to use independently. Your Subject Learning Coach will be able to help you with this.

1. Share the objectives of the session with colleagues.
2. Ask colleagues, in pairs, to discuss the role of e-learning for creative sessions, and to write on sticky notes a few of what they consider might be good examples.
3. Combine pairs into groups of four, in which each pair should present and justify, briefly, the findings of their discussions, and suggest three advantages that e-learning might offer to their teaching, training or learning situation.
4. Ask each group to present briefly one of the advantages they have come up with.
5. Hand out the **e-learning feedback notes** you have previously downloaded from the CD-ROM and printed. Give colleagues time to read the notes, pointing out that they are examples and that they could come up with more, or disagree with them.
6. Then let the groups discuss the feedback notes in the context of applying at least two of the examples to their own Creative and media experiences, and adding what they see as benefits of using e-learning in these situations.

7. After 15 minutes, ask each group to present their findings in brief.
8. If time permits, and colleagues have appropriate levels of e-learning competence, extend the discussion to examine what might be required in terms of personalisable e-learning materials and what would be needed to create these. Only do this if you are comfortable with providing possible ways forward.
9. Ask colleagues to reflect on the type of support they will need to embed e-learning into their subject area. They should also consider when they would need this support (for example, at the planning stage, in initial assessment).
10. Ask colleagues to reflect on what they have learnt in the session and how they have learnt it. Then ask them to think about how they could apply the same learning process to their learners.
11. Recommend that colleagues use the **CPD activity pro forma** to record and reflect on this activity.

Variations

1. If participants are confident in doing this, ask them, in groups of four, to write a session plan in which e-learning takes a major role, and to present this to the whole group for discussion.
2. If time is limited, consider creating a 'diamond nine' grid and small cards based on the list of benefits of e-learning, and asking colleagues put what they think are the most effective potential benefits in rank order. Remember that there are no right answers. The results will be helpful in identifying where colleagues are coming from and what future CPD activity related to e-learning might be needed.

Resources

Paper-based resources, for instance, flip chart, sticky notes
Teaching, training and learning approaches guidance notes
E-learning feedback notes
CPD activity pro forma



Section C – Exemplar learner activities

Introduction

In the following exemplar learner activities, you will be using a range of stimulating materials and lively activities to support learners in developing their skills for generating ideas in a motivating and exhilarating way. This will promote experiential and cooperative learning. The activities will also offer opportunities for embedding literacy, language, numeracy and ICT skills, differentiation and assessment for learning.

“The wide range of activities allow learners independence and to be creative with their work.”

The Grimsby Institute of Further and Higher Education

“The resources enabled conversations between learners, which they wouldn’t have had.”

Brighton, Hove and Sussex Sixth Form College.

Learner activity 1: Journey into the unknown

Main learning objectives

- To encourage and develop your learners' individual creativity and confidence in expressing and presenting their ideas.
- To introduce, stimulate and foster the development of different ways of creative thinking in your learners.
- To provide your learners with good opportunities for experiential learning and cooperative learning.
- To stimulate and develop learners' thinking approaches and ideas generation for projects and assignments.

Guidance notes for teachers

In advance of the learning session, look at the prompts on the back of the ideas cards for appropriate starting points for the activity. You will need to make sure that the level is suitable for your learners and adapt the prompts if need be.

1. Share the learning objectives with learners.
2. Divide your learners into teams, explaining that team working mirrors what happens in the creative industries. Think carefully about the composition of the groups and how you can maximise the benefits of cooperative learning.
3. Initially, give each team one **ideas card**, or another visual or audio stimulus from the resource banks on the CD-ROM, to stimulate their thinking processes and ideas generation for a scenario or project. Suggest that they look at the prompts on the back of the card to help them. If necessary, provide learners with a specific prompt or ask them to devise their own.
4. Ask teams to come up with as many exciting ideas as possible for a project or study in their field. Reassure your learners that there is no right or wrong answer and that they should be as adventurous as they can at this early stage in the development of their work. Encourage them to explore the unusual and take a journey into the unknown!
5. If your learners have access to computers in the classroom, encourage them to think about how they can use the Internet to good effect for research. Also ask them to think about how they can evaluate the information they find, in terms of bias and accuracy.
6. Ask groups to discuss the outcomes of their discussions and to refine and develop the most promising and original ideas further. Ask learners to justify their choices, to promote deeper learning.

7. Provide learners with a further selection of the cards, video clips and audio clips for further ideas generation for independent study (for example, sketch book work, performance and media productions).
8. Using an appropriately adapted version of the sample industry brief, ask learners to use the stimuli to generate suitable ideas within an industrial context.
9. If appropriate, ask learners to discuss and complete the adapted industry brief as part of a new project or assignment.
10. Ask learners to reflect on how successful this learning session has been and think about how it will help them to progress along their creative journey.

Variations

1. Select, combine and adapt other images and sounds from the resource bank to stimulate your learners for a specific context.
2. Using the resource banks, produce your own adapted versions of cards and questions to stimulate learners.
3. Set a challenge, using one image, moving image or audio clip for the whole group, asking learners to come up with as many ideas as possible in a limited time. Consider combining two or three resource elements for learners who enjoy the approach. Ask learners to present their ideas by means of an electronic presentation, using the presentation skills template and guidance.
4. Ask learners undertaking a project to select and explore traditional and non-traditional materials and processes as part of their initial ideas generation.
5. Ask learners to refine and develop in depth selected ideas linked to a particular brief or project, checking that they are meeting the requirements of the brief.
6. Ask learners in small groups or pairs to select their own images from any source and, where levels of competence allow, to write a series of discussion prompts for another group to use.

Main assessment opportunities

- Ability to research, explore and develop core creative skills and original ideas in the subject area.
- Ability to express and present ideas effectively to others.
- Peer assessment and self-assessment.

Resources

Ideas cards
Moving image, still image and audio banks
Presentation skills template
Sample industry briefs and pro formas
Sample session plan template



Learner activity 2: Professional ideas

Main learning objectives

- To provide learners with strategies for generating, developing and evaluating ideas.
- To encourage learners to recognise the value of cooperative as well as individual work when creating effective ideas.
- To encourage and develop learners' individual creativity and confidence in expressing and presenting their ideas.
- To provide learners with good opportunities for experiential learning.
- To stimulate and develop thinking approaches and ideas generation for projects and assignments.

Guidance notes for teachers

1. Share the learning objectives with learners.
2. Show learners the **creative practitioner videos** and ask them to reflect on how these practitioners generate, develop and evaluate ideas. Is it the same for all practitioners? How does it compare with their own experience?
3. Ask learners, in pairs or small groups, to interview each other to find out how all the different individuals generate their own ideas.
4. Either select clips related to your specific creative area, or show the clips from all areas (media, performing arts and art and design) in order to demonstrate links between them.
5. Use the **learner discussion prompts** on the CD-ROM to encourage learners to comment on what they have observed and to draw on their own knowledge and experience or demonstrate existing skills. Raise learners' awareness of the importance of ideas creation for their futures within creative workplaces and environments.
6. Give learners the generic **learner feedback notes** to support their discussion and reflection. You can adapt the notes to focus on a specific area and perhaps give examples from that area relating to each point.
7. Give learners activities from the **learner mini-activities bank** to help them to explore the different aspects of ideas generation, development and evaluation and to produce, develop and evaluate their own ideas. Include one team activity, one personalised activity and one challenging activity. These activities will develop individual and group explorations, reflections and presentation skills.
8. Ask learners to reflect individually and in a group on how the session has helped them to improve their creativity and on the effectiveness of the learning strategies for them.



Variations

1. You may wish to adapt the discussion prompts, feedback notes and activities to reflect the specific needs of a group of learners or their specialist subject area.
2. You can use the ideas cards or the banks of images and sounds as stimuli for learner mini-activities.

Main assessment opportunities

- Ability to develop core creative skills and original ideas in the subject area.
- Ability to express and present ideas effectively to others.
- Peer assessment and self-assessment.

Resources

Creative practitioner videos
Learner discussion prompts bank
Learner feedback notes
Learner mini-activities bank

Learner activity 3: What's the idea?

Main learning objectives

- To encourage learners to initiate ideas.
- To challenge learners to use their creativity in an industrial context and within constraints.
- To encourage learners to recognise the value of cooperative as well as individual working when creating effective ideas.
- To provide your learners with good opportunities for experiential learning.
- To stimulate and develop thinking approaches and ideas generation for projects and assignments.

Guidance notes for teachers

1. Share the learning objectives with learners.
2. Explain to learners that they are to form a design, media or performing arts company or organisation. The first thing they need to do is to come up with a name for the company or organisation. Ask learners to work in pairs.
3. Give each pair of learners an **ideas card** as a stimulus. For example, one pair of learners could be shown the picture of a bird in flight.
4. Ask the learners to write down any words that spring to mind (for example, flight, upwards movement, the natural world, wings).
5. Ask the learners to use these words to come up with the name of their own company or organisation (for example, High Flying Performers Ltd, Winged Imagination Productions, Natural World magazines).
6. Give the learners 8 minutes to come up with names (not just one) for companies or organisations. They must write each name on a separate sticky note and place it on the wall.
7. Ask learners to vote for what they think is the most effective name and give their reasons.

Variations

1. Give learners a moving image or sound from the resource banks as a stimulus, or suggest that they find their own, for finding a new name for a company or organisation.
2. Ask learners to develop a logo, slogan or mission statement to accompany the name of the company or organisation.

Main assessment opportunities

- Ability to develop core creative skills and original ideas in the subject area.
- Ability to work cooperatively.
- Ability to meet a challenge.
- Peer assessment and self-assessment

Resources

Ideas cards

Moving image, still image and audio banks



Learner activity 4: The ideas challenge

Main learning objectives

- To encourage learners to develop original ideas.
- To challenge learners to use their creativity for a defined purpose within constraints.
- To stimulate and develop thinking approaches and ideas generation for projects and assignments.
- To provide learners with good opportunities for experiential learning and cooperative learning.
- To practise electronic presentation skills.
- To develop confidence in communicating orally and in writing in formal situations.

Guidance notes for teachers

1. Share the learning objectives with learners.
2. Give learners an industry brief for a product, performance, design or work of art. This may come from a client outside the site, or you can use or adapt an industry brief from this resource, or create your own.
3. Ask learners, in small groups, to come up with an idea and develop it to the stage where it can be presented to a panel of judges who will decide which idea they would choose to invest in. The panel could be other teachers or industry practitioners.
4. Tell learners that they need not take their ideas through to the production or final performance stage, although, when presenting their ideas, they may choose to show a sample, prototype, storyboard or montage of their work.
5. Give learners a date when they must be ready to present their work to the judging panel, who will consider the quality of the ideas and the ideas process.
6. Ask learners to be prepared to give explanations of their roles in developing the idea and of how they organised their time.
7. Ask learners to be prepared to answer questions about whether they kept to parameters relating to time and budget that were set within the brief.
8. Inform learners that they will be expected to suggest improvements to their idea to the judging panel.
9. Give learners the opportunity to develop their presentation and communication skills and to practise their presentation. They can make use of the electronic presentation skills template and guidance notes from the resource.

10. Run a trial presentation session where learners present their ideas to their peer group and gain feedback about both the ideas and the effectiveness of their communication skills.
11. Ask learners to organise the 'Ideas challenge' event: for example, send out invitation letters to judging panel members, negotiate between groups who will present first, arrange seating in the room, book equipment.
12. Arrange for the event to be recorded on video so that learners will be able to reflect on their presentation, identify areas for improvement and plan how to improve.
13. Make sure that the judging panel are aware of the criteria by which to judge the presentations (that is, creative ideas, effective communication of those ideas).
14. Hold a plenary session in which learners reflect on the judging panel's decision, what they have learnt from the experience and how they will use this for future work.

Variations

1. Ask learners to research and find a market for their ideas.
2. Ask learners to take their ideas into production or to a final performance stage.
3. Arrange for your learners to work in collaboration with teams from other subject areas (for example, media learners with performing arts learners) to come up with ideas.
4. Ask learners at an appropriate level of competence to look at how they would create a website to promote their ideas.

Main assessment opportunities

- Ability to develop core creative skills and original ideas in the subject area.
- Ability to work collaboratively.
- Ability to meet a challenge.
- Peer assessment.
- Literacy, language, numeracy, and ICT skills.

Resources

Industry brief
Ideas cards
Moving image, still image and audio banks
Presentation skills template and guidance notes

Learner activity 5: The reality check

Main learning objectives

- To encourage learners to evaluate ideas.
- To introduce learners to ways of working within industry constraints.
- To develop numeracy skills.
- To develop problem solving skills.
- To provide your learners with good opportunities for experiential learning and cooperative learning.

Guidance notes for teachers

1. Share the learning objectives with learners.
2. Give learners an **Industry brief** or a developed or well-defined idea for a new product, performance, design or work of art. This could be a professional practitioner's idea, another learner's piece of work, or their own.
3. Play the role of a client or producer who wants the idea to be taken into commercial production.
4. Set the learners two parameters (for example, a budget and a timescale suitable for a commercial product). One of these should be realistic, the other not (for example, a completion date of six months and £20 for new designs for a company website).
5. Ask learners, in pairs, to estimate a budget showing that they have taken into account a range of aspects (for example, materials, overheads, labour costs, marketing, distribution).
6. Ask the learners to prepare a rough schedule that should build in aspects such as length of the working day, key dates such as bank holidays, staff illness and other work that might be going on.
7. Ask the learners to report back to you if they think that they would need more money or more time.
8. Negotiate new budgets or deadlines with the learners and ask them to report back to you on how this will affect the final product or performance

Variations

1. Give learners different constraints (for example, a niche target audience, limited human resources).
2. Ask learners to prepare estimates using a spreadsheet.
3. Organise learners to take it in turns to play the part of the client.

Main assessment opportunities

- Ability to develop core creative skills and original ideas in the subject area.
- Ability to work collaboratively.
- Ability to meet a challenge.
- Ability to handle numerical data.
- Ability to solve problems.
- Peer assessment and self-assessment.

Resources

Industry brief



What next?

When you have tried out the exemplar activities in this resource, think about the following questions, with your colleagues and/or your Subject Learning Coach, to help improve your practice further.

1. How successful were the CPD activities and learner activities in terms of the progression and achievement of colleagues and learners, and why was that?
2. On reflection, were there any steps you could have taken to make the activities more effective?
3. What changes have you made to your teaching, training and learning approaches that have been effective in improving learning?
4. What positive impact have these changes had on learning?
5. What further changes could you make to improve learning?

And then:

6. What additional activities will you develop, based on these approaches, and what resources and support will you need?
7. How will you evaluate the activities you are developing?

You can use the reflections above to support your CPD learning and contribute towards your 30 hour (or pro rata) requirement.

Finally anticipate that this resource will:

- be of value in developing your own practice
- provide helpful and stimulating CPD for other colleagues
- support your learners.

We also hope that using the resource will encourage you to:

- seek nomination as a Creative and media Subject Learning Coach and thus contribute to a national programme to improve teaching, training and learning.
- attend one of the regional Creative and media network meetings in November 2007 to learn more about this resource and the National Teaching and Learning Change Programme.

You can also look forward to the national dissemination of the full set of exciting and dynamic Creative and media resources in summer 2008.