

An abstract geometric pattern on the left side of the image, featuring overlapping lines and shapes in shades of blue, pink, yellow, and green, creating a complex, interconnected design.

Creativity and Wellbeing

**Empowering learners to thrive in a
complex and fast changing world**

**A Partnership event from Scotland's
Creative Learning Plan Partners and
the National Creative Learning Network**

#creativechange

Welcome

Please introduce yourself in the chat panel

Accessibility

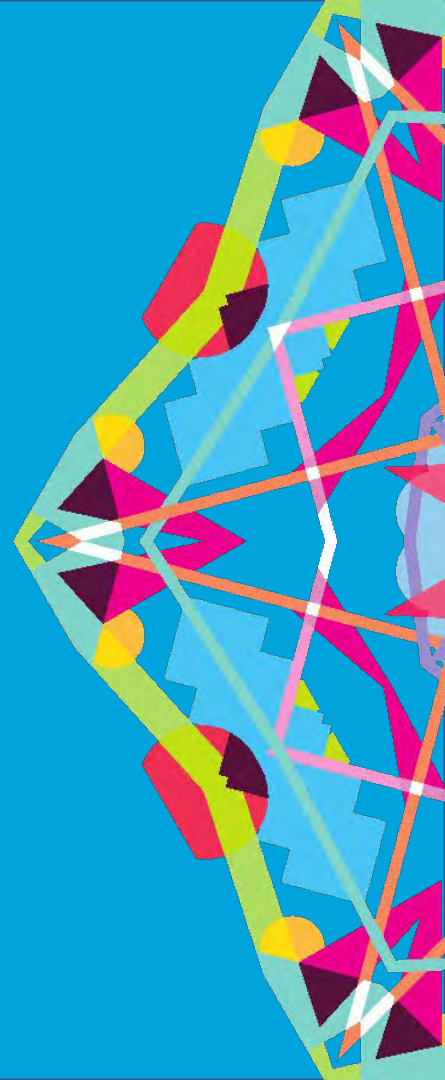
- Turn on live captions and choose language

Reminder for attendees

- Turn off your camera during presentations
- Mute your microphone unless you are speaking
- Post comments, questions and thoughts in the chat pane

Resources you may find helpful

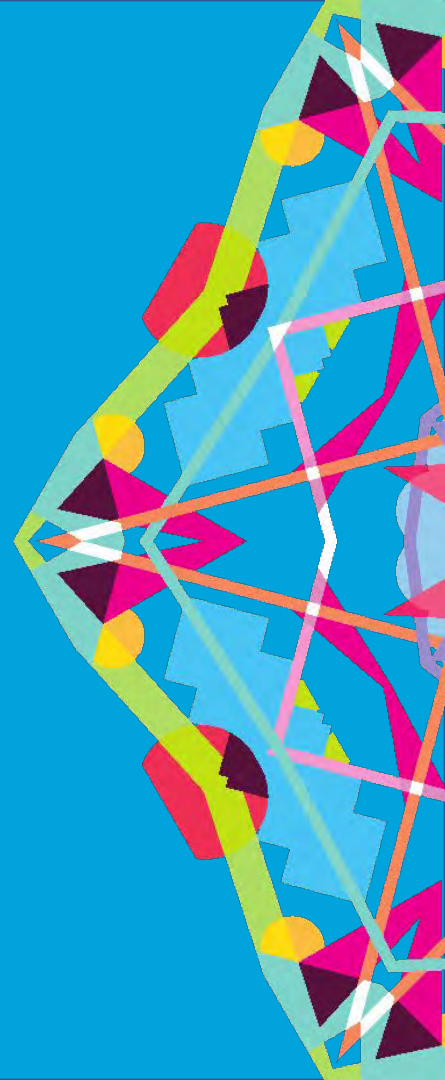
- A note pad or device to record your thoughts
- Access to a mobile device could be useful



Reimagining Wellbeing in our schools

Create a new wellness area in your school.

What does it look like and how would you activate the area?





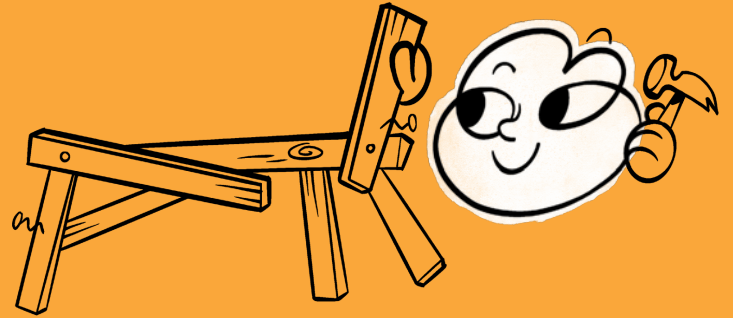
Placing creativity at the heart of education

@be_daydream

daydreambelievers.co.uk



Meet the Makers!



Do Not Disturb





Email Apnea is the **'temporary cessation of breath when we're in front of a screen, especially when texting or doing email.**

This chronic breath-holding puts us in a state of fight or flight, affecting emotions, physiology, and attention. '

The background of the image is a vibrant blue sky filled with soft, white, puffy clouds. A bright sunburst or lens flare effect emanates from the center, creating a sense of light and openness. The overall mood is peaceful and airy.

Breathing space

Transform a scribble

Turning ordinary into extraordinary

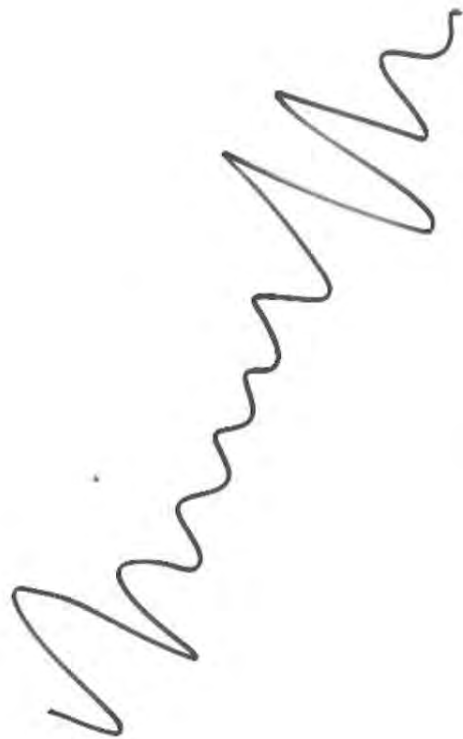
Welcome to the world of your imagination!
An important part of creativity is being able
to see things differently from normal.

The aim of this lesson is to get you to transform simple
scribbles into other things.



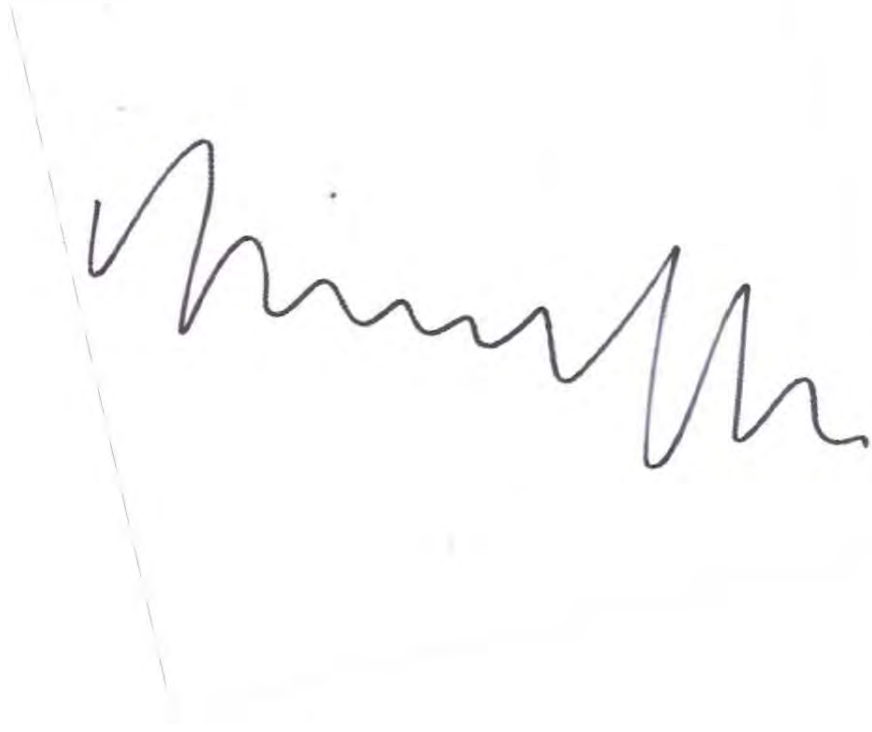
Just a scribble?

You will be given a scribble.
Stare at it.
Stare at it for longer.



Turn it around...

What do you see?



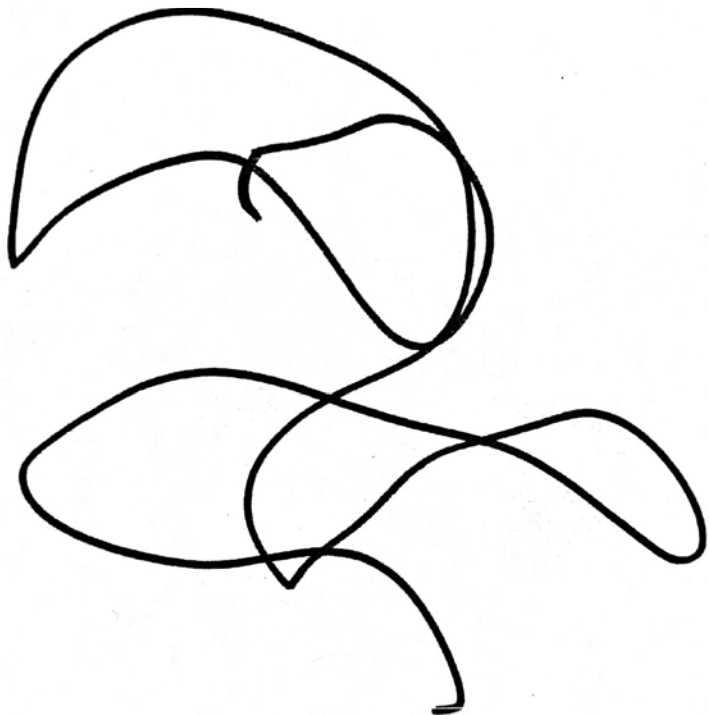
The sea?

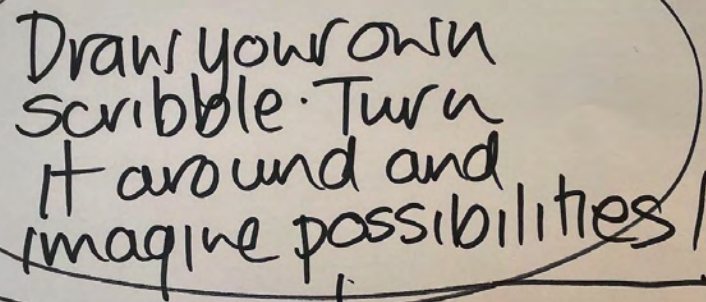


A face?




Drummond High School

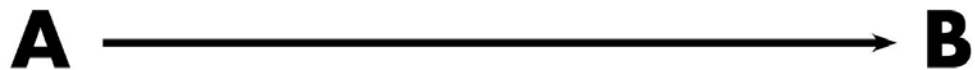




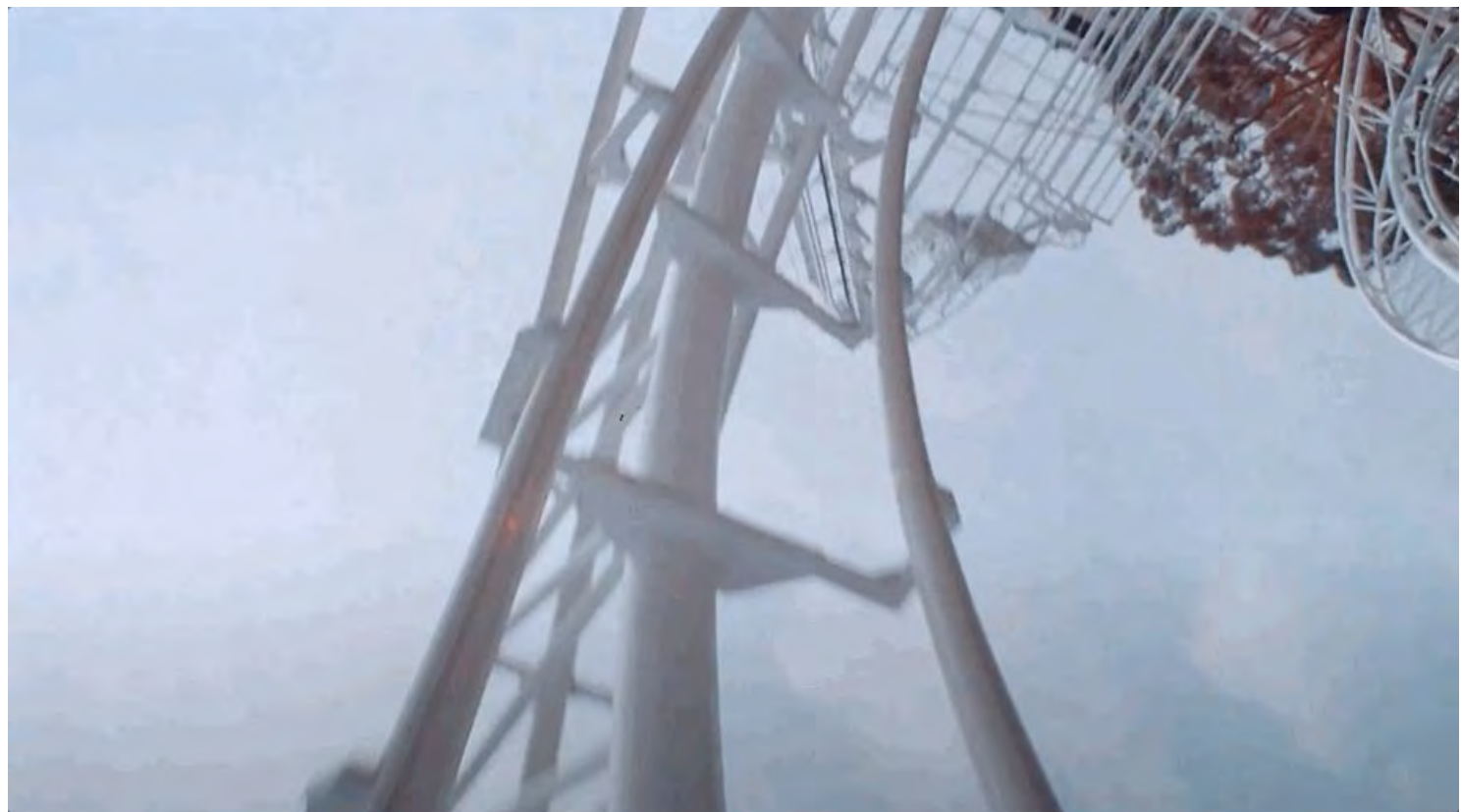
Draw your own
scribble. Turn
it around and
imagine possibilities!



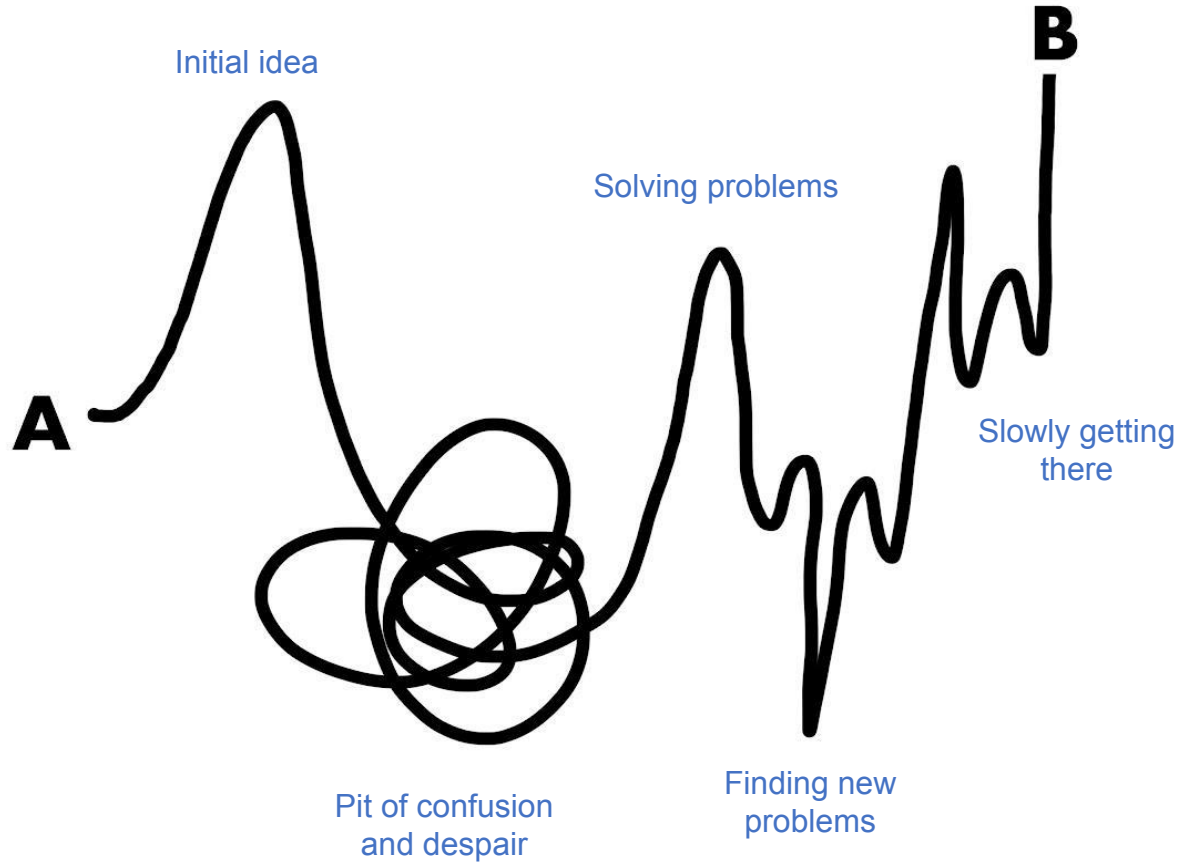
take this
line for a
walk



Smooth logical thought process



Creative Bravery



CREATIVE BRAVERY IS
TAKING RISKS. PAYING
ATTENTION, COLLABORATION,
EMBRACING THE UNCOMFORTABLE,
MAKING IT UP AS YOU GO,
CREATING DESPITE FEAR.
LOOKING TO THE FUTURE.

“Our mission is to train our students to proliferate options, go different distances from the hive and tolerate the anxiety of not knowing the outcome.”

The Runaway Species - David Eagleman

Supporting our young
people to become
fearless agents of their
own destinies.





Created by [D&AD](#)

Creative Bravery

In this series of lessons, pupils will learn how to push their ideas and come up with brave solutions to modern-day problems. Through examples of award-winning creative campaigns and helpful tutorials from our partners, the students will gain an understanding of what it takes to be creatively brave and how to develop their thinking to come up with original ideas that can change our human behaviour for the better.

Target age	Duration	Lessons
14-16	5h	5



Our Believers

(aka the partners)



acrylicize



V/HITESPACE



{UNIONDIRECT}

emperor



StudioLR



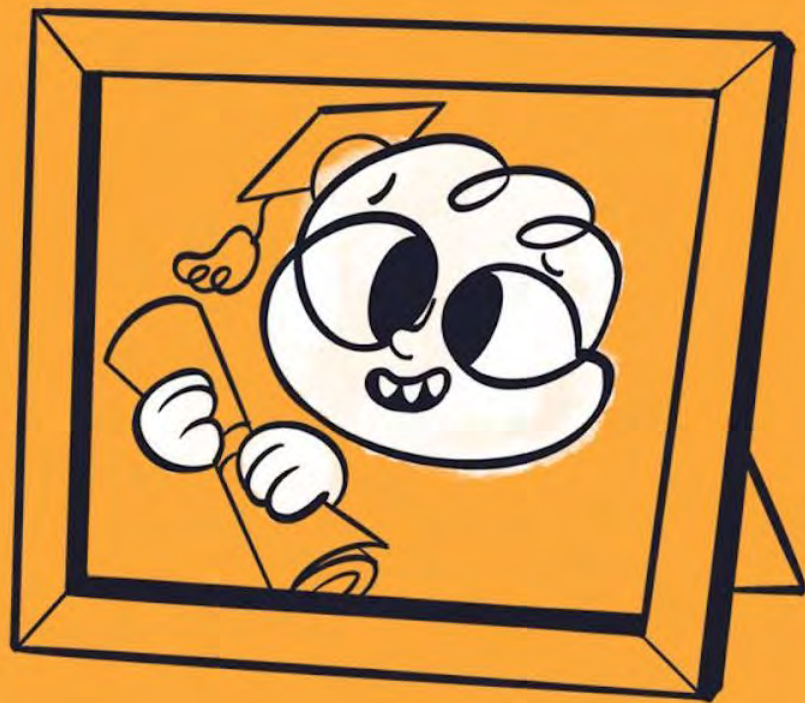
THE UNIVERSITY of EDINBURGH
Edinburgh College of Art



THE GLASGOW
SCHOOL OF ART



**Now you can teach
and receive a
qualification in
creative thinking**



Level 5 & 6
Creative Thinking
24 SCQF and INSIGHT points
Credit rated by Edinburgh Napier University
Moderated by Edinburgh College



Research

Learn to find information to explore a problem. Demonstrate use of two or more research methods and be able to draw conclusions from the outcomes.



Conceptualise

Propose imaginative and creative concepts, which demonstrate understanding of the research outcomes.



Fail & Fix

Test and improve initial ideas. Compare, contrast and develop solutions to deal with a problem, situation, or issue.



Communicate

Independently select and use appropriate media to clearly and creatively communicate ideas and potential solutions.



Evaluate

Demonstrate creative bravery in the evaluation of independent work and show awareness of roles and potential for improvement in own practices and performance.

Level 5 Creative Thinking

Programme Intended Learning Outcomes (LO)

On completion of the Level 5 Creative Thinking Qualification, learners will be able to:



LO1. Use secondary research to explore a problem.

Demonstrate use of two or more research methods and be able to draw conclusions from the outcomes.



LO2. Propose creative ideas based upon the research conducted.

Propose imaginative and creative concepts, which demonstrate understanding of the research outcomes.



LO3. Test and improve initial ideas.

Compare, contrast and develop solutions to deal with a problem, situation, or issue.



LO4. Clearly and creatively communicate ideas and expected outcomes.

Independently select and use appropriate media to communicate ideas and potential solutions.



LO5. Demonstrate creative bravery in the evaluation of independent work.

Demonstrate an awareness of roles and potential for improvement in own practices and performance.

STAMP iT

Research

Be People Centred
Draw conclusions
from primary and
secondary sources

Evaluation

Working with pride
and professionalism,
analyse your work and
work of others.

Concepts

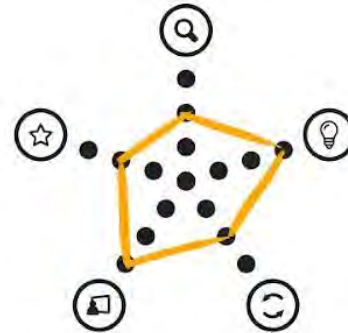
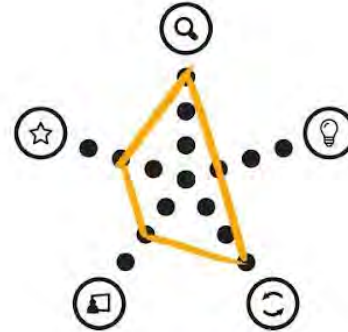
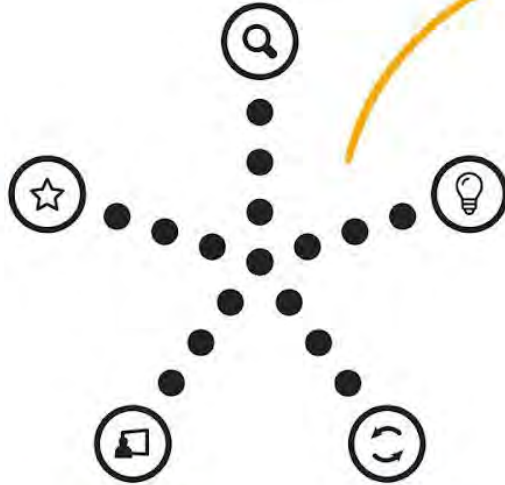
Collaborate & Co-create.
Generate and communicate
a range of original ideas
which respond to research.

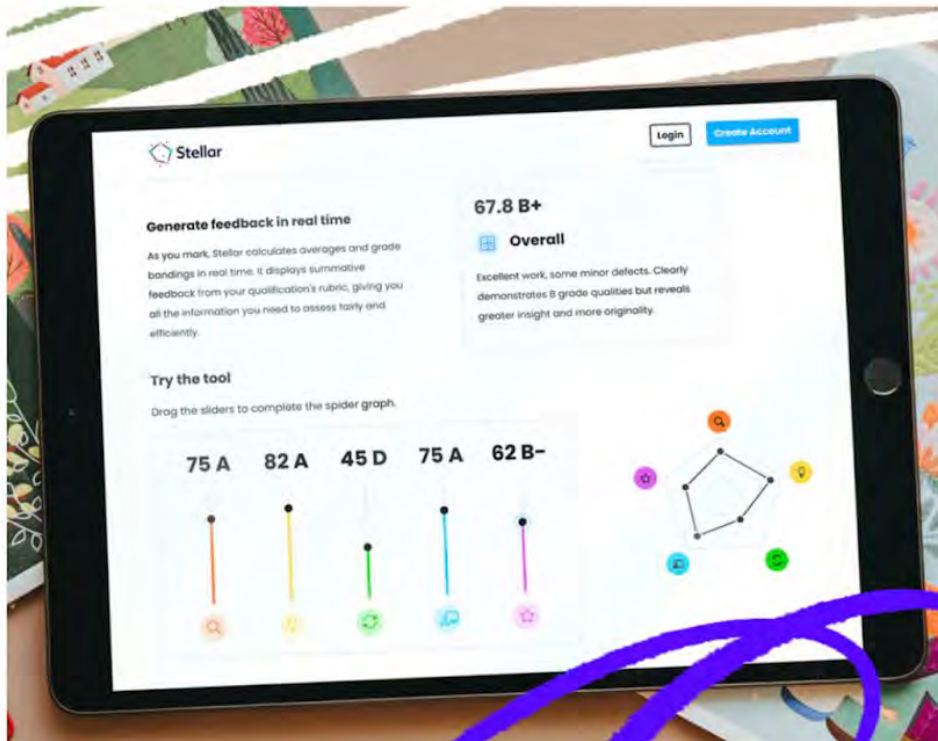
Communicate

Visually & Inclusively.
Communicate your
ideas effectively using
appropriate media.

Fail & Fix

Iterate, Iterate, Iterate.
Put ideas to the test by
putting them into practice
and making mistakes.



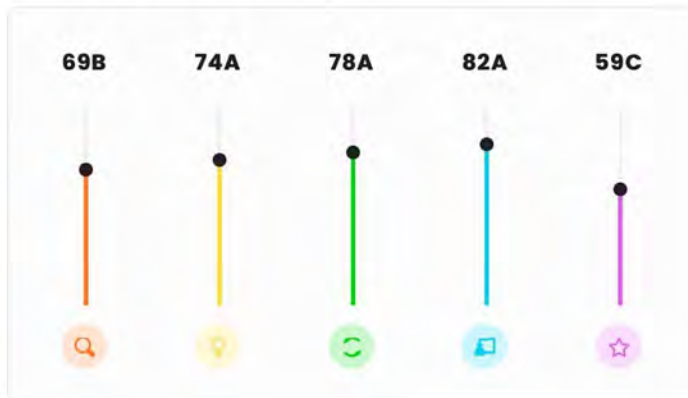


Stellar App

Summative assessment should be simple, transparent and quick. We developed the Stellar assessment app to automate summative feedback and ensure that marking is fair and constructively aligned to learning outcomes. Best of all, it can reduce the marking time by half!

Register Now

CIRCULAR BRAND LEVEL6



72 A

Overall

Achieved in full to the highest standards with comprehensive acquisition and demonstrating a complete and profitable learning experience.

Research

Evidence of identification and clarification of information from a range of sources. Shows comparison and categorisation of ideas in global contexts.

78 A

Fail & Fix

Evidence of scrutiny and testing of ideas and modification of conclusions and actions in appropriate contexts

59 C

Reflect

Evidence of awareness of thinking strategies used and shows implementation of information from previous experience to inform new ideas.

Concepts

Evidence of generation of a variety of unique ideas, creation and combination of new possibilities and alternative solutions which challenge current approaches.

82 A

Communicate

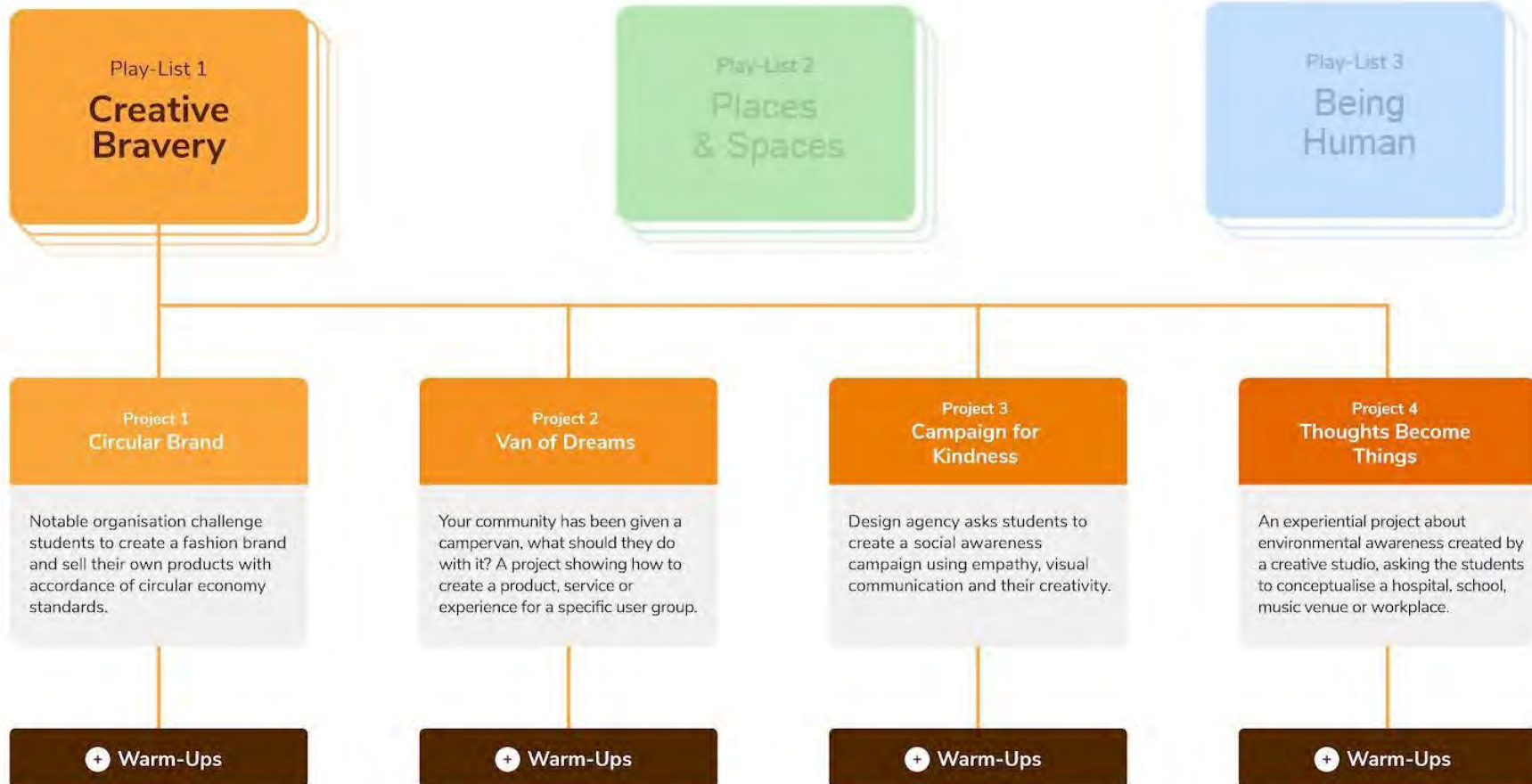
Shows proficiency in the execution of the finished work. Eloquent, well prepared and appropriate presentation, storytelling and/or communication.

Additional Feedback

You can add customised project feedback for the student here.

Additional Feedback

Internal Feedback Here



Playlist 01

Creative Bravery



Playlist 1

Creative Bravery

Created in collaboration with Ellen MacArthur Foundation, Studio LR, Acrylicize and Edinburgh Napier University, learners are encouraged to think differently, break the rules, fail, collaborate and generate creative, innovative solutions and ideas. These resources can support creative thinking across the curriculum and helps to remind ourselves of what makes us uniquely human, creative and brave!

It's in your toolkit

Projects included

Circular Brand
Thoughts Become Things
Van of Dreams
Campaign for Kindness

Warm-ups included

Redesign Jeans
Something from nothing
Introduction to Branding
Question your teaspoons
Things mean things
Push your ideas

Qualification in Creative Thinking



Circular Brand

Rethink how we use precious materials and work towards creating your own circular fashion brand.





Edinburgh Napier
UNIVERSITY

Van of Dreams

Create an interactive and mobile space for your chosen community to engage with.



Created by *StudioLR*



Campaign for Kindness

Part 1: Introduction



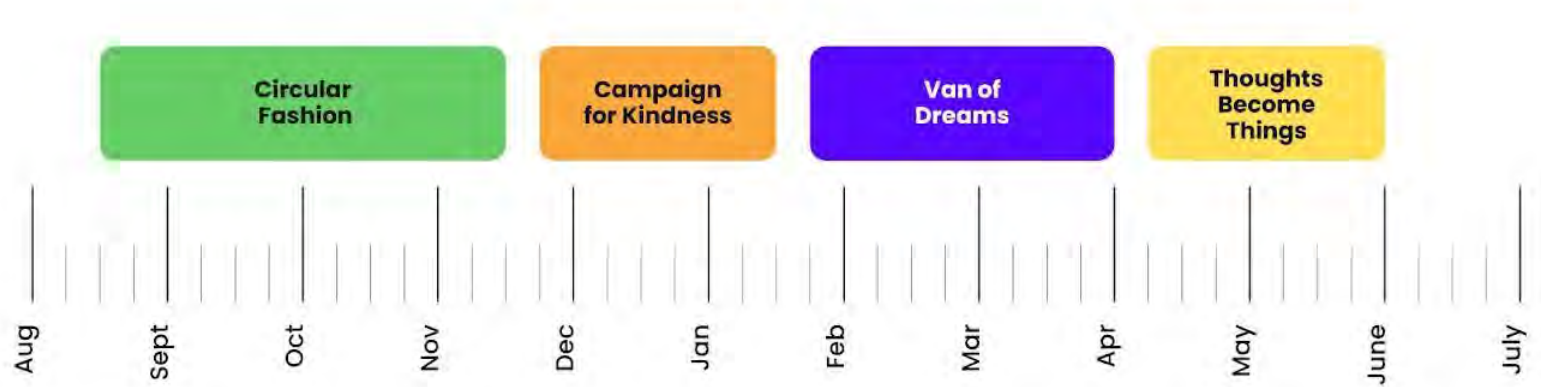
Thoughts Become Things

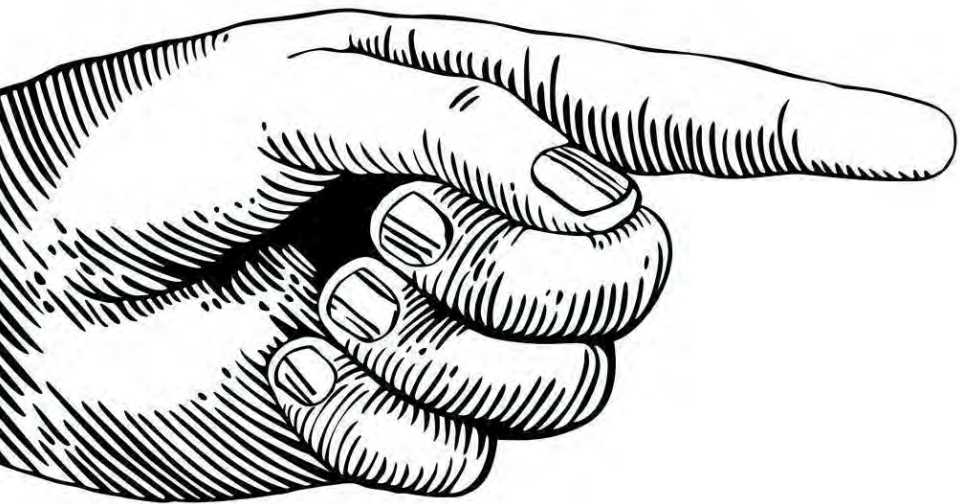
An Introduction to Experiential Design



Creative Bravery Playlist

Timeline Examples





Our pilot schools 2021/2022

Stirling High

Tynecastle High

Banff Academy

St Andrews Secondary (Glasgow)

Perth Grammar

St Modans High School (Fife)

Holyrood High School (Edinburgh)

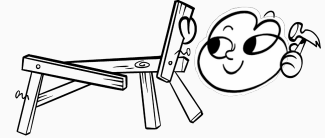
Grangemouth High School

Drummond High School

Buckie High School

Playlist 2 Places and Spaces

Launching May 2022



Challenge 1: Rethink

Rethink the assembly hall as a wellbeing space- what would it look like and how would you activate it?

Partners - Acrylicize

Challenge 2: Reimagine

Reimagine a theme park inspired by the ecosystem of a forest.

Partners - Ellen
MacArthur Foundation

Challenge 3: Recreate

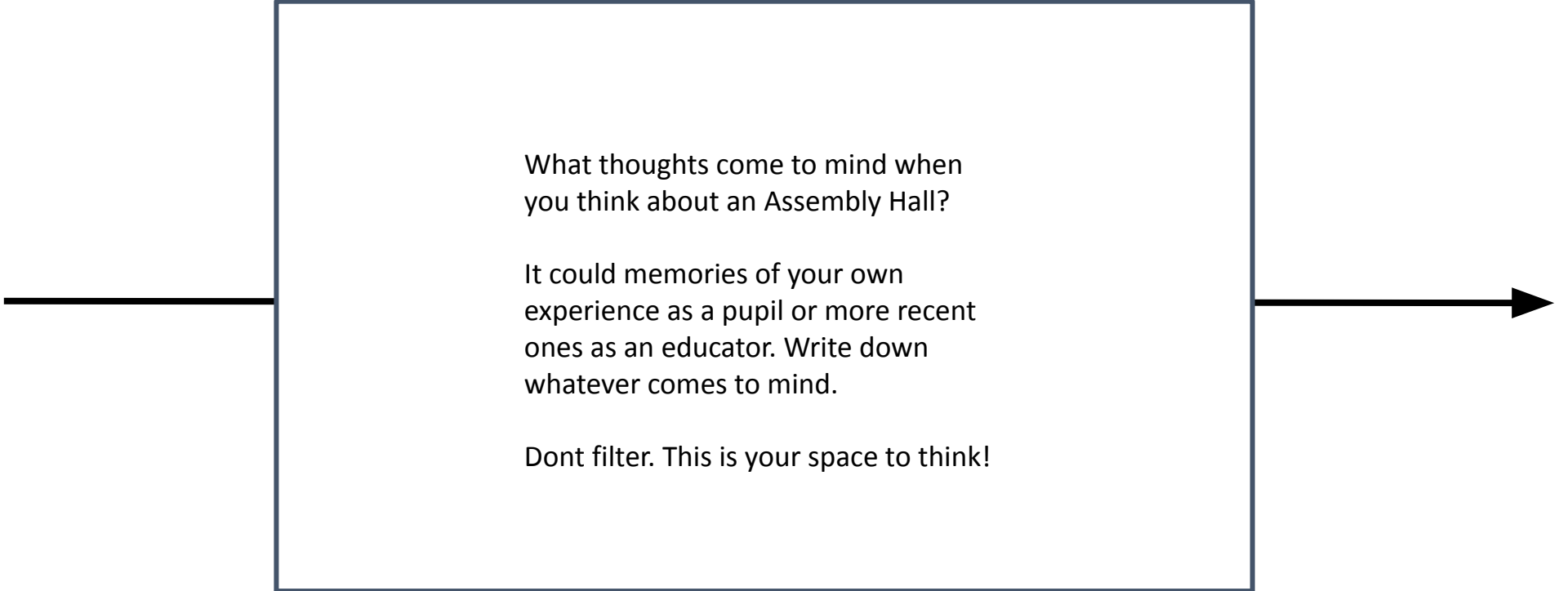
Recreate a space where business, community and nature can flourish

Partners - LEGO



Assembly Hall

Wellness
Resilience



What thoughts come to mind when
you think about an Assembly Hall?

It could memories of your own
experience as a pupil or more recent
ones as an educator. Write down
whatever comes to mind.

Dont filter. This is your space to think!

A state of Being

Made with a curious mind

Brief



Helena Good 5d



There are a series of visuals that Lucy has supplied- I havent attached them all but we have them.



Rate



Add comment



Helena Good 5d

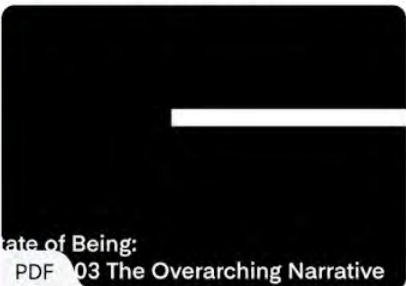
Research



Helena Good 5d

Edit

Overarching narrative



03_TheOverarchingNarrative_Brief



Rate



Add comment



Helena Good 5d

Understanding wellness



Conceptualise



Helena Good 5d

Idea generation



01_IdeaGeneration_Brief



Rate



Add comment



Helena Good 5d

Sketch brief



Case Studies



Helena Good 4d



Submotion_CaseStudy_22



Rate



Add comment



Helena Good 5d

The Manchester Lamps





Activate

Campaign for Kindness

Part 1: Introduction





What people do you think deserve more kindness??

Write down as many people as you can
who you think deserve more kindness from
society. Once you've got your list, pick one
person, or group of people to build your
campaign around.

RESEARCH

Introverted - of, denoting, or typical of an introvert

Introvert - a shy, reticent person.

DICTIONARY DEFINITION

PSYCHOLOGY DEFINITION

INTROVERT - A person predominantly concerned with their own thoughts and feelings, rather than with external things.

[google definitions]
source

Different to Extroverts?

Introverts

- enjoy spending time alone
- thinking before speaking and acting
- can be seen as more reserved
- prefers working independently
- not necessarily shy
- can get distracted by any small social actions
- stereotypically considered to be good at focusing

Extroverts

- gains energy in social situations
- makes quick decisions
- spontaneous
- can be seen as outgoing and enthusiastic
- thrives in team-orientated work setting
- not necessarily successful
- stereotypically considered as people that have very hard time focusing on tasks and can be distracted very easily.

[google images for "introverts"]
source

"Introversion is different from being shy. Shyness is about fears of social judgement. Introversion is more about how you respond to a stimulation, including social stimulation. So extroverts really crave large amounts of stimulation, whereas introverts feel at their most alive, switched on and the most capable when they're in quieter, more low-key environments" - Susan Cain

"Most important institutions, schools and workplaces are design for extroverts"

"Kids used to sit alone, but now they're put at tables together"

"Ideal student is considered to be Extroverted"

"Introverted people are often seen as loners"

"There's no pure introverts or extroverts"

"Most good, successful, e.g. Dr. Seuss, Darwin, often were introverted"

"People naturally listen/follow to those who are the most charismatic in the room, but the ability to speak and good ideas have zero correlation."

SUSAN CAIN TED TALK

INTROVERTS

And Why?

AND MOORE RESEARCH...

	Introvert	Ambiverts Mix	Extrovert
CT			
CLASS SURVEY	<p>'likes to be alone and with people'</p> <p>'like people but tend to avoid them'</p> <p>'feel good when alone'</p> <p>depends who with</p> <p>alone</p> <p>'hate people'</p> <p>'I just don't like' 'energy from being alone'</p> <p>'get energy from others'</p>	<p>'don't know'</p> <p>'mental issues' x2</p> <p>'depends how feelings' x2</p> <p>'sociable but need time alone to recharge'</p> <p>'big around small & reverse'</p> <p>'communication doesn't scan'</p> <p>'enjoy own company'</p> <p>'depends on the mood'</p>	<p>'depend on the people'</p>

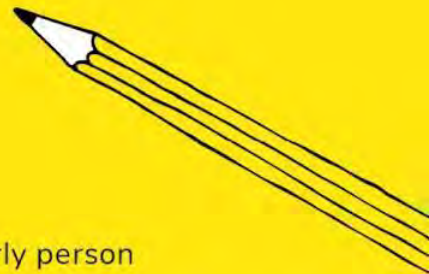
Introverts + Extroverts
joca.ca
source

50% of people
around the world
prefer introversion

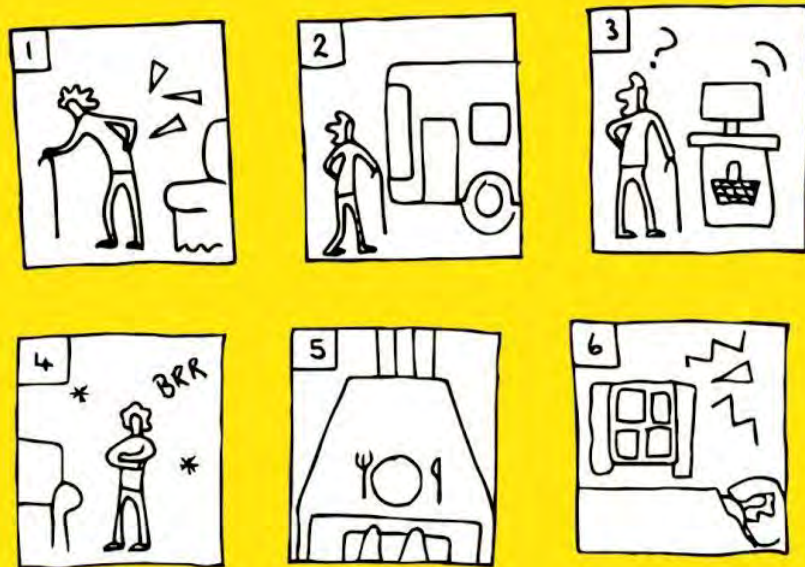
Part 2: Activity

A day in the life storyboard

- Think about your chosen person's day from morning to night and draw 6-12 frames which show difficult parts of their day.
- Draw each scene with simple stickmen and use annotations to explain the scene.



A day in the life of an elderly person



Fail and Fix



LAYOUT & IMAGERY



Communication

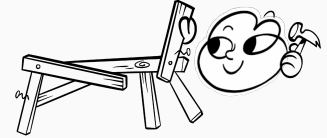






Playlist 2 Places and Spaces

Launching May 2022



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MacArthur Foundation

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Recreate a space where business, community and nature can flourish

Partners - LEGO

Create
Design
Build
Inhabit



Helena Good + 10 2d

Forestopia

Made with magic

Project Overview



Emil Blum 28d

Forestopia Outline / Structure

→ Short expansion from the intro about facts & figures related to hidden pollution/energy, consumption and the overstimulation of traditional amusement parks (and maybe city similar entertainment facilities).
 * Explores the subject but doesn't get into the good alternatives
 * An interview with Tony the Theme Park designer

WARMUP ACTIVITY - Explore the Definition
 Students are given or find the definition of Amusement Park / Theme Park and are to underline five key features / key points that define what a theme park is. Then they play "What if it didn't..." to explore how the park could change if it didn't include the specific characteristic (e.g. "What if it didn't have rides?")

→ Introduce the benefits of being in nature and how that can create a calming and pleasurable experience for the body and the mind.
 * Introduce Simon Sinek's Golden Rule / Forest Bathing
 * Signs of healthy forests
 * Forest Bathing: what is it?

google docs are found in forests? Look at macro and micro POW
 in a Forest: Forest can't be used to think

Forestopia challenge outline / key sections

1

0

Add comment

Anonymous 2mo

Rough structure for Research

Nature / Forest



IonaJost 1mo



It's Tough to Be a Bug Complete Show
 Wide Angle 4K Disney's Animal Kingdom
 2021 06 08

It's Tough to Be a Bug at Disney's Animal Kingdom is a great reference for many reasons. The first is that guests are shrunk down to the size of a bug and you enter the attraction under a giant tree. The second reason is that the whole show is about all the benefits that bugs bring to an ecosystem and what their

Rides & Experiences



philippadrummond 1mo

interactive installation

Burning Trees is an interactive art installation developed for Deep Space that models the relationship between humans and nature. The core element of the experience is the music, which reacts to how people move in the room. The visualization on the wall, in turn, responds to the waveform of the music.

<https://m.youtube.com/watch?v=6GxQDzXLnk>

1

1

Anonymous 1mo

This would work well with the idea of people being disconnected from nature Harri.

Add comment

IonaJost 2mo



Food & Catering



Katie Simpson 1mo

Growing food at Disney



How Much Food is Grown at Epcot?

0

0

Add comment

Katie Simpson 1mo

Disney's food waste



Merch & Shopping



Katie Simpson 23d

Recycling hotel soap



Disney's Recycled Soap

Maybe not merch or shopping but interesting!

Disney melts down used soap bars from their hotels and donates them to a company called Clean the World that gets distributed to others around the world.

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Importance of design to create change.

* EMF: [Circular Design / Circular design resources /](#)

* [Circular Design Guide & their resources](#)

* EMF & SID LEE - [Tips for Using Creativity to Find Solutions](#)

* [Introduction to Biomimicry](#)

* [Mick Pearce - Termite inspired architecture](#)

* [IDEO: Change By Design](#)

WARMUP ACTIVITY - 20 uses for leaf / rock / branch, etc.

A classic idea generation exercise asking students to think about various uses for the natural materials found in the forest (can later inform their design process).

Design of theme parks and interactive experiences - show examples of good conceptual thinking to provide entertainment and inform about nature.

* [The Tree of Life at Disney's Animal Kingdom](#)

* [It's tough to be a bug](#)

* [Living with the land](#)

* [Other examples from Iona](#)

* [Burning Trees - A Generative Art Installation](#)

* [Andy Goldsworthy - Earth Artist and his Process](#)

SENSORY ACTIVITY - Virtual

An [website](#) built with illustrations or collections of [photography](#) and [videos](#) to allow students to explore different elements of the forest environment. This would feature examples of tree bark textures, bird sounds, macro views of leaf patterns and the inside structures of ant nests, to name a few. Prompted by questions, they would note what specific things they are observing and how they make them feel.

Add: "*IDEO: Change By Design"



4:55 PM Feb 24



Episode 2 Design : <https://www.youtube.com/watch?v=jITdf-fm540&t=1821s> lodge designed to work like a tree example at the end



1:41 PM Feb 24



seems like a good opportunity to do this activity in nature if possible.



4:29 PM Feb 24

yes!



11:27 AM Mar 7

would be good to move this after sensory activity so students could purposefully find objects when in the forest and use these for this warm up



8:02 PM Feb 23



This could be fun as a pitch to their peers, not sure how you're planning for their share/capture. Helps to warm up the business design muscle as well, keeping in mind theme

Forestopia

The challenge: Amusement parks and theme parks are fun but often polluting. How can we use this challenge to inform pupils of the benefit of circular economy? How can we get them to connect in a more meaningful way with nature?

Insight: Circular economy – Inspired by nature, no waste, everything is reused and continues to regenerate nature.

The brief: Reimagine a **theme park** inspired by the **ecosystem of a forest**, which follows the circular economy principles.

Your Challenge!

Reimagine an amusement park inspired by the forest ecosystem to help people reconnect with the natural world and inspire humans to rethink how we create entertainment spaces for future generations.

Get inspired by the circular economy principles and the diverse natural systems in forests to create your answer on how different parts of the amusement park could be designed to remove waste, keep all materials in use and regenerate the natural world on which the amusement park is built.

Your creation should help open people's eyes to the wonder and intelligence of the natural world and what it has to teach us.

A day in the life of theme park designer.

Meet Iona Jost, a designer at Falcon's Treehouse, an experience design and theme park design company based in Orlando, Florida, United States.


Look behind the scenes of her daily process of idea generation for new rides and hear first hand of how she is helping rethink how theme parks are created.

[View original video here.](#)



The image features a vibrant blue sky filled with soft, white, puffy clouds. A bright sunburst or lens flare effect emanates from the center, creating a sense of light and openness. The overall composition is clean and airy, evoking a feeling of freshness and tranquility.

Breathing space



draw something
that talks to you
about your own
wellbeing. Where
does your line take
you?

NOPE.



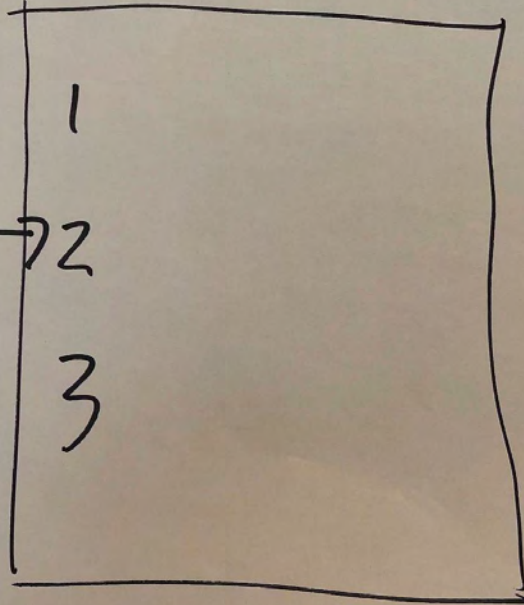


Selfishness

Self love



Small steps



A close-up photograph of green grass with dew drops, serving as a background for a quote. The grass blades are sharp and detailed, with many small, clear dew drops clinging to them. The background is a soft, out-of-focus green, creating a bokeh effect with light spots.

**“True life is lived when
tiny changes occur.”**

Leo Tolsty



**daydream
believers**

Helena@daydreambelievers.co.uk



Thank you for attending this session of the National Creative Learning Partnership Event

creativityportal.org.uk
[#creativechange](https://twitter.com/creativechange)