



CAI STUDENTS ARE GOING TO CHANGE THE WORLD **START BY CHANGING YOUR MIND**

Workshop 2: Saturday 3 August 2019 10am - 3pm: The Unleash Space

A creative career is the journey of a lifetime, and for this it is helpful to learn simple skills to maintain your personal and creative resilience. Come and learn ways to use a creative process to achieve what you want, and to keep going in the face of the odds.

WORKSHOP TWO // FACILITATION PLAN

Workshop materials

1. Play dough (enough for 20 people)
2. Two white boards
3. White board markers - four colours
4. Plastic table clothes for covering the tables to write and draw on
5. Felt tips and pens etc.
6. 20-30 Post-it notes – all colours
7. Four A3 Post-it pads – different colours
8. A4 paper
9. A3 paper
10. Handout 1: *Nine things to remember when directing your creative process*
11. Handout 2: *Creative process model*
12. Handout 3: *Handout of GROW model and an example of its use*
13. Handout 4: *Creative process model (set in the middle of A3 sheet)*
14. Notes books // A4 paper for writing on // Large envelopes (for keeping everything together)
15. Projector, screen and wifi
16. E-book: *Creative Adventures in Manifesting Reality – Creative Process Chart* // Lorraine Blackley
17. Link: [Living with a Creative Mind](#) // Jeff & Julie Crabtree
18. Link: [The Path of Least Resistance](#) // Robert Fritz

Time	Resilience Workshop Outline	Notes
8.45am	Set-up room for workshop (including catering)	Paris & Elisabeth
9.40am	Participants begin to arrive: Coffee / tea offered	Coffee available
10.00am 20 mins	<p>Welcome</p> <ol style="list-style-type: none"> 1. Introduce ourselves 2. Before we hear who you all are, some <u>housekeeping</u> 3. Icebreaker: 4. Ask people to move to a part of the room that will fit everyone in a line. 5. Explain that the line is a timeline with one end being 'now' and the other end, distant past. 6. Ask participants to organise themselves on the timeline based on when their family name first arrived in New Zealand. 7. Demonstrate by putting one of the team on the timeline (e.g. Vaneveld, 1952) 8. Once everyone is in the time-line start from one end and ask people to share their first and last names, the year date that they are 'holding' and a little about their family name's arrival in Aotearoa. 	<p>Nadine & Lorraine</p> <p><i>Housekeeping</i></p> <ul style="list-style-type: none"> • Loos • Moving around • Continuous refreshments • Lunch arrangements <p>FutureMakers website:</p> <p><i>Videos of CAI graduates –</i></p> <p>Chirag Jindal Damon Birchfield Elisapeta Heta Jessica Fearless Marshall Smith Trudy Dobbie</p>
10.20am 30 mins	<p>Positioning the topic</p> <ol style="list-style-type: none"> 1. <i>Nadine:</i> Pass round play dough so that everyone has a piece. 2. <i>Lorraine:</i> <ul style="list-style-type: none"> • As you listen to my introduction to our workshop today, feel free to 'doodle' with your play dough. • Every five minutes or so, I'll ask you to pass your play dough to your left. • Later on, we'll see what has been created 😊 3. CAI students as Future Makers can change the world. However there is a catch. Henry Ford said, "Whether you think you can or whether you think you can't, you are right." This is so so true. 4. I used to be someone who had no idea how to make anything happen in life and because it was all a mystery, I would tend to think I couldn't do things. 5. I couldn't find a flat, because there was a shortage. I couldn't go to University because I wasn't smart enough, Nobody would like me because I wasn't interesting enough, my creative ideas were not good enough – and on it went. 6. I think you would agree - all pretty negative self-talk sitting fair and square in the "can't" territory. 	<p>Lorraine</p> <p><i>Resources</i></p> <p>Play dough</p>

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	<p>7. I did achieve things because they kind of happened to me. But I was living in the drift rather than directing my life – because I didn't think I could. And I was right. I couldn't and I wasn't.</p> <p>8. An 'ah ha' moment occurred at a point in my life when things could not have got worse for me. I read a book by Robert Fritz called "The Path of Least Resistance".</p> <p>9. Fritz is an American composer and musician and in his book he tells the story of how, over time, he watched many of his creative friends when they were creating their music or their art. He began to deconstruct what they were doing.</p> <p>10. He noticed there was a set pattern (the creative process). Most of you and along with other creative people will be familiar with this process but you may often only be working with it intuitively rather than consciously.</p> <p>11. Fritz went on to teach people to work with the creative process consciously and how to apply it to anything they wanted to achieve and not just to creating one's art or creative practice.</p> <p>12. This was the missing piece of the puzzle for me and from that point I started applying the principles of creating in my own life to firstly change my unhappy circumstances, then to direct my life more consciously and from there, to systematically achieve the things I wanted from life.</p> <p>13. My life changed from "I can't" to "I can". And I was right. Even things that, deep down, I considered out of my reach – If I applied the creative process, somehow and often in miraculous ways, I would achieve.</p> <p>14. From that point in time, which is 20 years ago, I have played personally and professionally with applying a creative process to achieving all manner of things.</p> <p>15. For example, for seven years I designed and ran the New Space Programme here in Auckland in order to teach under-employed creatives how to create more consistent income doing what they loved.</p> <p>16. The New Space Programme was a lab of sorts - an action research initiative that proved the effectiveness of the approach we're going to explore today.</p> <p>17. The most often asked question by participants on that programme was, "Why is this not taught in schools?" I am hoping that this is changing.</p> <p>18. With a conscious understanding of the Creative Process and a willingness to apply it to whatever you want to achieve or change, CAI students can change the world.</p> <p>19. In fact you can take the world by storm. Creative thinking is the one thing that cannot be replaced by robots and in the future your creative thinking is going to be in high demand across all sectors.</p>	

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	<p>20. Suggest watching (one hour doco) "The Creative Brain." on Netflix.</p> <p>21. Learning to apply a creative process to overcome challenges and achieve personally and professionally is - "Creative Resilience".</p> <p>22. It is a process you can sit down and do when you want to put a new creative process into action, when you feel stuck in relation to something you are going for or when simply want to stimulate yourself on a daily basis to keep a focus on what you want and to stay in action towards it.</p> <p>23. Working with a creative process is something you will all be very familiar with intuitively so in this workshop we're going to bring what you will naturally be doing when you create into the open and into a more conscious arena.</p> <p>24. Then we will invite you to play with applying that creative process to everything you are wanting to achieve, i.e. getting fit, finding a holiday job, getting a car license, making a new friend, keeping up with assignments, staying calm in new situations. Anything at all.</p> <p><i>But first . . .</i></p> <p>25. Pass the play dough one more time to left . . .</p> <p>26. A round of: "What are you holding in your hand that speaks to your resilience?"</p> <p>30 mins</p>	
<p>10.50am</p> <p>40 mins</p>	<p>Shared Understanding of The Creative Process</p> <p><i>An exercise to explore participant's understanding of their creative process and to bring that understanding into a more conscious and collective awareness</i></p> <p>1. <u>A process</u>: Has a beginning, an ending and specific phases.</p> <ul style="list-style-type: none"> • <i>Put up the Creative Process Model</i> <p>Vision of possibility</p> <ul style="list-style-type: none"> → Idea – I see → Creating something you want → Bringing something new into being <p>Face the Challenges</p> <ul style="list-style-type: none"> → Current Reality – Where are you now in relation to your vision → What supports, what hinders the vision? <p>Action/Discovery</p> <ul style="list-style-type: none"> → Organic, non-linear → Dreaming, imagination → Trying things out – action steps → Move with synchronicity and chance encounters 	<p>Nadine</p> <p><i>Resources</i></p> <ul style="list-style-type: none"> • Bell (timekeeping) • PP Clicker • Tables covered in brown paper (or plastic tablecloths) • Range of pens, stickers etc. • Participant Resource Folders • Video screen • Wifi • Powerpoint

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	<p>Action/Production</p> <ul style="list-style-type: none"> → Trial and error to create/explore → Skill and technique → Prototype and refine <p>(5 mins)</p> <p>2. In small groups of 4 or 5 (at tables)</p> <ul style="list-style-type: none"> • <i>Hand out Post-it notes and felt pens</i> • <u>Individual work</u>: Each person randomly writes the steps that they take when engaging in <i>their</i> creative process. Write one step per Post-it and place on the table (anywhere) • Each table group to generate as many Post-its as they can <p>(10 mins)</p> <ul style="list-style-type: none"> • Once Post-it note generation comes to an end, have 2 or 3 people from each group bring the Post-its up and read each one out loud before placing it on a central board under the heading to which it belongs. <p>(10mins)</p> <p>3. Gather in a circle and invite reflections/observations from participants. What was familiar? What was surprising?</p> <p>(10 mins)</p>	
<p>11.30am</p> <p>20 mins</p>	<p>Nine key things to remember when directing your creative process</p> <p><i>Interactive exercise with participants working on a creative process relevant to them as each principle is explained</i></p> <ol style="list-style-type: none"> 1. Ask participants to return to their tables 2. Hand out A3 – <i>Creative Process</i> sheet to each participant 3. Focus participants on the ‘creative process’ model that is in centre of the sheet 4. Explain that the white space around the model is the area that they can write and draw on as the exercise unfolds 5. Explain that each element of the creative process will be explained and you as participants will work through each phase of the model using an project or goal or picture of the future that is personal to each participant <p>(5 mins)</p> <p>Lorraine // Vision of possibility</p> <p><u>Group work:</u></p> <ol style="list-style-type: none"> a. Invite participants to think about a goal or a project that they would like to set into motion b. The project or goal can be personal or to do with university course work or to do with what you would like to do once you leave university <p style="text-align: right;"><i>Continued</i></p>	<p>Nadine & Lorraine</p> <p><i>Resources</i></p> <ul style="list-style-type: none"> • Bell (timekeeping) • PP Clicker • Range of pens, stickers etc. • A3 – <i>Creative Process</i> sheet

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	<p>c. Check that all participants have thought of a project or goal and help those who need a hand</p> <p>d. Ask participants to share their project or goal with the table (as a headline)</p> <p>e. Ask participants to write their project headline on the creative process sheet (and show them where to do that)</p> <p>f. Give participants a few minutes to add some key words, symbols etc. to personalise the headline project or goal that they will be working on in this exercise</p> <p>(15 mins)</p> <p><i>Speaking notes</i></p> <ul style="list-style-type: none"> • Know what you want to create, achieve or produce • Have a clear vision and stay focused on the outcome you want • Have a really strong desire for the outcome of your creative process as this will enable you to do what it takes to achieve it as there will be challenges. 	
<p>11.50am</p> <p>15 mins</p>	<p>Nadine // Obstacles and challenges</p> <ol style="list-style-type: none"> 1. Obstacles and challenges are normal; they are part of the journey and moving through them is integral to any creative process 2. <u>Group work</u>: Ask participants for some examples based on their own experience, e.g. <ul style="list-style-type: none"> • <i>Feeling stuck because the direction isn't clear</i> • <i>Being afraid of failure and so not acting</i> • <i>Fearing rejection if the wrong decision is made</i> • <i>Not having enough money or other resources</i> 3. The challenge in any creative process is how to find the courage and determination to face into obstacles and challenges rather than shying away from them 4. Obstacles and challenges don't mean that you are doing something wrong or even that you are on the wrong track or that your undertaking your project at the wrong time 5. Facing a challenge, working with it and overcoming it develops skills, self-knowledge and a deeper understanding of your project goal 6. Therefore these obstacles and challenges are an essential part of any creative process 7. <u>Group work</u>: <ol style="list-style-type: none"> a. Invite participants to name and write or draw the obstacles or challenges that are currently in the way of achieving their vision of possibility (which they have already written on their sheet) <p>(15 mins)</p>	

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12.05pm	Lunch break (until 12.45pm)	Catered
12.45pm 10 mins	<p>Quick energiser</p> <ul style="list-style-type: none"> • Everyone forms a big circle • The aim of the game is to throw a hacky sack to someone in the group who hasn't been named yet in the large group • When that person catches the ball, they say who they are and what they're studying (or what their role is @ UOA) before throwing it to the next person • When everyone has said who they are, people move back to their tables <p>(10 mins)</p>	<p>Lorraine & Nadine <i>Resources</i></p> <ul style="list-style-type: none"> • Hacky sack • Clear space
12.55pm 10 mins	<p>Lorraine // Action fuels a creative process</p> <ol style="list-style-type: none"> 1. No action = nothing happens 2. To overcome a creative block – take action 3. If that feels too difficult break it down into smaller actions 4. Taking one tiny action is all that is needed to get the process moving 5. Any action will do – even a wrong action will stimulate your creative process 6. Actions need to be in the here and now 7. If they are too far in the future they are ideas about action and not real action 8. <u>Group work</u>: <ol style="list-style-type: none"> a. Invite participants to generate possible action steps that can take them forward with their creative process and to put these on their A3 sheet b. Focus on small action steps that can easily be taken) <p>(7 - 10 mins)</p>	<p>Lorraine <i>Resources</i> A3 sheets</p>
1.05pm 10 mins	<p>Nadine // It's intuitive</p> <ol style="list-style-type: none"> 1. Follow your feelings rather than your head 2. Your feelings are the sign posts in a creative process 3. If you are not sure if an action is right or not, or whether you should do this or that – start taking actions that move you towards your idea or option and this will bring you a clearer yes or no 4. To stand still and try to work it out in your head, will not bring any further insight 5. <u>Group discussion</u>: <i>In a creative process:</i> <i>How do YOU know when you are on track?</i> <i>How do YOU know when you are spiraling off track?</i> <p>(7 - 10 mins)</p>	<p>Nadine</p>

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<p>1.15pm</p> <p>10 mins</p>	<p>Lorraine // Has a life of it's own</p> <ol style="list-style-type: none"> 1. The creative process has a life of it's own once you see the possibility and decide this is what you want to create or bring into being 2. Once you have taken some action steps you'll find that the creative process that you are in will take on a life of its own 3. Things will happen that take you towards your goal that you haven't directly made happen. 4. <u>Group discussion</u>: <i>Invite participants to reflect on a past or present creative process that they have experienced</i> <i>How did things take on a life of their own?</i> <i>When they realised this was happening, how did they feel? What did they do?</i> <i>Invite one or two share back to the group</i> (7 - 10 mins) 	<p>Lorraine</p>
<p>1.25pm</p> <p>10 mins</p>	<p>Nadine // Get comfortable with tension</p> <ol style="list-style-type: none"> 1. You are moving beyond where you have been before and this can feel uncomfortable 2. In a creative process this is called creative tension 3. You will encounter resistance in the tension 4. It does not mean it is the wrong way or you are off track 5. Being comfortable enough to stay in the tension this is where you will find the breakthroughs 6. <u>Group discussion</u>: <i>Invite someone to share a story that demonstrates the point</i> <i>Invite participants to notice if they are experiencing tension or nervousness or excitement in their creative process</i> 7. Usually this is a feeling of discomfort that you want to resolve 8. However this is a good thing and you want to ride the discomfort rather than resolve it too quickly as staying with the tension and working with it will take you to a greater outcome (7 - 10 mins) 	<p>Nadine</p>

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1.35pm 15 mins	<p>Lorraine // There is no right or wrong way</p> <ol style="list-style-type: none"> 1. Make it up as you go along 2. Use your imagination 3. Prototype and try things out – refine 4. This is your creative process, there is no set path to follow 5. Give yourself permission as no one else will give it 6. Have confidence in your creative process. 7. <u>Group discussion:</u> <i>Invite participants to pair up with another person at their table</i> <i>Three minutes each: Share a time with each other where they have not known what to do and just been bold and taken a step</i> <i>Share what happened</i> <p>(15 mins)</p>	Lorraine
1.50pm 5 mins	<p>Nadine // “How” gets made up along the way</p> <ol style="list-style-type: none"> 1. At the outset you don't have to know “how” you are going to achieve what you want and you don't have to have the means to achieve it, i.e. money, knowledge, connections or skill 2. You just have to know what the next step is and take it 3. Be willing to enter into the discovery, the unknown 4. Engage with the people, signs and things that show up to lead you to the next steps 5. Connections, knowledge and skills will develop along the way. 6. The “HOW” gets revealed as you go along. <p>(3 - 5 mins)</p>	Nadine
1.55pm 10 mins	<p>Lorraine // Have unwavering faith</p> <ol style="list-style-type: none"> 1. Believe what you are after will come about 2. It will often take longer than you think 3. And – it may arrive differently to how you expect 4. Usually the end result of your creative process will be greater than what you initially imagined at the outset 5. <u>Group discussion:</u> <i>Has anyone ever put a creative process into motion, consciously or unconsciously and then forgot about it only to be surprised, at a later date, to realise that exactly what you had envisioned, but forgot about had happened?</i> <p style="text-align: right;"><i>Continued</i></p>	Lorraine

Time	Resilience Workshop Outline	Notes
	<p><i>Ask for a show of hands and maybe one story if there is time</i></p> <p>6. The moral of the story is:</p> <ul style="list-style-type: none"> • Never give up, unless you change your mind about what you want <p>(7 - 10 mins)</p>	
<p>2.05pm</p> <p>50 mins</p>	<p>Exploring GROW</p> <p><i>An opportunity for each participant to choose and explore a creative process relevant to them in the here and now through the visual arts</i></p> <ol style="list-style-type: none"> 1. Ask participants to find the GROW diagram in their envelopes 2. Show GROW image on screen <ul style="list-style-type: none"> G – Going for / vision / desired outcome R – Reality: Where are you now in relation to your goal? What supports? What hinders? O – Options: What ways forward are there and what next steps can you see? W – What action? What action step will you take today or tomorrow? 3. Over the next 50 minutes we'll be working with the GROW process and building on the same creative process you've already been working with (in the nine keys exercise) 4. You can choose to apply the GROW model to the vision headline that you've already been working or you can choose a new vision of possibility 5. If you're choosing a new vision of possibility, use a fresh sheet of A-3 paper (<i>to be handed out</i>) 6. In this exercise, you're working on your own (using the art materials on the table) 7. Quick check-in with participants: <ul style="list-style-type: none"> • Who has decided to use the vision headline you've already been working on? • Who's working with the new vision, project or idea? 8. If you are working with the same creative process from the "Nine Keys" exercise, this is an action step in strengthening the vision and bringing the vision of possibility more into being 9. In most creative processes 'something' is created in your mind and then it is brought into material form 10. Creating the outcome you envision as an illustration today is a step in creating a material form, in the same way that draft plans or prototypes are <p>(5 mins)</p>	<p>Nadine & Lorraine</p> <p><i>Resources</i></p> <ul style="list-style-type: none"> • Bell (timekeeping) • PP Clicker • Range of pens, stickers etc. • GROW diagram (in participant envelopes)

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	<p>11. Using a A3 sheet of paper, create a 'rough and ready' illustration of the vision of possibility and/or the outcome that you are going for (10 mins)</p> <p>12. <i>Reality:</i></p> <ul style="list-style-type: none"> • Pair up and discuss with your partner where are you now in relation to your outcome? What supports? What hinders? • Take 3 mins each and add this dimension to your artwork if you choose. <p>(7 mins)</p> <ul style="list-style-type: none"> • In whole group invite participants to name some of the things that stand in the way • Remind participants to name the obstacles and to be honest about them while keeping the focus on the vision of possibility that each participant is going for • Energy follows focus so you don't want to put your focus on the obstacles <p>(3mins)</p> <p>13. <i>Options:</i></p> <ul style="list-style-type: none"> • Brainstorm possibilities and options that can take you forward • Again in pairs and take 3 mins each • Put these in your illustration these as you go <p>(7 mins)</p> <p>14. <i>What Action?</i></p> <ul style="list-style-type: none"> • Choose and write up 3 action steps (and put them in your illustration) that you can put in motion today, tomorrow or this week • Your actions might be personal, social or environmental <p>(5 mins)</p> <p>15. <i>Sharing:</i></p> <ul style="list-style-type: none"> • Pair up with another person at your table (that you've not worked with so far) • Share your illustration (as work in progress) <p>(10 mins)</p>	

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2.55pm	<p>Completion</p> <ol style="list-style-type: none"> 1. Complete by letting participants know that this is a process they can sit down and do <ul style="list-style-type: none"> • When they want to put a new creative process into action • When they feel stuck in relation to something they are going for, or • Simply to stimulate themselves on a daily basis to keep a focus on what they want and stay in action towards it 2. Invite participants to play with applying a creative process to anything they are wanting to achieve, e.g. getting fit, finding a holiday job, getting a car license, making a new friend, keeping up with assignments, staying calm in new situations. Anything at all. 3. You will be amazed at how quickly things show up when you get clear about what you want and start taking actions towards them. 	Nadine & Lorraine
3.00pm	<p>Last words . . .</p> <ul style="list-style-type: none"> • Canvas opportunity • Feedback from participants 	Nadine & Lorraine
3.10pm	Finish	