

# CREATIVE THINKING MODULE

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The Creative Thinking module can last between 2 - 4 hours. Below are two suggested session plans. Each activity can be used to complement the other depending upon your requirements.

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# Introduction

Creative Thinking Session - A free 2-4 hour module designed by the Ideas Foundation to improve creative thinking and inspire young people about the creative communications industry. This module is ideal for helping participants plan, market and create a campaign for their social action project.

## What is creativity?

Creativity comes in lots of shapes and forms. It isn't just about the ability to draw or to make. It's also the ability to think outside the box and find solutions. We help students explore their own creativity and use it in real life situations to express ideas and communicate solutions to a variety of problems. The ability to solve problems through creativity is, we believe, an invaluable life skill that can transfer into a multitude of different career paths.

## Module Learning Outcomes

- To improve participants' ability to think creatively.
- To develop the skills needed to effectively communicate a message through an advertising campaign.
- To develop the ability to evaluate existing advertising campaigns.
- To increase awareness of the career choices available within the creative sector.

## What is the module?

The module is a great opportunity for participants to gain the skills they need to develop a campaign for their own project. The module can be adapted to last between 2 and 4 hours depending on your requirements.

It contains fun and insightful activities which will help participants develop the ability to think creatively and give them the opportunity to replicate the techniques used by creative professionals.

During the module the participants will evaluate existing advertising campaigns. They will consider their effectiveness and assess what makes a good ad. They will be taught how to communicate an idea effectively and will be presented with stimuli, such as videos and print adverts to do this.

In groups, the participants will then brainstorm ideas around their early findings to develop their own campaign.

## Unlocking Creativity in Young People

The Ideas Foundation's mission is to identify and nurture creativity gifted young people who may not be thriving in the current education system. Working in areas of deprivation, we enable young people to explore their creative potential and discover how far it can take them.

Through our strong partnerships with education and the Creative Communications Industries we provide a unique pathway enabling young people, aged 13-19, from various backgrounds the opportunity to gain industry experience, often with outstanding results.

The Ideas Foundation was launched in June 2003 by Lord Puttnam and Sir Mike Tomlinson CBE. The Foundation is the brain child of Robin Wight CVO, former President of the Engine Group, who recognised a lot of unharnessed potential in young people across the UK. The organisation is at the centre of Creative Communications Industries, receiving support from some of the biggest agencies in the UK, including Ogilvy & Mather, BBH and WCRS.

The Ideas Foundation holds a variety of programmes ranging from 1-day creativity taster sessions, to week long creative summer schools and long term mentoring.

### OUR MISSION

- We identify and nurture creatively gifted young people who are not currently thriving in the education system.
- We give those young people the skills they need to gain employment in the creative industries.
- We aim to improve levels of diversity in the creative industries.



Students visiting a top advertising agency.



# Advertising Dictionary

**Advertising** is a form of communication that aims to encourage or persuade an audience to continue or take some new action.

**Advertising Campaign** is a series of advertisement messages that share a single idea and theme. Advertising campaigns use different media across a specific time frame.

An **Advertising Agency** provides businesses with the services of managing, handling, planning and creating advertising and promotional material.

**Audience** are the people giving or likely to give attention to the marketing of a brand. Brands allow consumers to distinguish from one seller of goods to another.

**Brand Identity** is a set of unique brand associations that the agency aspires to create or maintain. These associations represent what the brand stands for and imply a promise to the consumer.

**Brand Values** help agencies understand the organisation they are representing. This will affect the type and mood of advertising they create.

The **Brief** is an understanding between a client and an advertising agency that outlines the objectives and targeted audience of an advertising campaign. The brief may contain strategies to be adopted in reaching the audience, the timeframe of the campaign, and its total estimated cost.

The **Client** is the recipient of a good, service, product or idea obtained from the agency.

**PR (Public Relations)** is the management of information between an organisation and the public. It provides exposure to the brand's audience and encourages them to maintain a certain point of view about the brand or organisation. Common activities include speaking at conferences, winning industry awards, working with the press and employee communications.

**Target audience** is a specific group of people within the target market at which a product or the marketing message of a product is aimed.

## What is Marketing?

Marketing is the way that a company touches a customer or a prospect with the hope of facilitating some form of exchange or purchase. Marketing is a subtle art that incorporates a range of tools including public relations, media planning, social media, customer support, market research and paid advertising. All of these elements are ways in which the company takes control and directs the way that their brand is seen and interpreted by the general public.

Essentially, marketing is about a company asserting an identity and, by doing this, attracting the right audience. Note that marketing also includes the branding of the company, which will have been carefully designed to ensure that the right people notice it and want to interact with it.

Consider celebrity ambassadors that brands choose to work with: This is a subtle way of the brand saying who they are and what they stand for. For example, Adidas aligning itself with a David Beckham, a stylish, popular and successful sportsman, is about Adidas making its claim as a stylish and iconic sports brand that is associated with success.

Consider the colours that brands use: This is another way of the brand placing itself and proclaiming an identity. Youth brands tend to use brighter colours to show vibrancy, whereas corporate brands tend to be more reserved, in a bid to show professionalism and diligence.

## What is the difference between marketing and advertising?

Whereas advertising is a very clear and straightforward bid to engage with the customer and sell a product, marketing is much more subtle and involves many more elements. Marketing is about constructing a whole brand through all sorts of means that will resonate with a customer and make them want to interact with them. This includes social media, pricing and branding.

## Starter Activities

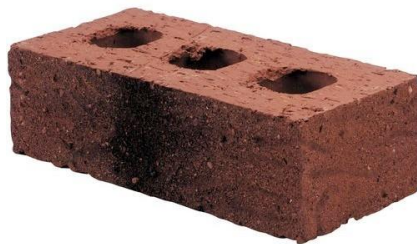
### THE BRICK (15 minutes)

*Resources - (Optional) rectangular object which can be passed around that replicated a brick e.g tissue box.*

This is a quick warmup activity which works well as an ice-breaker too. Participants need to come up with as many different uses for a brick as they can, being creative and thinking outside the box! The object will be passed around the circle. Each time somebody holds the brick they must come up with a new use. An example could be a door stop or paper weight. If somebody doesn't manage to come up with a new idea they must sit down. As the brick is passed round, people will be eliminated if they are unable to come up with an original idea. The winner is the last person standing.

To make the challenge harder you can add rules, such as "can't be used on your body" or "can't be used to break something".

It's amazing how many ideas can be generated. Some funny, some truly bizarre... all very 'creative'!



### THE APPLES (15 minutes)

*Resources - Large sheets of paper and pens.*

Ask the participants to get into groups of 3-5. Each group should have a large piece of paper and pens. Ask each group to draw a grid on the sheet of paper, dividing the sheet into 20 boxes. In the top left box ask one member of each team to draw an apple.

Working in teams, ask them to fill each of the boxes on their sheet with a different apple. You can be quite vague in how you give this instruction. Encourage them to think creatively and outside the box. They need to think about how an apple can be creatively interpreted.

It will take a while for the groups to grasp the task, but once they do they will be drawing things such as apple pies, iPads and New York. Try to resist giving them a direct example. It's a real Eureka moment when a group fills its first box.

You could set a time limit to energise the task. Once everybody has finished, review the ideas. Discuss with the participants the importance of looking at a problem in a number of ways. Encourage bold ideas. There is no wrong answer in this activity. A flying apple machine would be a great idea!

## The Theory of the Truths in Advertising

We have a theory that all good adverts are built upon 'Truths'. Nobody likes to be lied to, especially if they are being sold a product or service. A good advert should be built around a truth.

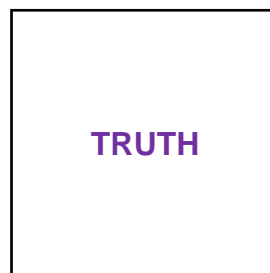
Before coming up with an idea for an advert think about a truth behind what you are trying to say. A simple product such as Weetabix works well. There are many truths to this product, for example:

- They are a good energy source
- They are a breakfast food
- They are healthy
- They taste good with milk
- There are 134 calories in 2 Weetabix

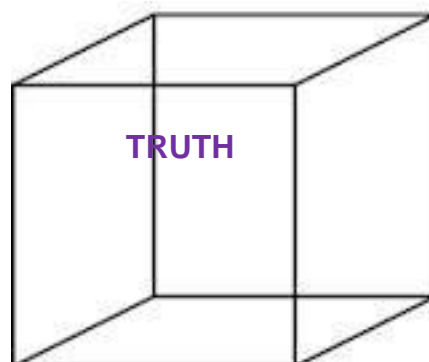
You could also think about the 'Human Truths' related to this product, for example:

- People eat breakfast in a rush
- Breakfast is sometimes missed
- People consider breakfast to be the most important meal of the day.
- People want a healthy start to the day.

Pick a truth.



Your truth might be quite bland. That's fine. This is where the creativity comes in! Think about your truth laterally.



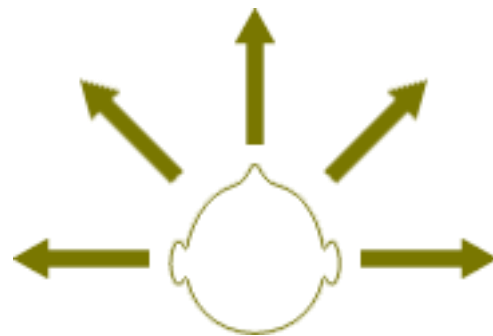
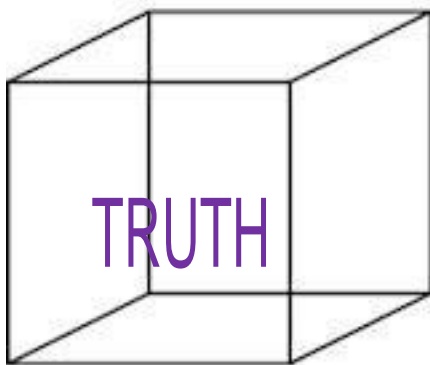


## The Theory of The Truths in Advertising (Continued.)

In an entire day, we're likely to see 3,500 marketing messages.

In one 45-minute journey, the average London commuter is exposed to more than 130 adverts, featuring more than 80 different products. Only half of that information makes any impact. In an entire day, we're likely to see 3,500 marketing messages. It is therefore important that our advert stands out and leaves a lasting impression with our audience.

Take a truth and look at it with a different perspective. This will make your advert stand out and turn something dull into an original idea.



Take the 2013 Weetabix with Chocolate campaign, 'Sibling Rivalry'. The truth used here was; "Weetabix prepares you for a busy day"

However by looking at this truth in a lateral way, they have created a fun and engaging advert. 'Sibling rivalry' is a 60-second film; the story of a brother and sister competing over who has the biggest day, with the winner set to eat the last tasty Weetabix with Chocolate.

See the ad here; <http://www.youtube.com/watch?v=r6tBxt9HIXs>



This idea reflects the starter activities on page 7 - From a single thought, many ideas can develop.

**A truth + Lateral Thinking = Great Ad!**

## Activity

### THE TRUTHS IN ADVERTISING (30 minutes)

*Resources: Truths in Advertising Powerpoint, pens and paper, a product to advertise.*

#### Likes and Dislikes

Start the session by asking students to consider adverts they like and dislike. Stimulate conversation around the reasons for this.

Adverts which over exaggerate results such as beauty products could be used as an example of not telling the truth.

Funny adverts are often built around every day scenarios and mirror the way we think and feel and are therefore an example of adverts which tell the truth.

#### The Theory

Introduce the theory to the students - All good adverts are built around a truth. As a group, discuss the truths behind Weetabix.

**Now their turn:** Provide the students with a product. They will be required to think of its truths. Make the product as simple as possible. Here are a few ideas:

- A pint of milk
- A bottle of water
- Washing detergent
- Bread
- Washing-up-liquid

This activity works best if the participants are able to touch and handle the product so please ensure there are enough for each group.

Split the participants into teams. Ask them to write down as many truths about the product as they can, they can be both positive and negative.

Now ask them to write down some human truths related to the product.

#### Thinking Laterally

Introduce the idea of thinking laterally. Weetabix have used the truth 'prepares you for a busy day.' Show the participants the 'Sibling Rivalry' advert.

Explain how a creative idea had been built from a simple truth. The advert conveys the truth in a fun and entertaining way to resonate with a target audience.

Discuss the importance of making your idea stand out.

# Ideas Generation

## BRAINSTORMING (40 mins+)

Ask the groups to come up with a television advert based around their product and truth. Encourage them to think outside the box. They should spend around 45 minutes developing the following.

- Script and Storyboard
- Tagline (the line on which their advert ends - for example “Fuel for Big Days”)
- A pitch to explain
- Their truth
- Why is the advert engaging?

Reassure the students that when brainstorming ideas there are no bad ideas. Participants shouldn't shoot down any ideas down. Instead write everything down, as you can never dismiss an idea without exploring its potential.

The ideas can be a big and bold as they like. There is no budget to their production so they could use special effects, celebrities or anything they can think of to make a great ad.

At the end of the 45 minutes the students will need to prepare a pitch to explain their idea to the group.

## THE THINKING HATS (optional 20 minute activity)

Once each of the groups has generated a few ideas, ask them to look at their ideas and evaluate them in different ways.

Ask the participants to put on a coloured hat (imaginary or otherwise)

**Red Hat** 'Wearing' the red hat, you look at problems using intuition, gut reaction, and emotion. Also try to think how other people will react emotionally. Try to understand the responses of people who do not fully know your reasoning.

**Black Hat** Using black hat thinking, look at all the bad points of the decision. Look at it cautiously and defensively. Try to see why it might not work. This is important because it highlights the weak points in a plan. It allows you to eliminate them, alter them, or prepare contingency plans to counter them.

**Yellow Hat** The yellow hat helps you to think positively. It is the optimistic viewpoint that helps you to see all the benefits of the decision and the value in it. Yellow Hat thinking helps you to keep going when everything looks gloomy and difficult.

**Green Hat** The Green Hat stands for creativity. This is where you can develop creative solutions to a problem. It is a freewheeling way of thinking, in which there is little criticism of ideas

## Pitches and Feedback (20 Mins)

Each group presents their idea to the rest of the participants. Encourage the participants to give feedback and ask questions.

## WHAT IS A BRAND? (30 minutes)

*Resources - Paper and Pens What is a brand?*

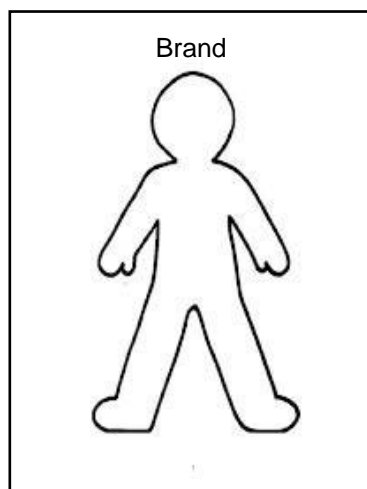
A brand allows you to distinguish between one provider of goods and another. One way to think of it is to think of a brand as a promise.

Each time you decide to use a particular brand, you expect that brand to deliver the same service as they did before. McDonalds, for example, has restaurants around the world. Each time you go to McDonalds you expect the fries to taste the same and the burgers to be the same size.

Explain to the students what a brand is.

Set them a 2 minute challenge to name a variety of brands from different sectors eg Barclays, Coca-Cola, Prada, British Gas

In groups of 4, ask the students to draw the outline of a person on a large piece of paper. Each group should pick a brand from their earlier list. Write the brand on the top of the paper.



Each group should think about what the brand would be like if it was a person. What would its personality be like? Where does it spend its time and does it have any hobbies?

Encourage the groups to be creative, for example think about what clothes their brand would wear and if it had any enemies or friends who are also brands. Each point should be based around the brand's adverts and products rather than the participants' own perceptions of the brand.

Ask each of the groups to present back to the rest of the groups

The objective of the task is to make the participants realise that they had already formed a perception of a brand based on its advertising and products.

When coming up with an advert, advertisers analyse the brand in a similar way to ensure that the advert reflects the brand values and tones.

# Understanding campaigns

## What is a campaign? (20 minutes)

*Resources: What is a campaign handout, pens and paper*

An Advertising Campaign is a series of advertisement messages that share a single idea and theme. Advertising campaigns use different media across a specific time frame.

It is important for the students to learn that advertisements come in many shapes and forms. Advertisements are far more than just a TV or print ad. Nowadays they encompass lots of different channels such as digital (website and app), social media and PR campaigns.

Below are a couple of examples of interesting campaigns which demonstrate how creative and original modern campaigns can be.

New Zealand Yellow Pages, Yellow Chocolate  
<http://www.youtube.com/watch?v=DE75eiJF9wM>

Jay Z Decoded with Bing - <http://www.youtube.com/watch?v=XNic4wf8AYg>

Kern: The Gnome Experiment <http://www.youtube.com/watch?v=XVxEVMvwCvM>

Generate discussion based on the films. What do they like/dislike about the adverts.

Ask the students to consider any well known advertising campaigns that use a number of different channels. 'Compare the Market' is a good example.

### **Ideas Generation (30 Minutes)**

Once the students have got to grips with what a campaign is, ask them to create their own campaign based around selling a bottle of still water.

They must come up with:

- A name for the brand selling the bottle of water
- A slogan
- A campaign which encompasses at least three of the below:
  - Print Ad
  - Television Ad
  - App/website
  - PR Stunt/event
  - Social Media

Encourage the students to have an over-arching theme to their campaign. All elements should reinforce a single message or idea.

### **Pitches and Feedback (20 Mins)**

Each group then presents their idea to the rest of the participants.

Encourage the participants to give feedback and ask questions.

## Further Opportunities

The Ideas Foundation website contains lots more online resource for staff and students

[www.ideasfoundation.org.uk](http://www.ideasfoundation.org.uk)

For further opportunities, information and inspiration:

[www.facebook.com/officialideasfoundation](http://www.facebook.com/officialideasfoundation)

<http://www.ideastap.com/>

<http://www.theadmission.co.uk/>

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