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**Knowledge is POWER:**

**Providing learning and empowering opportunities for young adults with special educational needs (SEN)**

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# MODULE NO 6 (IN ENGLISH)

# THE ART OF CREATIVE THINKING AND PROBLEM-SOLVING (CCSP)

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# MODULE 6: THE ART OF CREATIVE THINKING AND PROBLEM-SOLVING

## Module 6: Learning Needs

This module addresses key cognitive, emotional, and social learning needs by developing specific, scientifically grounded skills in young people with SEN. These include enhancing cognitive flexibility, problem-solving techniques, creative thinking, emotional regulation, metacognition, collaboration, and resilience.

Educators can then utilize this knowledge to apply differentiated teaching strategies and scaffolded learning that best support students with varying needs.

By equipping educators with these tools, they can foster a supportive, adaptive learning environment where students with SEN are empowered to think creatively, solve problems effectively, and develop essential life skills.

There are various techniques to achieve this - brainstorming, mind map, role play, Lotus blossom technique, Reframing, Six thinking hats, PINC filter, COCD-Box and others. Thinking approaches to problem-solving are also explored. The process of generating ideas to arrive at the best solutions is also addressed.

## Module 6: Desired Learning Outcomes

**Developing an Understanding of Creative Thinking Models –** become familiar with models like Osborn's CPS, Design Thinking, Guilford's Structure of Intellect, and Gardner's Theory of Multiple Intelligences.

**Enhancing Teachers' Ability to Foster Creative Problem-Solving** – develop skills for idea generation, problem definition, and solution exploration.

**Supporting Diverse Learning Needs –** learn how to tailor problem-solving approaches for students with SEN.

**Promoting a Growth Mindset –** understand the importance of fostering a growth mindset and strategies to overcome creativity barriers like fear of failure or lack of confidence.

**Encouraging Teamwork –** help students collaborate on idea generation and solutions.

**Implementing Differentiated Instruction** – acquire strategies for engaging all students in creative problem-solving activities.

**Building Confidence in Problem-Solving –** learn methods to boost students' confidence in creative problem-solving and decision-making.

**Promoting Real-World Application –** connect tasks to real-world challenges. **Evaluating Problem-Solving Strategies** – learn to assess the effectiveness of strategies using formative and summative assessments.

## Module 6: General Theoretical Background

The theoretical background for creative thinking and problem-solving, especially for students with SEN, is rooted in several key psychological, cognitive, and educational theories.

**Cognitive Development Theories**, such as those by Piaget and Vygotsky, provide insights into how learners process information and develop problem-solving skills. Piaget's stages of cognitive development highlight that problem-solving abilities evolve with maturity, though students with SEN may follow different developmental paths, requiring specialized support. Vygotsky's sociocultural theory emphasizes social interactions in learning, particularly through his Zone of Proximal Development (ZPD), where tasks are scaffolded just beyond a learner's independent ability. This approach is crucial for students with SEN, as guided learning can enhance their cognitive and creative capabilities.

**Executive Function Theory,** which includes working memory, cognitive flexibility, and inhibitory control, is essential in problem-solving and creativity. Students with SEN, especially those with ADHD, autism, or intellectual disabilities, may face challenges in these areas. Targeted interventions can improve cognitive flexibility, helping students adapt their thinking and approach to problems.

Guilford's concepts of **Divergent and Convergent Thinking** distinguish between generating multiple solutions (divergent thinking) and finding a single correct answer (convergent thinking). While divergent thinking fosters creativity, students with SEN may struggle with it, often defaulting to convergent thinking due to rigid cognitive patterns. Structured exercises to encourage divergent thinking can unlock their creative potential.

**Social-Emotional Learning (SEL)** frameworks, focusing on emotional regulation and resilience, are also crucial in problem-solving. Many students with SEN face emotional barriers that hinder their engagement in creative tasks. SEL promotes self-awareness, regulation, social awareness, and relationship skills, all vital for effective learning.

In conclusion, combining cognitive development theories, executive function models, creative thinking frameworks, and SEL can guide educators in designing tailored interventions. These approaches help students with SEN develop problem-solving and creativity skills, fostering inclusive and effective learning environments.

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# Unit 6.1: The importance of creative thinking. Creative thinking skills and how to develop them

## Learning Needs of Unit 6.1

Creative thinking is important because it allows us to approach problems and challenges in new, innovative ways. It fosters flexibility and adaptability, helping us to find unique solutions that others might overlook. Creative thinking also encourages exploration and experimentation, which can lead to breakthroughs in various fields, whether in education, business, or personal growth. Ultimately, it empowers us to think beyond the conventional and make meaningful progress.

To develop creative thinking, it is important to start some creative habits like embracing curiosity and exploring new topics or perspectives. Practice brainstorming by generating multiple solutions to problems and don't be afraid to take risks or make mistakes. Change your environment and collaborate with others to spark fresh ideas. Engage in creative hobbies and allow time for daydreaming, as it can help stimulate creativity and new insights.

The creative thinking skills are:

**Cognitive Flexibility,** the ability to adapt thinking to new situations, is **crucial for problem-solving.** Research shows that individuals with SEN, especially those on the autism spectrum, may struggle with flexibility, making its development essential in education.

**Creative Thinking,** particularly **Divergent Thinking** (the ability to generate multiple ideas from a single prompt), is vital. Divergent thinking, introduced by Guilford (1956), contrasts with convergent thinking, which focuses on single answers. Training divergent thinking can help SEN students break free from rigid thinking, fostering flexibility and innovation.

**Social and Emotional Regulation** is crucial for managing emotions during problem-solving. Emotional regulation is a key aspect of Social-Emotional Learning (SEL), aiding students in maintaining focus and creativity.

**Metacognitive Awareness**—thinking about one's thinking—is often challenging for SEN students. Educators can guide students to reflect on their problem-solving processes, improving their ability to assess and adjust strategies.

**Collaboration and Peer Learning**, based on Vygotsky's Zone of Proximal Development (ZPD), are important for social and teamwork skill development. Peer-based learning provides support from more capable peers, enhancing learning.

**Scaffolding and Differentiation** are vital for students with SEN. Educators must tailor support to meet individual needs, ensuring the right balance of challenge and support for developing creative and problem-solving skills.

**Use of Visual and Sensory Tools** helps bridge cognitive gaps, especially for students with learning disabilities. Sensory experiences, like visuals and hands-on tasks, improve engagement and retention.

**Building Resilience and Coping Strategies** is essential in creative and problem-solving contexts. Promoting a growth mindset and viewing setbacks as learning opportunities encourages persistence and resilience in students.

## Specific Theoretical Approaches for Understanding and Support

Creative thinking combines experience and idea generation by avoiding orthodox solutions. The essence of the process encompasses observing problems from a new perspective and solving them through more unconventional solutions. The generation of innovative ideas is particularly important in this case. Through creativity, established patterns are broken and innovative solutions are arrived at. Creative thinking skills are usually not innate, and people can develop them from an early age through various techniques. This is also one of the main challenges for teachers as there is no prior learning involved in this process. Creative thinking skills imply flexibility, independent thinking, suspicion, observation, authenticity, openness in general and openness to innovation, analytical thinking, lack of preconceptions, detail. Approaches and techniques to develop these skills can be different - Brainstorming, Mind mapping, Role-play, Lotus blossom technique, Reframing, Six thinking hats. Applying these techniques will enable trainers to reach better results with students. One of the first authors to identify creative thinking was Rhodes (1961) through the "4Ps". These include:

- Person (personality traits and dispositions of an individual),
- Process (the observable learning and thinking involved in a creative act),
- Product (the end result), and
- Press (the environment, including social factors).

Guilford (1950) and Torrance (1966) assess creative thinking by counting ideas. Lassig (2013) suggests that playing with existing and new ideas leads to creative processes like adaptation and synthesis. Plucker et al. (2004) and Sternberg & Lubart (1999) argue that creative products should be new, but Smith and Smith (2010) state that if an idea is new to the learner, it's creative. Researchers like Dickens & Flynn (2001) emphasize developing thinking, especially creative thinking, which is crucial in various fields (Feist & Gorman, 1998; Cropley, 1990).

## Desired Learning Outcomes of Unit 6.1

Knowledge

- To know that creative thinking is not innate and can be developed.
- To understand that creative thinking skills are a combination of many skills in different areas.
- To comprehend the nature of creative thinking.
- To identify very precisely the problem to be worked on.
- To discover through what creative thinking skills that problem can be solved.
- To discern creative thinking skills.

Skills

- To be able to combine many ideas to achieve the right solution.
- To manage all skills by directing them in a creative direction.
- To accomplish variety in coming up with ideas, aiming for them to be of good quality as well.
- To perform ideas as far as possible.
- To achieve completion of processes to develop creative thinking.
- To operate by combining different methods to achieve creative thinking.
- To design new knowledge using creative thinking.

Attitude

- To feel free to express our ideas.
- To believe that we can always build on what we have achieved.
- To expect a framework of creative thinking skills.
- To regard that by using different methods we can achieve better results.
- To appreciate the creative thinking skills of everyone in the collective.
- To respect the efforts made by others in the process of building creative thinking skills.

## Suggested feedback question(s) for Unit 6.1

| What theoretical elements are used here? | Recommended feedback question(s) | Activities (quiz, game, coordinated discussion, case study, visit, guest, etc) |
|---|---|---|
| • Cognitive Flexibility<br>• Creative Thinking and Divergent Thinking<br><br>(please see "Additional Material": Creative Thinking Skills – A Review Article) | • Why do you think creative thinking is important?<br><br>• How can creative thinking be useful for our everyday life? | N/A |
| • Creative Thinking and Divergent Thinking | • Do you think reading fiction books or watching documentaries help develop our creativity? | M6.A1 |
| • Creative Thinking and Divergent Thinking | • Do you think it is important to define a problem well before doing something about it?<br>• Should we try all the ideas we have and then decide the solution? Or we think about the best solution and then we try it? | M6.A2 |
| • ALL | • Is it important to know the creative-solution techniques? Why? | M6.A3 |

| | | |
|---|---|---|
| | • Are we saving time when we first learn to explore different solutions and then take action?<br>• What is the risk if we do not explore the possible outcomes?<br>• Do you think imagination is helpful in difficult situations? | |

## Tips for trainers and facilitators

Make sure you give enough time for answers. Establish acceptance. Create a positive atmosphere in the room to stimulate the ideas's flow.

## Additional Material

### U 6.1/1: Creative Thinking skills – A Review article

**What is it?**

The main objective of this current research article aimed to provide more information about creativity skills that are among the foremost sought-after life and work skills within the 21st century as innovative thinking, problem-solving, or critical thinking ability is that the critically preliminary ability of world citizens in diversified societies. Human resource development in past years, therefore, stresses the promotion of creative thinking ability, because the "brain" will substitute "strength" within the knowledge economy era with fiercely international competition. Creativeness will make someone move "sideways" to do different perceptions, different concepts, and different points of entry. They will use various methods including provocations to unravel the issues. Creativeness has much to try with perception to place forward different views. The various views don't seem to be derived from the opposite but are independently produced. During this sense, creativeness has got to do with exploration even as perception has got to do with exploration.

**Where can I find it?**

https://www.researchgate.net/publication/349003763_Creative_Thinking_skills_-A_Review_article

**Which theoretical elements does it support / refer to?**

Cognitive Flexibility.

It is addressed to trainers/facilitators who wish to deepen their knowledge of various scientific approaches to support the educational process in the best possible way.

### U 6.1/2: CREATIVE THINKING: Definition and Structure

**What is it?**

ACER (The Australian Council for Educational Research) has reviewed the extensive literature on creative thinking and developed both a definition and a framework that synthesise and harmonise

existing theory and research on creative thinking. This framework has been developed to address the challenges associated with teaching and assessing creative thinking. The framework outlines creative thinking processes along prescribed strands and aspects informed by a sound evidentiary basis. The aspects contained within the framework are designed to provide clear definition for teaching and form the basis of assessment.

**Where can I find it?**

https://research.acer.edu.au/cgi/viewcontent.cgi?article=1038&context=ar_misc

**Which theoretical elements does it support / refer to?**

All the theoretical elements of this Unit.

It is addressed to trainers/facilitators who wish to deepen their knowledge of various scientific approaches to support the educational process in the best possible way.

## U 6.1/3: How to Teach Convergent and Divergent Thinking: Definitions, Examples, Templates and More

**What is it?**

Convergent and divergent thinking are opposites, but both have places in your daily lessons. American psychologist JP Guilford coined the terms in the 1950s, which take their names from the problem-solving processes they describe. Convergent thinking involves starting with pieces of information, converging around a solution. Divergent thinking, on the other hand, starts with a prompt that encourages students to think critically, diverging towards distinct answers. What's more, being able to use the thinking styles -- independently and together -- is critical in many projects, group activities and forms of assessment. This is why it's crucial to provide opportunities to apply convergent and divergent thinking, while offering scaffolding and supplementary instruction.

**Where can I find it?**

https://www.prodigygame.com/main-en/blog/convergent-divergent-thinking/

**Which theoretical elements does it support / refer to?**

Divergent and Convergent Thinking.
It is addressed to trainers/facilitators who wish to deepen their knowledge, develop their skills and find new techniques and methods to support the educational process in the best possible way.

## U 6.1/4: Teaching Young Learners a Self-Calming Skills

**What is it?**

Teaching young learners self-calming skills is essential for helping them manage their emotions and navigate challenging situations. This article explores effective strategies and techniques that educators and parents can use to introduce mindfulness, breathing exercises, and emotional regulation practices to children, fostering resilience and emotional well-being.

**Where can I find it?**

https://www.edutopia.org/article/teaching-young-learners-self-calming-skills

**Which theoretical elements does it support / refer to?**

Social-Emotional Learning.

It is addressed to trainers/facilitators who wish to deepen their knowledge, develop their skills and find new techniques and methods to support the educational process in the best possible way.

# Unit 6.2: Creative problem-solving process. Thinking approaches for problem definition

## Learning Needs of Unit 6.2

The module will equip teachers with strategies to help students with SEN develop essential problem-solving skills, fostering creativity, resilience, and confidence. It provides a flexible framework adaptable to meet individual needs and promote long-term success.

Learning Needs Addressed:

- **Cognitive Support:** Teachers will learn strategies to simplify complex problems for students with cognitive or learning disabilities.
- **Social-Emotional Support:** Techniques for addressing social challenges in students with ASD and making interpersonal problems more accessible.
- **Sensory Sensitivity:** Practical tools to create problem-solving environments for students with sensory sensitivities.
- **Differentiated Learning:** Creating inclusive, differentiated learning experiences that consider the unique strengths and challenges of SEN students.
- **Problem-Solving Confidence:** Helping students build confidence through clear, actionable, and adaptable strategies.

For students:

- **Defining the Problem:** Creative thinking can be applied even when the problem isn't clearly defined. This encourages open solutions, unlike conventional methods.
- **Benefits of Creative Thinking:** Creative thinking helps students find solutions to complex problems, adapt to change, and foster innovation and growth. It prepares them to adapt quickly to new challenges.

**Principles of Problem Solving:** Balancing divergent and convergent thinking, framing problems as questions to find direct answers, generating ideas without dismissing unconventional ones, and focusing on the positive.

## Specific Theoretical Approaches for Understanding and Support

**Vygotsky's Sociocultural Theory:** Vygotsky emphasizes social interaction and cultural tools in cognitive development. His concept of scaffolding is key for creative problem-solving—teachers can offer structured support and gradually reduce it as students become more independent. Using guided interactions, teachers can help students define problems, break them down, and generate solutions. The Zone of Proximal Development (ZPD) is crucial, helping students extend their problem-solving abilities just beyond their current level.

**Gardner's Theory of Multiple Intelligences:** Gardner suggests that intelligence consists of multiple abilities, such as linguistic, logical-mathematical, spatial, and more. In problem-solving, this theory encourages using various approaches to engage students' strengths. For example, spatially intelligent students may benefit from visual aids, while those with interpersonal intelligence might thrive in collaborative work. This enables tailored, creative problem-solving.

**The Wallas Model of Creativity:** The Wallas model includes four stages: Preparation (gathering information), Incubation (taking breaks to allow subconscious thought), Illumination (the "aha" moment), and Verification (testing solutions). Teachers can guide students through these stages, helping them define problems, take breaks, and refine their ideas during the Illumination stage.

**The Creative Problem-Solving (CPS) Model:** CPS breaks the creative process into stages: Clarify the Problem, Generate Ideas, Develop Solutions, and Implement Solutions. Teachers can use CPS to help students systematically break down problems, brainstorm solutions, and evaluate them, promoting flexible thinking.

## Desired Learning Outcomes of Unit 6.2

Knowledge

- To know that a person's ability to solve problems develops his life.
- To understand has a sequence of stages in the search for a solution to a problem.
- To comprehend what the process is for finding a solution.
- To identify the different options for arriving at a correct solution to a given problem.
- To discover the ways and techniques to reach the most accurate solution.
- To discern the mental approaches to solving the problem.

Skills

- To be able through creative thinking to solve problems in the area of interest.
- To manage the problem formulation process and the steps to solve it.
- To accomplish more quickly positive results on problems to which one seeks a solution.
- To perform various thinking techniques to aid the process.
- To achieve better results by using different thinking techniques.
- To operate with different thinking methods, managing to combine them scientifically to reach the right solution.
- To design the process as per your own discretion and through the knowledge gained from the training.

Attitude

- To feel confident in going through the different stages of the creative problem solving process
- To believe in achieving results through creative thinking.
- To expect faster and more effective problem solving.
- To regard that through thinking techniques can achieve better results than the orthodox way.
- To appreciate the opportunities afforded by the creative problem-solving process.
- To respect the participation of all in the groups in creating the decision-making process.

## Suggested feedback question(s) for Unit 6.2

| What theoretical elements are used here? | Recommended feedback question(s) | Activities (quiz, game, coordinated discussion, case study, visit, guest, etc) |
|---|---|---|
| • Problem Solving<br><br>(please see "Additional Material": Constructionism vs. Instructionism) | • Do you think that we should always adapt to the changes around us? Why? For Nicolas and Maria's venture - why is it important to adapt? | N/A |
| • Defining the Problem<br><br>(please see "Additional Material": DEFINING A PROBLEM - the most important step for the success of your solution and it must exist even before your idea) | • How could we evaluate a decision that we took? How do we know if the decision is right or wrong? | Activity M6.A4 |
| • CPS MODEL and the Design Thinking<br><br>(please see "Additional Material": Are You Solving the Right Problem?) | • Do you think asking a lot of questions is useful for problem-solving? | Activity M6.A2 |

## Tips for trainers and facilitators

Understanding that young adults with SEN might approach problems differently, requiring more support in framing and defining problems.

Understanding Individual Needs: Overview of common learning challenges for students with SEN and how they affect problem-solving.

## Additional Material

### U 6.2/1: "Are You Solving the Right Problem?" by Dwayne Spradlin

What it is?

Online article by the Harvard Business Review. The four-step process consists of asking a series of questions and using the answers to create a problem statement that will elicit novel ideas from an array of experts.

**Where can I find it?**

https://hbr.org/2012/09/are-you-solving-the-right-problem

**Which theoretical elements does it support / refer to?**

CPS MODEL and the Design Thinking approach.

It is addressed to trainers/facilitators who wish to deepen their knowledge, develop their skills and find new techniques and methods to support the educational process in the best possible way.

### U 6.2/2: DEFINING A PROBLEM - the most important step for the success of your solution and it must exist even before your idea

**What it is?**

The article explains that once you have selected (or modified) three main questions, you will have all the necessary elements to clearly define a problem. A well-defined problem should be meaningful and engaging. One clear sign of a wicked problem is the presence of a contradiction—while we have a clear objective and a hypothesis for how to achieve it, we also recognize that something is obstructing our progress.

**Where can I find it?**

https://medium.com/design-for-innovation/defining-a-problem-the-most-important-step-for-the-success-of-your-solution-and-it-must-exist-ae8675d84860

**Which theoretical elements does it support / refer to?**

Problem definition.

It is addressed to trainers/facilitators who wish to deepen their knowledge, develop their skills and find new techniques and methods to support the educational process in the best possible way.

### U 6.2/3: Constructionism vs. Instructionism

**What it is?**

Papert's classic work ("Mindstorms: Children, Computers, and Powerful Ideas" ) focuses on how young people can use technology as a tool for creative problem-solving. He introduces the idea of "constructionism" - learning by making things - and shows how it can foster creativity and innovation in children.

The article presents the speech of Seymour Papert done by a video conference in front of educators in Japan. He talks about the main differences between these two concepts and shows his examples in practice. He talks about the future and how it is important to think and be part of it.

**Where can I find it?**

https://dailypapert.com/constructionism-vs-instructionism/

**Which theoretical elements does it support / refer to?**

Problem solving.

It is addressed to trainers/facilitators who wish to deepen their knowledge, develop their skills and find new techniques and methods to support the educational process in the best possible way. Inspired by this article, trainers could bring a LEGO set into the classroom and experiment with the group of learners with the concepts of constructionism and instructionism.

# Unit 6.3: Generating ideas and learning to find a solution

## Learning Needs of Unit 6.3

This unit will equip teachers with the necessary tools and theoretical approaches to guide young adults with SEN through the creative problem-solving process. By focusing on practical techniques, personalized approaches, and inclusive methods, teachers will empower their students to become confident problem-solvers who can generate ideas and find solutions to real-world challenges.

**The essence of idea generation**: it is the practice of thinking, creating, developing, processing, analyzing the solution and then implementing it. The most important thing is the identification of the problem, then a solution can be found and this can happen in a timely manner.

**Thinking while generating ideas**: the brain needs to be game tuned. To stop making judgements and to stop judging. Evaluating ideas will cause the mind to become inhibited and stop the creative process.

**Techniques for generating ideas**: fluid thinking, associations, discussions, daydreaming, visualizations, checklists, "field trips," analogies, bug lists, etc.

**Facilitating Group Collaboration**: Think-Pair-Share: Allowing students to first think about solutions individually, then discuss them with a partner, and finally share ideas with the group. Group Brainstorming: Structuring group activities to encourage diverse perspectives and collective creativity.

## Specific Theoretical Approaches for Understanding and Support

The first step in learning to find a solution is to define the problem clearly. Once defined, ideas can be generated to find the best solution. Some techniques focus on generating many ideas, with the expectation that quantity will lead to creativity. However, quantity alone may not always work, as ideas can be too similar. Other methods prioritize variety, seeking heterogeneous ideas, which can be challenging due to fixation or the influence of prior ideas.

The process involves several stages: defining the problem, gathering information, generating ideas (such as brainstorming), sorting ideas, selecting the best ones, refining them, testing the solution, and implementing it. After implementation, performance analysis helps inform future projects. The methods and steps vary depending on the domain.

**Key Concepts:**

**Design Thinking**: A user-centered problem-solving model that fosters empathy and understanding, making it particularly useful for engaging students with SEN. It involves five stages: Empathize (understand users), Define (clarify the problem), Ideate (brainstorm solutions), Prototype (create early versions), and Test (gather feedback and refine). This iterative process promotes collaboration and creativity.

**Dweck's Mindset Theory**: Emphasizes the importance of fostering a growth mindset. A growth mindset encourages students to see challenges as opportunities for learning, leading to perseverance and resilience. It contrasts with a fixed mindset, where abilities are seen as static. A growth mindset can enhance motivation, success, and personal development.

## Desired Learning Outcomes of Unit 6.3

Knowledge

- To understand how to use **pros and cons** lists or **decision matrices** to help students assess the feasibility of their ideas.
- To comprehend how to clarify a problem
- To create diverse approaches to problem-solving
- To use structured routines and clear, visual instructions to help define the problem and generate solutions.

Skills

- To be able to break down complex problems into smaller, more manageable parts
- Using **visual aids** and **storytelling** to help students grasp the essence of the problem
- Using guiding questions to define the problem clearly (e.g., What is the challenge? Who is affected by this problem? What resources are available?)
- To encourage students to try out multiple solutions and reflect on what worked best.
- To support students in understanding that trial and error is a natural part of problem-solving.
- To create a supportive environment for creativity
- To create a **safe space** for students to voice their ideas without fear of judgment.

Attitude

- To believe everyone's point of view is valuable
- To respect people's need for time and space
- To create a safe space for students to voice their ideas without fear of judgment
- Encouraging risk-taking by celebrating failures as learning experiences
- Using positive reinforcement to motivate students.

## Suggested feedback question(s) for Unit 6.3

| What theoretical elements are used here? | Recommended feedback question(s) | Activities (quiz, game, coordinated discussion, case study, visit, guest, etc) |
|---|---|---|
| • Thinking while generating ideas | • When you face a difficult task or challenge, do you usually think "I can't do this" or "I'll figure this out with practice"?<br>• Do you believe that people can get better at things just by putting in | Activity M6.A1 |

| | | |
|---|---|---|
| (please see "Additional Material": Failing forward: How to encourage Failure) | effort, or do you think some people are just born with certain abilities? | |
| • Generating Ideas techniques<br><br>(please see "Additional Material": The Road to a Solution) | • How do you feel when you see someone else succeed at something you find hard? Do you get motivated to try harder, or do you feel discouraged?<br>• What do you think would happen if you started to see challenges as opportunities to grow instead of obstacles?<br>• Why do you think people who believe in their ability to grow and improve tend to succeed more in the long run? | Activity M6.A1 |

## Tips for trainers and facilitators

Tailoring brainstorming activities for students with communication difficulties, anxiety, or social challenges (e.g., using visual prompts for students with autism or breaking tasks down for students with ADHD). Using positive reinforcement to motivate students.

## Additional Material

### U 6.3/1: The road to a solution - Generating Ideas

**What it is?**

This "logic of experience" prevents us from combining ideas in innovative ways, limiting our exploration of all potential solutions. There are various techniques for generating new ideas, some based on mental strategies and others on mechanical methods. The focus when using these techniques is on the quantity of ideas produced rather than their quality, providing a wide range of possibilities for finding solutions. A key aspect of these techniques is suspending judgment, meaning refraining from evaluating ideas. Evaluation can stifle creativity and hinder the mind from making unconventional, yet potentially valuable, connections. Often, it's easier to come up with unusual or radical ideas when we know we're just "playing." However, once we face a serious task, we tend to dismiss these ideas, consciously or unconsciously, because they don't align with conventional practical solutions.

**Where can I find it?**

https://itseducation.asia/article/the-road-to-a-solution-generating-ideas

**Which theoretical elements does it support / refer to?**

Techniques for ideas generation.

Information and data included here could be used in the whole Module and in other Modules of the Power Up training program.

## U 6.3/2: What is design thinking?

**What it is?**

Design thinking is a non-linear, interactive process that can have from three to seven phases, depending on whom you talk to. We focus on the five-stage design thinking model. The design thinking process focuses on three key factors: desirability (what do people want?), feasibility (is it technically achievable?), and viability (can the company generate profit from the solution?). Teams start by addressing desirability before considering the other two aspects.

**Where can I find it?**

https://www.interaction-design.org/literature/topics/design-thinking?srsltid=AfmBOorAWGn4GO-OVo51LCm0diJ_AsGrt5ajZiHCT5Cw5ZYAchhEWQuZ

**Which theoretical elements does it support / refer to?**

Design Thinking.

It is addressed to trainers/facilitators who wish to deepen their knowledge, develop their skills and find new techniques and methods to support the educational process in the best possible way.

## U 6.3/3: Failing forward: How to encourage Failure

**What it is?**

By creating an atmosphere that embraces risk-taking and does not shy away from failure, you can squash the negative stigma that comes along with failing. You and your team will be better equipped to deal with instances of falling short of expectations, and instead find a way to celebrate and learn from these milestones. Your reaction to failure situations, and understanding they are part of achieving success, is key.

**Where can I find it?**

https://go.mccombs.utexas.edu/Failing-Forward-TEE-BLG.html

**Which theoretical elements does it support / refer to?**

Mindset theory of Carol Dweck.

It is addressed to trainers/facilitators who wish to deepen their knowledge, develop their skills and find new techniques and methods to support the educational process in the best possible way.

## U 6.3/4: What is creative problem solving and why is it so important?

**What it is?**

Research is essential when addressing a problem. However, there are instances where identifying the exact cause of the problem can be challenging. This may happen when there isn't enough time to pinpoint the source or when there are conflicting views on its origin.
In these situations, creative problem-solving can be used, enabling you to explore possible solutions even if the problem hasn't been fully defined.
Creative problem-solving is more flexible than other innovation methods, promoting the exploration of open-ended solutions. It emphasizes gaining new perspectives and nurturing creativity within the workplace..

**Where can I find it?**

https://online.hbs.edu/blog/post/what-is-creative-problem-solving

**Which theoretical elements does it support / refer to?**

Creative thinking and all the elements of the module 6.

It is addressed to trainers/facilitators who wish to deepen their understanding of formal, non-formal, and informal education in order to best support their learners.

## References:

"Design Thinking for Education: A Practical Guide for Teachers and Students" by A. Brown, C. Crews, and T. Kalantzis

"The Role of Creative Problem Solving in the Classroom" by Edward de Bono

"Creative Problem Solving: What Is It, and How Can It Help Our Students?" by J. Scott

"Creative Problem Solving: An Introduction" by Donald J. Treffinger, Scott G. Isaksen, and K. Brian Dorval

"The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail" by Clayton Christensen

"The Creative Problem Solver's Toolbox: Developing Skills for Decision Making and Innovative Thinking" by Richard Fobes

"Problem Solving 101: A Simple Book for Smart People" by Ken Watanabe

The Creative Education Foundation: this site offers educational materials specifically designed to help teachers develop students' problem-solving and creative thinking skills.

Retrieved on 31/03/2025: https://www.creativeeducationfoundation.org/

IDEO's Design Thinking for Educators Toolkit

Retrieved on 31/03/2025: https://www.talentlms.com/sem-register-lms/id:instructional-design-tool&aff:nstr?utm_source=google&utm_medium=cpc&utm_campaign=taphr&utm_term=instruction

al%20design%20tools&matchtype=p&network=g&keyword=instructional%20design%20tools&device=c&cid=14788770159&grpid=133335820768&gad_source=1&gclid=Cj0KCQiA_NC9BhCkARIsABSnSTaSLm7ecMy4GO3623crRF_jTqB31uu8ILuoDFEvKyMVfm_fj07ZktwaAs41EALw_wcB

# MODULE 6 ACTIVITIES

## ACTIVITY 1 (M6.A1)

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| Title | Brainstorming |
| Type | Game |
| When to use? | The game can be used after the video screening, to help educators and students understand their way to gather new ideas in a group environment. To encourage creative thinking among learners, helping them come up with innovative ideas for solving a specific challenge. |
| Number and skills of the trainer(s) | 1- 2 facilitators who can manage the ideas flow and organise a group into a specific decision making process. |
| Number of participants | 4-10 participants |
| Duration | 30–45 minutes (depending on the complexity of the topic) |
| Skills needed | Basic language skills |
| Equipment | Whiteboard or flipchart, Markers, Sticky notes (optional), Timer (optional), Paper & pens for participants. |
| Setting | Classroom or training room: a space conducive to group work and individual reflection. Arrange seating to allow for interaction and group work (either in a circle or clusters). |
| Aims | By encouraging learners to think creatively and without judgment, this activity helps them break out of traditional patterns and sparks new ideas that can be applied in real classroom settings. Plus, it fosters collaboration and peer support, which are essential for professional growth. |
| Procedure/description | **1. Introduction (5 minutes)**:<br>Explain the goal: Encourage creativity and idea generation without self-censorship, focusing on quantity over quality at first.<br>**Brainstorming rules:**<br>● No idea is too crazy.<br>● Build on others' ideas.<br>● Defer judgment—no criticism.<br>● Stay on topic.<br>**2. Warm-Up Exercise (5 minutes)**:<br>Engage learners with a fun exercise, such as: "What if there were |

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| | no desks in the classroom?" This promotes a playful, out-of-the-box mindset.<br><br>**3. Brainstorming Session (15–20 minutes)**:<br><br>● **Individual brainstorming (5 minutes)**: Each learner writes down as many ideas as possible on a given topic. Emphasize that no idea is too small or unrealistic.<br><br>● **Group sharing (10–15 minutes)**: Learners share ideas with the group, and someone records them on a whiteboard or flipchart. Encourage building on others' ideas.<br><br>**4. Reflection & Discussion (5–10 minutes)**:<br>Review the ideas and discuss:<br><br>● What patterns or themes appear?<br>● Any exciting or unexpected ideas?<br>● Which are feasible, and which require more resources?<br>● Can ideas be combined for better solutions?<br>Encourage learners to reflect on how to apply these ideas.<br><br>**5. Action Planning (optional, 10 minutes)**:<br><br>● **Prioritize ideas**: Let the group vote on which ideas to explore.<br>● **Break into teams**: Research or develop action plans for the selected ideas.<br>● **Assign tasks**: For example, one learner could explore tech tools, while another develops a lesson plan.<br><br>**6. Closing (5 minutes)**:<br>Thank everyone for participating. Encourage reflection on the ideas generated and consider how to implement them in daily life. Remind learners that brainstorming is an ongoing process and ideas can emerge at any time. |
| Evaluation-assessment-reflection method, including feedback question(s) | Evaluating ideas after a brainstorming session is important, but the process needs to be done carefully so that you don't shut down creative thinking too early. The goal is to select and refine the best ideas without stifling the creative freedom that was nurtured during brainstorming.<br><br>After evaluation, it's ideal to move forward with a growth mindset, where ideas can continue to evolve, and the group stays open to new concepts and possible improvements. This way, you |

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| | balance creative openness with practicality in a way that drives innovation. |
| Pay attention | **Don't evaluate ideas too early:** One key principle of brainstorming is to *defer judgment* during the idea generation process. The goal during brainstorming is quantity over quality, so evaluating ideas prematurely might stifle creativity or cause people to censor themselves.<br><br>**Focus on constructive feedback**: When evaluating ideas, encourage the group to ask questions like: *How might this idea be improved? What are the potential barriers, and how can we overcome them? Is there a way to combine this idea with another to increase its effectiveness?*<br><br>**Stay open to refinement:** Even ideas that seem difficult to implement can lead to creative solutions once explored further. Avoid outright rejection at this stage—allow room for refinement and iteration.<br><br>**Encourage flexibility**: Be open to ideas that may seem impractical at first but might spark new, unexpected avenues for exploration. |
| REFERENCES | Videos:<br>• Youtube - WHERE GOOD IDEAS COME FROM by Steven Johnson<br>• YouTube – Six Creative Ways To Brainstorm Ideas<br>• Youtube - 6 ways to boost your creativity: Pixar Brainstorming Techniques |

## ACTIVITY 2 (M6.A2)

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| Title | The 5 whys technique for a problem - definition |
| Type | Game |
| When to use? | The game can be used at the end of the video screening, to help educators and students understand their way to define a problem. To encourage creative thinking among learners, helping them come up with innovative ideas for solving a specific challenge. |
| Number and skills of the trainer(s) | 1- 2 facilitators who can manage the flow of ideas, getting into the root of a problem and organise a group into a specific decision-making process. |
| Number of participants | 3-10 participants |

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| Duration | 30–40 minutes (depending on the complexity of the problem) |
| Skills needed | Basic language skills |
| Equipment | Whiteboard, flip chart, or digital tool for writing, Markers or pens, Sticky notes (optional), Timer (optional) |
| Setting | Classroom or training room: a space conducive to group work and individual reflection. Arrange seating to allow for interaction and group work (either in a circle or clusters). |
| Aims | **Develops critical thinking skills**: It encourages students to dig deeper into issues and understand causes rather than just symptoms.<br><br>**Improves problem-solving**: By identifying root causes, students can generate more effective solutions.<br><br>**Promotes collaboration**: Working in groups fosters teamwork and communication skills.<br><br>**Applicable to real-life situations**: Students can use this technique to understand and solve problems in their academic and personal lives. |
| Procedure/description | **1. Introduction to the 5 Whys Technique (5 minutes)**<br><br>Explain the 5 Whys method: It helps identify the root cause of a problem by repeatedly asking "Why?" to each answer. Emphasize that each answer should build on the previous one.<br>**Example**:<br>Problem: Why Do We Need to Eat Healthy Foods?<br><br>● Why 1: To resist illness.<br>● Why 2: They provide vitamins and nutrients for energy.<br>● Why 3: Food is our main energy source.<br>● Why 4: Junk food can make us ill.<br>● Why 5: Junk food has artificial ingredients that make us tired and sick.<br><br>**Root Cause**: Poor time management due to lack of planning and awareness of deadlines.<br><br>**2. Problem Selection (5 minutes)**<br><br>Assign a problem for the students to work on, such as "Why are students not participating in class discussions?" or "Why should we follow rules at school?". Students can choose their own problems if they prefer. If the problem is too complex, break it down into smaller issues.<br><br>**3. The 5 Whys Process (15–20 minutes)** |

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| | Each group states the problem and asks “Why?” five times (or more) to dig deeper. Encourage students to record their questions and answers on paper or a whiteboard. For example, for the problem “Why are students not participating in class discussions?” the group might ask:<br><br>● Why aren’t students participating?<br>● Why do they feel nervous?<br>● Why are they afraid of making mistakes?<br>● Why do they think others will judge them?<br>● Why isn’t the classroom atmosphere supportive?<br><br>**Root Cause**: Lack of a supportive environment that encourages learning from mistakes.<br><br>**4. Group Reflection & Discussion (5–10 minutes)**<br><br>After completing the 5 Whys process, have each group share their findings. Prompt reflection with questions like:<br><br>● Was the root cause surprising?<br>How might addressing the root cause change the outcome?<br>● How can you apply this method to other problems?<br><br>**5. Wrap-Up & Takeaways (5 minutes)**<br>Summarize how the 5 Whys technique helps identify the root cause, leading to more effective solutions. Encourage students to brainstorm potential solutions and move from problem identification to problem-solving. |
| Evaluation-assessment-reflection method, including feedback question(s) | When adapting the 5 Whys exercise for young adults with SEN, ensure accessibility and clarity. Provide extra support and make adjustments to the approach. After identifying the root cause, encourage students to discuss practical solutions. Reflect on the process by asking guided questions like: "What did you learn?" and "How did group work help you?", “Was it difficult to think of answers? What did you do when you got stuck?”. For individual check-ins, have students reflect on the root cause, their feelings about the process, and one thing they'd change about group collaboration. |
| Pay attention | Use simple language and avoid jargon, e.g., "What caused this to happen?" instead of "Why did this happen?" Provide structured prompts and visual aids like graphic organizers or diagrams to help students with SEN. Break the activity into smaller steps and offer extra support. Some students might need a bit more time to process each "Why" and formulate their answer. Create a safe, |

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| | supportive environment, especially when discussing sensitive topics. Allow extra time for processing and revisiting questions. Encourage quiet students to contribute through alternative methods like writing or small group discussions. |
| REFERENCES | Online resources:<br>• YOUTUBE: The 5 Whys - Identifying The Problem To Solve |

## ACTIVITY 3 (M6.A3)

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| Title | Six Thinking Hats (Edward de Bono) |
| Type | Game |
| When to use? | This activity can be used before or after the screening of the video to help educators and students understand their way to define a problem. To encourage creative thinking among learners, helping them come up with innovative ideas for solving a specific challenge. |
| Number and skills of the trainer(s) | 1- 2 facilitators who can manage the flow of ideas, getting into the root of a problem and organise a group into a specific decision making process. with various perspectives. |
| Number of participants | 6-15 participants |
| Duration | 45–60 minutes (can vary depending on group size and complexity of the problem) |
| Skills needed | Basic language skills |
| Equipment | Different-colored hats (or alternatives like colored cards, paper, or digital icons to represent each hat)<br>Whiteboard, flip chart or online collaboration tool, Markers or pens, A timer or clock (optional) |
| Setting | Classroom or training room: a space conducive to group work and individual reflection. Arrange seating to allow for interaction and group work (either in a circle or clusters). |
| Aims | The 6 Thinking Hats technique, developed by Edward de Bono, is a powerful tool for fostering parallel thinking, encouraging different perspectives, and promoting creative and critical thinking. It helps individuals and groups approach problems and ideas from multiple |

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| | angles by metaphorically "wearing" different hats, each representing a distinct type of thinking.<br><br>The aim is to help students explore a topic or problem from multiple perspectives, encourage collaborative problem-solving, and develop critical thinking skills. |
| Procedure/description | **1. Introduction to the 6 Thinking Hats Technique (5–10 minutes)**<br><br>Explain the 6 Thinking Hats concept using visuals or metaphors. Describe each hat's focus:<br><br>● **White:** Facts and data.(What facts do we know? What information is missing?)<br>● **Red:** Emotions and gut feelings.(How do I feel about this? What's my gut reaction?)<br>● **Black:** Risks and downsides.(What's the downside? What could go wrong?)<br>● **Yellow:** Positives and benefits.(What's the upside? What could work?)<br>**Green:** Creativity and new ideas.(What new ideas do I have? How can we think outside the box?)<br>● **Blue:** Organization and next steps.(How should we organize our thoughts? What are the next steps?)<br><br>Give an example like deciding on a class project using the hats to ensure all perspectives are considered.<br><br>**2. Choose a Topic or Problem (5 minutes)**<br>Select a relevant topic, such as "Should our school adopt a four-day week?" or "How can we reduce waste in our community?", "How can we improve communication in our group work?"<br><br>**3. Group Division and Hat Distribution (5 minutes)**<br>Divide students into small groups (2-3 students each). Assign each person one of the 6 hats, either randomly or based on interest, encouraging them to think beyond their usual way.<br><br>**4. The 6 Hats Thinking Process (20–30 minutes)**<br>Guide students through the hats in order:<br><br>● **Blue Hat (5 minutes):** Facilitator organizes the process and summarizes ideas.<br>● **White Hat (5 minutes):** Present facts and data.<br>● **Red Hat (5 minutes):** Express emotions and gut reactions.<br>● **Black Hat (5 minutes):** Focus on risks and negatives.<br>● **Yellow Hat (5 minutes):** Highlight positives and benefits.<br>● **Green Hat (5 minutes):** Brainstorm creative solutions. |

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| | End with Blue Hat summarizing the discussion and outlining next steps.<br><br>**5. Group Reflection & Discussion (10 minutes)**<br>Afterward, each group shares their findings. Discuss how wearing different hats changed their perspectives and if any insights were surprising.<br>**Sample reflection questions:**<br>● Did anyone's perspective change after considering a different hat?<br>● Which hat was easiest or hardest to wear?<br>● What did you learn from thinking about the problem in different ways?<br><br>**6. Conclusion and Takeaways (5 minutes)**<br>Summarize the activity, stressing the importance of considering different perspectives. Encourage students to apply the 6 Thinking Hats technique in future group work and decision-making. |
| Evaluation-assessment-reflection method, including feedback question(s) | The goal of evaluation is to assess engagement and learning outcomes in a supportive way. Methods to evaluate include observing student participation, comfort with expressing thoughts, staying on topic, and collaborating. Teachers should note who engages and how well students use the hats, offering support if needed. Encourage self-reflection by asking students how they felt using the hats and which was their favorite or hardest. For written struggles, offer voice responses or one-on-one discussions. |
| Pay attention to | Clear Instructions & Simplified Language<br>● **Simplify the instructions**: Explain the purpose of each hat in simple, concrete terms. Use visuals or diagrams to represent the hats. For example, instead of just saying "Black Hat: Critical Thinking," say, "Black Hat: Let's think about what could go wrong or what problems we might face."<br>● Use **real-world examples** for each hat to make the roles more relatable.<br>Use Visual and Sensory Supports<br>● **Visual aids**: Use colored paper, icons, or images that represent each thinking hat. This will help students associate each hat with a specific color or symbol.<br>● **Tangible hats or objects**: If possible, have actual colored hats or objects to make the exercise more interactive. For example, you could use colored cards or fabric hats for each student to wear or hold.<br>Provide Extra Time and Space<br>● **Extend time**: Allow more time for students to think about each hat's perspective before they share their ideas. |

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| | • **Use pairing or small groups**: Some students may find it easier to express their thoughts in smaller groups or with a peer who can offer support. Pair up students with peers who are good listeners and can help guide their thought process without taking over. |
| REFERENCES | YOUTUBE: Six Thinking Hats By Edward De Bono: animated Summary |

## ACTIVITY 4 (M6.A4)

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| Title | SWOT Technique |
| Type | Case study |
| When to use? | This activity can be used before or after the screening of the video to help educators and students understand their way of defining a problem. To encourage creative thinking among learners, helping them come up with innovative ideas for solving a specific challenge. |
| Number and skills of the trainer(s) | 1- 2 facilitators who can manage the flow of ideas, getting into the root of a problem and organise a group into a specific decision-making process. with various perspectives. |
| Number of participants | 6-15 participants |
| Duration | 45–60 minutes (can vary depending on group size and complexity of the problem) |
| Skills needed | Basic language skills |
| Equipment | Whiteboard, flip chart or online collaboration tool, Markers or pens, A timer or clock (optional) |
| Setting | Classroom or training room: a space conducive to group work and individual reflection. Arrange seating to allow for interaction and group work (either in a circle or clusters). |
| Aims | The **SWOT technique** is a strategic tool that helps individuals analyse a situation or challenge by evaluating **Strengths, Weaknesses, Opportunities,** and **Threats**. It can be a great tool for creative problem-solving because it encourages reflection on various aspects of a problem. For young adults with Special Educational Needs (SEN), we can adapt the SWOT technique into a more engaging and accessible activity. |

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| Procedure/description | The goal of this activity is to brainstorm ways to make the classroom feel more like home—comfortable and inviting. Students will use the SWOT technique to explore strengths, weaknesses, opportunities, and threats related to this project.<br><br>**1. Introduction to the Problem**<br>Explain the scenario: "We spend a lot of time here, and it's important to make the classroom feel comfortable. Let's brainstorm ways to make it cozier and more inviting."<br><br>**2. Introduce the SWOT Technique**<br>Explain how the SWOT technique will be used to analyze the situation:<br>● **Strengths:** What's good about our classroom?<br>● **Weaknesses:** What could make it less cozy?<br>**Opportunities:** What can we change or add to improve the space?<br>● **Threats:** What obstacles might we face?<br><br>**3. Create the SWOT Grid**<br>Draw a large SWOT grid on the board or provide worksheets with the four categories.<br><br>**4. Group Activity: Fill the Grid Together**<br>Divide students into small groups or have them brainstorm as a class to fill out the grid using guiding questions:<br><br>● **Strengths:** What already makes the classroom cozy? (e.g., natural light, art on walls, "The desks are arranged in groups, so it feels less like rows.")<br><br>● **Weaknesses:** What could make it feel uncomfortable? (e.g., hard furniture, bare walls, "There's not enough space to move around or relax.")<br><br>● **Opportunities:** What can be added or changed? (e.g., cushions, plants, rugs, reading nook, "Adding colorful rugs or curtains could make the space warmer.")<br><br>● **Threats:** What could get in the way? (e.g., limited space, budget, allergies, "We have limited space, so we can't add too much furniture.")<br><br>**5. Group Reflection**<br>After completing the grid, have a class discussion. Encourage reflection with questions like:<br><br>● "What strengths can we use?"<br>● "Which weaknesses should we fix first?"<br>● "What opportunities are easy to implement?" |

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| | ● "What threats should we address?"<br><br>**6. Action Plan**<br>Guide students to create an action plan based on their SWOT analysis. For example:<br><br>● "Add bean bags (Opportunity)"<br>● "Ask for funds for plants (Opportunity)"<br>● "Rearrange desks for more space (Threat)"<br><br>**7. Make It Fun and Collaborative**<br>Make the process interactive:<br><br>● **Visual aids:** Use magazines, colored paper, or online tools to create visual representations.<br><br>● **Voting system:** Let students vote on ideas to implement them as a class project. |
| Evaluation-assessment-reflection method, including feedback question(s) | As a teacher, you can observe students during the activity and note their participation, collaboration, and thinking process.<br><br>**Engagement and Participation**<br><br>● Are all students actively participating in the group discussion?<br>● Do students seem engaged and interested in the task (e.g., are they brainstorming freely, asking questions)?<br><br>**Critical Thinking**<br><br>● Are students able to identify strengths, weaknesses, opportunities, and threats relevant to creating a cozy classroom space?<br>● Are students thinking creatively to come up with solutions to the problem (e.g., how to use limited space, what materials to use)?<br><br>**Feedback questions**<br><br>● Do you think your action plan for improving the classroom will make a positive difference? What's one thing you'd like to see implemented?<br>● Were there any obstacles (e.g., limited space or budget) that your group faced when coming up with ideas? How did you solve those issues?<br>● How did you feel about using the SWOT technique to solve the problem of making the classroom more cozy? |

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| | • Would you use this technique for other problem-solving activities? Why or why not?<br>• How could we improve this activity for next time? |
| Pay attention to | **Keep Instructions Simple and Clear**: Use clear, concise language and check for understanding. Break down the activity into smaller, manageable steps.<br>**Assign Roles**: Assign roles in the group to ensure that each student is actively involved. For example, one student could be the "note-taker," another could be the "timekeeper," and another could be the "idea sharer." This gives structure and allows students to focus on their strengths.<br>**Create a Calm Space**: For students who may be sensitive to noise or overstimulation, ensure that they have a quiet or designated space where they can focus. You could allow them to work in a less busy corner of the room or provide noise-canceling headphones.<br>**Allow Breaks**: Some students may find it difficult to maintain focus for long periods. Encourage short, regular breaks to stretch, breathe, or take a moment of quiet time. |
| REFERENCES | YOUTUBE: SWOT Analysis - What is SWOT? Definition, Examples and How to Do a SWOT Analysis |