

The Plan

Introductions & definitions

Learning the Creative Process

Practicing the Creative Process – Case Study

Individual or small group work time using the Creative Process & Worksheets

Commitments – What is one thing you WILL do when you get back to your camp/center to meet your goal(s) regarding diversity?

The Creative Process

The process for creative planning is a useful tool for brainstorming individually or in a group. Imagine an hour glass: after goals (and sometimes limitations) are established, the process begins at the top with brainstorming many ideas, narrows in the selection to one idea and then expands on that idea at the bottom of the hour glass.

1. **GOALS.** Identify the topic, activity area, or goal to plan.
 - a. In the context of diversity, your goal might be to recruit summer staff that better represent your camper population; to provide camper funding for the low-income community in your backyard; to expand your program options to include transgender youth; to balance the gender of your board members; or something else! (Focus first on the purpose, not the how: Goals are your destination, while objectives – tasks – are your roadmap.)
 - b. Known limitations and challenges can be detrimental to the creative process. If you must include or speak to them, speak to them in positives. Instead of “Latino families won’t send their children to our camp because we’re too close to the border,” consider making your goal “develop programs for Latino families in our community that consider our location close to the border.” It can also be helpful to put fears, limitations, or challenges in a “parking lot” – write them on another sheet of paper so you and your brainstorm team don’t forget them in the long run, but also so they aren’t stumbling blocks to the creative process.
2. **BRAINSTORM.** Encourage everyone to share all their ideas without judgement (avoid laughing, groaning, or saying “that’s great” or “we can’t do that” or “we tried that once, and...”). Encourage people to add on to other ideas. Record all ideas where the group can see them. Remember: the wild and crazy ideas inspire more great ideas.
3. **SELECTION.** When the ideas stop flowing, use consensus or another crowd sourcing method to select the idea or ideas that are most interesting to the group at that time. Narrow the interest to one idea or group of related ideas. Remind the group that “we’re not saying ‘no’ to any ideas, we’re saying ‘that’s not the right idea for right now’.”
4. **BUILD.** Now below the center of the hour glass, build on this one idea (or group of ideas).
 - a. Ask: how much of this do we really want to do? What comes first? What steps do we need to get to this idea/goal? How can we move from one phase to the next? How can we care for all people involved? How much time is needed? Who is going to do what part? What resources do we need? Where will all this happen?
 - b. Make the idea(s) broader, deeper, more involved, more wild, richer, exciting, or bigger, and possibly related to other previous ideas if relevant.
 - c. Remain positive!

5. **TRY IT ON.** Take a critical look at the plan. Imagine living into the plan, looking for possible conflicts or problems. Find solutions to any possible conflicts or problems perceived.
6. **DO IT!** Anytime a plan is implemented, it can be helpful to remember that it is a provisional try. A provisional try is one that is ... provisional! There is always room for evaluation, growth, improvement, change, and forgiveness. Remember to I-A-G the process and the plan along the way and after. See the models below!

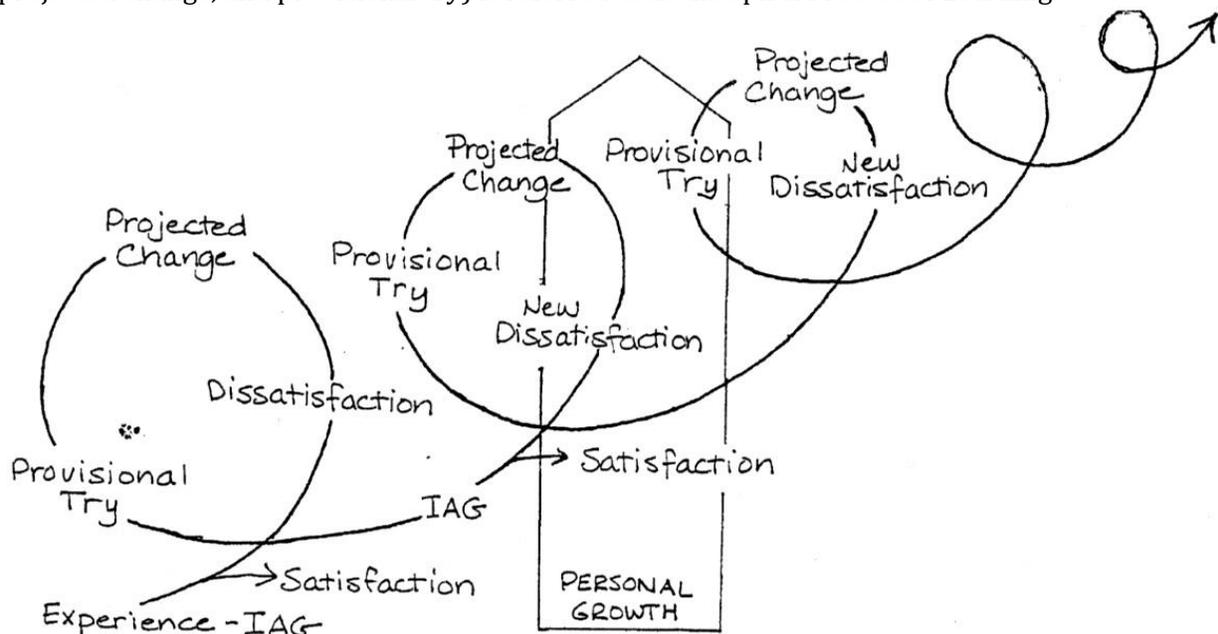
Learning from Experience

There are many models and theories to teach and understand learning from experience; this is just one! Like a debrief after a ropes course element, reflection after any experience is key to personal, organizational, and programmatic growth.

There are three basic steps to Learning from Experience: Identify, Analyze, and Generalize.

- **IDENTIFY.** What is going on, what happened, how did you feel? Focus on the senses – what can you see, hear, or feel?
- **ANALYZE.** What caused what happened, what made it happen, or what resulted from it happening? Did the idea or process work? Where is there room for improvement?
- **GENERALIZE.** What can I learn from this experience that can be applied to this or other situations?

Once you have generalized the experience (often called I-A-G-ing an experience), you can apply that generalization or learning forward to other situations. If you were dissatisfied with the experience, you might try something different next time, called a **PROJECTED CHANGE**. The action you plan to take is called a **PROVISIONAL TRY**. After each provisional try, you can I-A-G the experience again and continue improving on the experience – continuing in this way (experience, dissatisfaction, projected change, and provisional try) is referred to as the **Spiral Process of Learning**.



Why are you here? Broadly speaking, what do you want to take from this workshop time?

Who is in your current camp community? Staff? Campers? Retreat guests/groups? Adult/family program participants?

Who is in your wider, geographic community? (I.e., who could be in your camp community?)

Rapid fire goal time! Identify at least FIVE specific goals you have regarding diversity for your camp/center; consider staff, campers, retreat groups, volunteers, program groups ...