PATHFINDER SPECIALIST AWARD



PTHOPS005

PATHFINDER CREATIVITY SKILLS

RESOURCE MATERIAL

APRIL 2024

NAME

DATE

RESOURCE MATERIAL PATHFINDER SPECIALIST AWARD

The Resource Material, Review Booklet and Assessment tools were produced by the Adventist Youth Ministries of the South Pacific Division (SPD).

We pay tribute to Pastor John Wells, the main contributor in the reshaping, rewriting and adapting of this material. He was assisted by a number of other experienced leaders and an editorial team brought the task to completion.

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The Unit Outline is unchangeable. However, Conferences/Missions in the SPD are encouraged to be creative in the delivery of the training to suit their local needs. Photocopying of this material is permitted in the context of leadership training. It is not to be used for commercial purposes.

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TABLE OF CONTENTS

ORIENTATION 4

Purpose 4
The Resource Material 4
What additional Resources Do I need 4
What Do I Need to Bring for the Training/Review/Assessment Program? 4
How Will I Be Assessed? 4
Reassessment Process 5
Appeal Process 5

UNIT OUTLINE 5

INTRODUCTION 6

CHAPTER 1 - FACTORS THAT LEAD TO CREATIVE THINKING 7

What is Creativity 7
Bible and Creativity 7
Personal Attitudes towards Creativity 8
Some Constraints to Creativity 8

CHAPTER 2 - THE VALUE OF CREATIVE THINKING 10

Purpose of being Creative in Pathfindering 10
Advantages of Creativity for Pathfinders 10
Sources of Creative Ideas 11
The Personal Impact of Creativity 11

CHAPTER 3 - TOOLS FOR CREATIVITY 12

Presentation Approaches 12
Conversation and Discussion Approaches 12
Artistic Approaches 13
Written Approaches 14

CHAPTER 4 - THE CREATIVE PROCESS 16

The Need 16
The Development 16
Brainstorming Ideas 16
Considering the Questions 17
Another Method is known as De Bono's Six Thinking Hats 18
Implementing the Idea 18

APPENDIX 20

Summary of Howard Gardner's Theory on Multiple Intelligences 20

BIBLIOGRAPHY 21

ORIENTATION

Welcome to the Resource Material for PTHOPS005 Pathfinder Creativity Skills.

PURPOSE

This unit covers the specific training skills needed for understanding the value and process of creativity in Pathfinders.

THE RESOURCE MATERIAL

This Resource Material contains the essential information to meet the competencies outlined for this unit. This resource should help you to:

- Gain a comprehensive understanding of Pathfinder Creativity Skills.
- Understand Pathfinder Creativity Skills as they relate to a Pathfinder Club.
- Prepare for the PSA training/review/assessment program.
- Acquire knowledge that will help with your Pathfinder Ministry.

A basic Review Booklet has been developed for this unit. It contains a small number of worksheets that, once completed, provide evidence that you understand the material. The Review Booklet needs to be completed before the assessment and forms part of the requirements to gain competence in this unit.
Note: If you have any questions, please consult your District Director or your local Conference/Mission Youth Department.

WHAT ADDITIONAL RESOURCES DO I NEED?

- None.

WHAT DO I NEED TO BRING FOR THE TRAINING/REVIEW/ASSESSMENT PROGRAM?

- Resource Material (if received beforehand).
- Review Booklet (completed, if required).
- Pencil/pen.
- Any other resources or equipment as specified by your assessor.

HOW WILL I BE ASSESSED?

At the Conference/Mission training/review/assessment program, your competency will be assessed by one or more of the following methods:

- Written/oral questioning.
- Practical demonstration.

REASSESSMENT PROCESS

- Opportunity will be given to training participants to be reassessed if they are not found competent.
- There will be no limit to the number of opportunities for re-assessment.

APPEAL PROCESS

Participants who are not satisfied with their assessment can:

- Discuss the issue with their Assessor.
- Discuss the issue with their District Director.
- Request the mediation of another Assessor.
- Report their concern to the Conference/Mission Youth Director.

UNIT OUTLINE

The Unit Outline below summarizes the requirements (Elements) of this unit. Each Element requires completion of various tasks (Performance Criteria).

PTHOPS005	Pathfinder Creativity Skills
PSA	Pathfinder Specialist Award

DESCRIPTION:

This unit has been developed by the Adventist Youth Ministries of the South Pacific Division (SPD). It covers the specific training skills needed for understanding the value and process of creativity in Pathfinders.
The Competency Based Training (CBT) method has been adopted for the delivery of this unit.

ELEMENT	PERFORMANCE CRITERIA
1. Explain the factors that lead to creative thinking.	1.1. Identify what creativity is. 1.2. Summarise what the Bible says about creativity. 1.3. Summarise approaches to creativity. 1.4. Determine the personal attitudes that promote creativity. 1.5. Explain the constraints to creativity.
2. Understand the value of creative thinking.	2.1. Outline the purpose of being creative in Pathfindering. 2.2. Describe the advantages of creativity in the Pathfinder program. 2.3. Detail sources of personal creative ideas. 2.4. Identify the impact of the creative process on the individual.
3. Establish the range of creative concepts that can be available for use in Pathfinders.	3.1. Explain the role of established learning approaches in creativity. 3.2. Outline the presentation learning approach and list examples. 3.3. Outline the talking and discussing learning approach and list examples. 3.4. Outline the artistic learning approach and list examples. 3.5. Outline the writing learning approach and list examples.
4. Identify the important principles needed to introduce new ideas.	4.1. Explain the beginning of the creative process. 4.2. Outline the application of the creative idea. 4.3. Evaluate the impact of the creative idea. 4.4. Demonstrate ability to prepare and lead a creative experience in your club.

INTRODUCTION

This unit explores the role of Creativity in the program of the local Pathfinder club. It highlights what creativity is, why it plays a role in Pathfindering and outlines the wide range of creative methods that may be used to gain the attention of the Pathfinders and to interest them in the fact that they are loved by God.

Everyone is creative. Some are just more creative than others. Every one in the world can come up with new ideas. The result of the genes that we inherit from our parents and the Spiritual Gifts that we have been given by the Holy Spirit determines who we are. God is the creator. We are the created ones. God can make something from nothing. We can create something from something that already exists. We are able to look at the same things in a different way and then make it new and special. This unit explores this and will encourage us to be creative for the Lord we serve.

All have the ability to create new ideas. The problem is to understand and utilise the process that allows us to do this most efficiently and effectively. This unit will explore these concepts.

CHAPTER 1 - FACTORS THAT LEAD TO CREATIVE THINKING

WHAT IS CREATIVITY

Creativity is the ability to use the imagination to develop new and original ideas or things, especially in an artistic context (Encarta World English Dictionary, 2009). The creative process is limited only by the personality of the person being creative.

It is a process that is unpredictable. It does not fit into any logical procedure. The individual makes connections and links together seemingly unrelated ideas, objects, or events in ways that lead to new conceptions. They see the world with a fresh twist, and are able to transform the strange to the familiar, or the familiar to the strange. Victor Hugo said, "Nothing in this world is so powerful as an idea whose time has come".

BIBLE AND CREATIVITY

The first words of the Bible are "In the beginning God created".[1] God is the creator and he has placed in each of us an ability to create. "Let us make people in our own image".[2] This creativity is seen in the early mention of creative skills such as Jubal the first musician who was the inventor of the harp and the flute.[3] Then there was Tubalcain who worked with bronze and iron. The building of the temple mentioned this practical creativity as one of the Gifts of the Spirit. "Look, I have chosen Bezalel son of Uri, grandson of Hur, of the tribe of Judah. I have filled him with the Spirit of God…".[4]

But God has also given men and women an ability to use creativity in art, programs, ability to think through problems and to present things in different ways.

- David acting as a madman to escape from the Philistines – 1 Samuel 27
- David and other musicians creating songs to be sung in worship – Book of Psalms
- David and other musicians taking a popular tune and putting spiritual words to it – Ps 69, 75, 80,
- Nathans use of a parable to reveal David's sin – 2 Samuel 12
- Ezekiel's creative ways of presenting God's messages – Ezekiel 4:1 – 14; 5: 1,5
- Jesus use of parables to illustrate spiritual truth
- Jesus paid the temple tax from the fish's mouth
- God and the vision that he gave to Peter about the unclean animals that came down in the blanket – Acts 10: 9 – 23

The Bible also provides the guidelines concerning creativity.

1. The creative activity must be in harmony with the guidelines of the commandments.[5]
2. Creative application for activities must value and be respectful of all participants.[6]

1 Gen 1.1 NLT
2 Gen 1.26 NLT
3 Gen 4.21
4 Exodus 31.2,3 NLT
5 Matthew 5:18
6 Matthew 7:12

BIBLE AND CREATIVITY (CONT)

3. Being creative will make a difference in the life of others. Each creative activity should respect and reflect Christian values of Faith and Grace.[7]

4. Paul summarizes all that scripture says about creativity. "Fix your thoughts on what is true and honorable and right. Think about things that are pure, lovely and admirable. Think about things that are excellent and worthy of praise".[8]

PERSONAL ATTITUDES TOWARDS CREATIVITY

"Edward De Bono, one of the world's prominent thinkers in the area of creativity, likes to use the terms "lateral" and "vertical" when talking about the way we think.

To think vertically is analogous to digging a hole and expanding it only by digging it deeper. To think laterally is to entertain possibilities not immediately clear".[9]

Vertical thinking is what most of us do. It is the logical, rational, straight-forward thinking that all of us do.

Lateral thinking is seen as illogical to some people. It is the 'thinking outside of the square'. It is to dig new holes and explore new channels for your creative ideas.[10]

Personal attitudes that help facilitate creative thinking include:

- **Self worth** – a personal belief that I am a child of God. That I have been wonderfully made. That God has given me special gifts that I can use in His service. A belief that God is with me and that I can think of creative ideas that are worth pursuing.
- **Vision** – a sense of seeing the possibilities in ideas. Having goals that you believe need to be achieved and focusing on ways that they could be met.
- **Exploration** – always looking for different ways of doing things. Not committed to the SOS (Same Old Stuff).
- **Fun** – a sense of joy. Always seeing the amusing things that happen in life.
- **Experiences** – events in life can be opportunities to think creatively. If the original plan has to be changed due to circumstances then it becomes an opportunity for being creative. You have to do something and that is the moment of opportunity to respond in a different way due to the limitations of the moment.
- **Acceptance** – always accepting that every opportunity has more than one way of being dealt with. That God uses many different people and methods to achieve His goals. All of them are right according to God. Jesus did this when Peter complained about some groups who were also telling people about Jesus.

SOME CONSTRAINTS TO CREATIVITY

This is a list of ideas and concepts that act as negatives in the creative process.

1. **Tradition** – Emphasises a set of accepted norms that can seriously restrict creativity. In fact tradition can become a barrier to creativity because of a lack of communication about the teaching outcomes that both the traditionalist and the creative person want to achieve.

2. **Organisations** – Creativity can be restrained by organisational policies. Policies can create conflict because they restrict creative methods of doing things. Leaders have to be prepared to deal with the 'we've never done it this way before' or 'this has been tried and it failed' and other such negativity.

3. **Other people's attitudes** – A negative environment creates a major brake on ideas. Creativity needs the watering effect of encouragement from others.

7 Ephesians 2:8
8 Philippians 4.8 NLT
9 Quoted in It won't Fly if You Don't Try by Richard Farmer p13. 1996
10 As above

SOME CONSTRAINTS TO CREATIVITY (CONT)

4. **Fear** – Fear of failure. Fear of offending someone.
5. **Personal constraints** – This could be lack of confidence in a leaders creative ability or perceived lack of creativity.
6. **Being Happy with the way things are** – This is a huge restriction. It leads to full time boredom. The person looses motivation because they have created their own boring environment.
7. **Technology** – It is great but at the same time it can be restrictive to creative thinking.
8. **Time** – Creativity needs time for the process to take place. Creativity is a process of developing, fine tuning and adapting ideas until satisfaction is reached.
9. **Resources available** – This can be a restrictive element and yet at the same time it can be a positive thing. Resources do affect creativity. If you don't have money to support an idea or if you don't have the resources available then creativity is limited.
10. **Lack of personal competence in the activity** – Lack of understanding of the problem and thus a restriction of the creative opportunities available in solving the problem.
11. **On the other side**, being restricted by over competence in the activity so that we are unable to think outside of the square.
12. **Problem of 'group think'** – This is where every one agrees with a great idea without thinking about all of the other possibilities.

CHAPTER 2 - THE VALUE OF CREATIVE THINKING

Jesus unlocked the thinking of His listeners with the simple words, "The kingdom of heaven is like...". Jesus knew the value of creativity to reach the minds of the community He was living amongst. Creativity is vital to the Pathfinder organisation. It is the tool to pass the good news about Jesus. The 'Way to Go' curriculum is based on creative concepts. The Card and Specialty curriculums come to life when teachers are prepared to be creative.

PURPOSE OF BEING CREATIVE IN PATHFINDERING[11]

1. Creativity makes learning more enjoyable, lasting and meaningful.
2. It provides opportunity for self expression and development of creativity.
3. It instils pride in accomplishment of proper self-confidence.
4. It contributes to the development of proper self-concepts.
5. It provides for participation in group situations and reaction to established group approval and behaviour.
6. It deepens a Pathfinder's need for individual expression.
7. It relieves periods of physical restlessness with meaningful activity, coordinating mind and muscle.
8. It prompts respect for both adults and peer leadership.
9. It affords opportunity for the practice of the principles of Christian living.
10. It helps the Pathfinder respect the property of others.
11. It teaches co-operation, sharing and taking turns.
12. It emphasises a Bible concept or illustrates a truth.
13. It provides opportunities for Pathfinders to express their relationship to God and their response to Bible teaching.
14. Keeps the program fresh and interesting. There is always a sense of anticipation because the Pathfinders may miss out on something if they don't attend.

ADVANTAGES OF CREATIVITY FOR PATHFINDERS

Leaders who are prepared to be creative make the Pathfinder Club a happy place. It becomes a part of their growing life where they are more than happy to hang out. In fact they are confident enough to encourage their friends to come as well. Some of the advantages are:

1. Demonstration to the Pathfinders that they are important. Where a church and a group of adults are prepared to spend time and enjoy themselves makes a huge impact on each Pathfinder and those who are only waiting to be old enough to join the club.
2. Creativity becomes the vehicle that transforms the basic program outline into something exciting and interesting.
3. Making the club unique from every other club. The creativity comes from the abilities of the leaders. Creativity provides the special element that the club operates on.
4. Providing a potentially wide spectrum of features that meet the needs of the different Pathfinders that make up the club.

11 This list is from Pathfinder Leadership Award Training Manual p77, 78

ADVANTAGES OF CREATIVITY FOR PATHFINDERS (CONT)

5. Making Pathfindering a fun experience. Pathfindering should be an enjoyable experience that the Pathfinders look forward to. Humour and laughter are so important in allowing people to grow together.
6. Developing special memory events that Pathfinders will never forget throughout their lives. Whether they stay with the Lord or not, they will remember these times. Creativity is an essential element in developing these moments.

SOURCES OF CREATIVE IDEAS

This list only provides some of the sources that can be used by Pathfinder leaders to develop their own creative ideas.

1. **Other people** – It is so important to have positive fun loving groups around a leader so they can bounce ideas off them.
2. **Resource books** – There are lots of excellent books with ideas that are adaptable or can be followed. These are not only from religious sources. It pays to look at other organisations resources such as the Scouts, Guides or schools etc.
3. **Time** – While driving or at work, there is time to think about the activity most adults can draw on their own life's experience for illustrations. It is important in preparing a program to allow time for creativity in preparing and planning stages. Personal imagination is powerful but needs time to function creatively.
4. **Other sources of creativity** – It may be a movie, documentary, TV, or a billboard, these can be linked with the activities which suddenly produce a new idea. It may even be with an untidy desk that has lots of colour and images that spark ideas.
5. **The world of nature** – God the Creator has set in place an amazing combination of colours, shapes, plants and animals.

THE PERSONAL IMPACT OF CREATIVITY

Becoming involved in creative activities has a personal impact. It helps to develop personal confidence. It changes self perceptions. Leaders learn to develop programs in spite of what people may say. Leaders learn from experience that it can work.

Being creative gives leaders an opportunity to make a difference in their community They discover that God can use them in the process of sharing the good news about Jesus. God has given leaders the responsibility of being the vehicle through which Pathfinders tell the world about Him. The Pathfinder Club is the leaders community where God's love is displayed. Leaders can use their spiritual gifts in the creative process. Have a willingness to be creative in teaching the Pathfinder curriculum.

CHAPTER 3 - TOOLS FOR CREATIVITY

Creativity has been part of humanity since the day of creation. Over time many creative approaches have been developed. Leaders can use these to help develop their own creative programs for the local Pathfinder club. These approaches provide foundations for the creative process.

PRESENTATION APPROACHES

This is referring to different ways in which the message is communicated to the listener. The receiver hears the message. They do not have an opportunity to discuss or become involved during the process of presenting. This is especially effective if there is a large group or a specific message needs to be communicated. This is a 'jug to mug' type of communication. Methods include:

1. **Storytelling** – one person re-telling the events that happened in a personal experience or one that they have read about. The storyteller touches the mind and heart of the listener recreating the picture of the story in their own imagination. This is a whole special skill that is worth the effort to learn. That is why completing the Christian Storytelling Honour is essential for either Master Guides or Pathfinder Leadership Award.
2. **DVD/Video** – these are professionally acted out stories that provide the context of the story through audio and visual senses.
3. **Drama** – a group is involved in the telling of the story. Drama can be to a script that has been written by someone or it can be something that is worked out by a group. Dramas are great for involving a whole group of people in the telling process.
4. **Skits** – short dramas that quickly get to the point. Great to use as an introduction to a topic for discussion.
5. **Preaching/devotionals** – this is when one person shares their encounter with a Bible theme to an audience. The presenter will speak and often use creative methods such as one person drama, dialogue or storytelling making the words relevant to the group.
6. **Puppets** – this is a story telling using the medium of puppets. It could also be puppets miming to a CD. These can be shadow, hand held, stringed etc. This method has been used since the early church to share the stories and messages of the Bible.
7. **Statues (Human Sculptures)** – where a group of individuals freeze like a statue. Each statue holds a group that combines to illustrate the overall impact. Tell them that they have to describe words such as:- Love, Fear, Anger, War, Alienation, Hate, Joy, Celebration, Peace, Sharing etc. It will need someone to act as a guide for the whole group to understand what is presented. If you are telling Bible Story then you will need a series of statues to illustrate the main points of the story being told.
8. **Mime** – is where the person or group presents the story or message using only actions.
9. **Postcards** – is a set of scenes that are frozen by the participants to illustrate a specific story or concept. Each postcard is frozen in place with the words "Everybody Freeze" said by the interpreter of the postcard.

CONVERSATION AND DISCUSSION APPROACHES

Conversation and discussion approaches refer to different ways the leader involves at least someone else in the process of discovering the message. This is a very effective learning method because everyone is involved. The leader acts as the facilitator. It is important to describe exactly what is required and to control the experience within a specific time. Groups function better when they have restricted time. Methods include:

1. **Interviews** – when someone is asked questions about what they think on specific topics. This is done in front of an audience. It may be used as a feature to learn more about someone, or as stimulation for the beginning of a discussion or presentation.
2. **Panel discussion** – this is similar to an interview, except a group of experts talk amongst themselves about their views on the topic. A moderator asks questions of the group then introduces and summarizes the discussion. If the audience is allowed to ask questions of the panel, it becomes a Panel-Forum.

CONVERSATION AND DISCUSSION APPROACHES (CONT)

3. **Discussion** – ideas are shared orally in a group. The group should be small (15 maximum, if possible). All participants need to be able to make eye contact with each other. Everyone should be encouraged to participate in the experience.
4. **Buzz Groups** – the total group is divided into smaller groups (3 to 6 in each) to provide an opportunity for reaction to a problem, or to discuss specific aspects of a subject or presentation. Groups can be formed in many creative ways (such as counting off, clustering, etc). Discussion should be limited depending on the task they have been asked to complete. A spokesperson needs to be appointed from each group to present reports to the main group.
5. **Forum** – where a specialist on a specific topic lectures and the audience can ask questions at the end.
6. **Case Study** – this is the presentation of one, or a groups findings on various topics
7. **Reporting** – when the individuals go away and have to achieve something and report back to the group. It may be to find out details or to collect something etc.
8. **Sharing** – similar to discussion. This is when all of the members of the group take turns in sharing their comments on the subject under discussion. This works well when there is only a small group involved. Leaders may need to limit the time for each personal presentation. It is best to be in a circle where everyone can have good eye contact.
9. **Debate** – where selected debating teams present opposite points of view on a selected topic. The debate takes place with an adjudicator and time keeper. The rules of debating are used as the basis for the activity.

ARTISTIC APPROACHES

Artistic approaches cluster all of the practical artistic skills that can be used by groups or individuals to explore different concepts on the subject under discussion.

This gives a real opportunity for expressing their personal outlooks in an artistic context.

It is a practical/hands-on method of creating. Methods include:

1. **Diorama** – where a group creates a story or issue in a 3-D format using natural resources. It is done easiest on a beach or at some other natural location.
2. **Drawing** – when a skilled individual is able to illustrate what is being expressed.
3. **Painting** – when someone or a group paints a picture before a group while talking about the subject. It can be done in any medium. This can be a very effective and powerful method.
4. **Photography** – where an individual or group may either put photos on display or project them for all to see. The photos should explore a theme and include a discussion of what they mean.
5. **Digital** – this is instant in producing results. A group or individual may be asked to illustrate a specific topic visually.
6. **PowerPoint** – this is where an individual creates a visual presentation using a computer. The presentation may use pictures as well as graphics to present a message. It can be set to music and illustrate the words of the song.
7. **Video** – this is when a person or group record images or action that illustrate a given theme or issue. It needs people with computer skills.
8. **Sand Moulding** – this is a group activity that is done in sand at the beach. It may be illustrating a story or thought from the Bible. It could even be used to create witnessing messages for people to see and think about as they move along the beach.

ARTISTIC APPROACHES (CONT)

9. **Clay, plasticine, play dough moulding etc** – this is where individuals or groups are asked to create free standing statues that illustrate the subject which is under discussion. The individual or someone in the group gives an interpretation of what has been done.
10. **Music** – music is one of the most creative and powerful mediums available. There are so many creative ways that music can be used to give a message. It can be used as a special item involving either groups or solo performers. The medium may be vocal, instrumental or backing music. It can be used as a discussion starter, as a mood creator, as a beat for an activity or an opportunity for worship. Music may be used as part of group activity where the groups have to present a Bible verse using an original or pre-existing tune. There are so many styles of music to meet the needs of the occasion.
11. **Movement** – have a group make a presentation of a story, subject or emotion by creating a set of movements that are done together.
12. **Collage** – this is a group creating a picture on a background (cardboard, material or board) using what ever materials they have been given. These could include nature, paper, household or office materials. The list is endless. Have a theme that they need to picture.
13. **Banners** – this is when a group or individual creates a large, long hanging visual presentation made to illustrate a theme for a conference or worship. It can be constructed with different materials or cardboard. The feature can be sewn, painted or printed. They are hung using a rod.
14. **Murals** – is a series of pictures or some art form on a long sheet of paper or other types of material. Murals tell a story or describe different parts of a topic being studied. It may be a collection of drawings, paintings, graffiti – words, sentences expressing feelings.

WRITTEN APPROACHES

Creative writing approaches explore the different opportunities of written form. It may be a group activity or an individual expression. The individual/group completes the activity and then presents the results to a larger group. It is a great way to bring a group together. It allows writers to play an important part in the whole creative process. Methods include:

1. **Poetry** – this is where an individual or the group work to create a poem that illustrates the discussion. It can either rhyme or be in a modern format that has a metre. It can be the reworking of a well known poem or Bible passage. When completed it should be presented.
2. **Rewrite** – when a passage of scripture is rewritten by a group or individual to bring it into modern language.
3. **Script for a drama** – write a script for a drama and then present the results for the group.
4. **Song lyrics** – could be as discussed (item k Music under the Artistic approaches). As a group/individual develop a new set of lyrics for a song.
5. **Cinquain** – this is French poetry form, consisting of five lines. Its composition follows these guidelines.

Line 1: Title (a noun; one word)
Line 2: Describes the title (two words)
Line 3: Action word or phrase about the title (three words)
Line 4: Describes a feeling about the title (four words)
Line 5: Refers to the title (one word)

An example of cinquain on "God" is:
God
Loving Father
Forgiving all men
My reason for being
Love

WRITTEN APPROACHES (CONT)

6. **Haiku** – this is a Japanese art form consisting of three lines

   First Line – five syllables

   Second line – seven syllables

   Third line – five syllables

   An example of a haiku on "God" is:

   The Giver of Life

   Has sent His Son for us all

   And desires our love

7. **Newsprint stems** – These are sentence stems which can be printed on paper such as newsprint. The sheet is hung in a place where the Pathfinders can write their feelings and ideas in completing the statement. Examples are:

   Happiness is....

   School is....

   Love is.....

   Church is.....

   Camping is.....

   I can't stand.....

Creativity is being creative. There are so many different ways of looking at things. Each of us is totally different in the way we look at creativity. Each Pathfinder group can develop a particular creative method that works for them.

Creativity is only limited by the imagination. Humanity is made in the image of God and some of those creative threads have survived the onslaught of sin.

In the appendix, another method of creativity is outlined. It is based on the idea that everyone approaches life's problems and challenges in different ways, and thus different groups of people approach problems from specific viewpoints.

Each leader will discover as they consider these options, that there is a lot of common ground. Leaders may discover that one of these methods may be more suited to how they look at creativity than others. This is known as:

Multiple Intelligences. This is based on Gardner's Theory and is used in the Seventh-day Adventist Primary Schools Bible Syllabus. Details of this are found in the appendix.

CHAPTER 4 - THE CREATIVE PROCESS

Creativity begins with an idea that is born because of a need. It is something that individuals can either complete within themselves or something that a group responds to. Because creativity has no exact process to follow, there is no magic formula that applies in all situations.

This chapter briefly outlines a number of basic building blocks that work for some and may not apply to all. Leaders need to be creative and adapt these to suit their situation.

THE NEED

The reason or purpose of the activity needs to be considered. Look at the boundaries and expectations that exist for the activity or program. Some of these are:

- Time restraints
- The age of the group involved
- The location of the event
- The expectations of the organisers
- Resources that are available
- Resources that could be assemble
- Outcomes expected

THE DEVELOPMENT

Where to start the process depends on the group or the individual. Some people just seem to be able to quickly come up with different ways of doing the same thing.

These people are gifted and they are fun to work with because leaders are exposed to a whole range of ideas. They also demonstrate the creative process in a way that leaders can adopt themselves.

One of the keys to initiating the creative process is having a resource of ideas to choose from, or adapt to the need.

This resource could be a group that is also committed to the program or responsibility that they have been given. The Pathfinder training program is about increasing leadership resources.

There are many different ways to be creative including brainstorming ideas, considering the questions and wearing different “thinking hats”.

BRAINSTORMING IDEAS

- A group of people meet together and share all the ideas that they can think of.
- Every idea is written down on butchers paper or on a white board so the group can continue to refer to them.
- Every idea is accepted as good.
- Even the most outrageous idea may lead to the thought that becomes what the group ends up doing.
- Brainstorming is like a feeding frenzy where each person feeds off each others ideas.
- When the group has finished writing up the ideas, go through the list.
- By consensus cut out the ideas that will not really work until the group comes up with the idea that clicks.

CONSIDERING THE QUESTIONS

The following approaches to creativity pushes people to consider other ideas that may create the one needed. This is referred to as the 'Piggy Back' principle.[12] These approaches are:

Ask questions:

- Why is it necessary?
- Where should it be done?
- When should it be done? Who should do it?
- What should be done?
- How should it be done?

Seek parallels:

- What idea is like this where I might get a new idea?
- Is there something similar I could partially copy?

Modify:

- What if this were changed?
- How can this be altered for the better?

Magnify:

- What about making it bigger?
- What strength can we add?
- Could this be multiplied?

Subtract and divide:

- What if this was smaller?
- What could I omit?
- How about dividing?

Substitution:

- What else instead?
- Who else?
- Where else?

Re-arrange:

- Change the pattern.
- What about sequence?
- Another layout?
- Cause and effect
- Timing?

Vice-versa

- What about the opposite?
- Can we 'topsy-turvy' this idea?

Surprises:

- How about the unexpected?

Combine:

- What if this and that were put together?[13]

12 Richard Farmer "It Won't Fly If You Don't Try" p97
13 SPD SDA Youth Department, Pathfinder Leadership Resource Manual p78, 79

ANOTHER METHOD IS KNOWN AS DE BONO'S SIX THINKING HATS[14]

This is another way of looking at different ways of being creative in dealing with a particular program or need The concept was developed by Dr Edward de Bono. His idea is that there are six different ways that we can look at things.

These are:

1. **The White Hat - Facts, neutral, objective, information**

   Look at the information you have and see what you can learn from it.
   Try to find gaps in your knowledge and either develop what is needed or operate with the gaps.

2. **The Red Hat - Emotions, intuitions, hunches, gut feelings**

   Utilize your gut feelings, emotions and hunches about the challenge.
   Consider how other people will react emotionally.

3. **The Black Hat - Critic, analyst, logical negative**

   This is when being hard on your ideas is important. Ask the hard questions about your ideas. Be critical and look for all of the things that could go wrong. It is really good if you have critical thinkers that you can test your plans with. If you survive them then you have a possible winner.

4. **The Yellow Hat - Sunshine, optimist, logical positive**

   This is looking at the plans positively.
   This is seeing all of the good reasons for doing what you are doing.

5. **The Green Hat - Creative, growth, possibilities, ideas**

   All of the other hats are different ways of looking at the need and using these different ways to come up with different ideas. This is the creative hat and you would use the ideas and methods in this chapter and the previous one to develop your ideas.

6. **The Blue Hat - Cool, agenda, process, organiser, overview, decision**

   Blue is the colour of the sky. This is when you take time to look at the development of ideas in a wider perspective. It is taking time to think about the plans and consider them in a wider context.

These are the six processes that could be used in developing creative thinking. Some people have added a Seventh Hat. They have called it the Purple Hat and it describes looking at things through spiritual eyes.

If Pathfinder leaders use the de Bono hats method, each of these aspects of thinking need to be viewed in the context of the spiritual. This is the bias that Christian leaders use as they approach every step of the process.

IMPLEMENTING THE IDEA

What ever process leaders use in the development of creative ideas they will come up with good ideas. What happens next? How do leaders take the idea and make it a reality?

Following is a point form outline on the process of taking the idea and making it fly.

Application of the Creative Idea:

- Pray about the process.
- Choose what the idea is. Get excited by it.
- Describe what it is. Write out an expectation from it or a job description. This is so that a leaders knows what it is they are going to do and are able to explain the concept to others once they have introduced it.
- Assemble the materials needed to make it work.
- Organise the staffing and other resources, if needed, to make it happen.

14 See bibliography for the Internet references

IMPLEMENTING THE IDEA (CONT)

The event:

- Introduce the activity.
- Outline any particular rules or guidelines.
- Leaders then play the role in the activity.
- Monitor as the activity takes place.
- Leaders should be prepared to adapt if they possible as needed.
- Bring it to an end at the right time. Don't let it drag on.

Evaluation:

- How did the group feel during the activity? Were the leaders happy with how it was progressing? Did you feel that your expectations were being met?
- How did the staff feel being involved in the development of the activity?
- Did it actually work out? Did it function?
- Were the participants committed to the experience? Did they respond within the desired expectations? Did they enjoy it? Did they understand what the activity was about? Did they comprehend how the creative idea functioned? Were they sad that it finished? Were there any boring spots?

The challenge of creativity is to go and do it. Remember that God has called leaders to minister to an important group of people - Pathfinders. The Nobel Prize winning physician Albert Szent-Gyorgyi put it this way

"Discovery consists of looking at the same thing as everyone else and thinking something different".[15]

"Nothing in this world is so powerful as an idea whose time has come".[16]

15 Roger von Oech, A Whack on the Side of the Head p7
16 Victor Hugo. Quoted in SPD PLA Manuel p 172

APPENDIX

SUMMARY OF HOWARD GARDNER'S THEORY ON MULTIPLE INTELLIGENCES

This theory was developed by Howard Gardner the Professor of Education and Co-Director of Project Zero at the Harvard Graduate School of Education in 1983. He believes that "not all people have the same interests and abilities; not all of us learn in the same way".[17]

Dr Howard Gardner says that all of the abilities that people exhibit have the same value.[18] That we all learn in different ways that we should be recognised for the worth of our knowledge. This has a flow on effect when it comes to the process of creativity.

- Everyone is different
- Everyone's ideas are equal
- Everyone responds in different ways to a problem and so everyone can bring a different viewpoint to understanding creativity

Howard Gardner originally identified seven intelligences. These have since been increased. These are:

1. **Linguistic (Verbal) Intelligence** – have ability with words and language both in the written and spoken form.
2. **Logical Mathematical Intelligence** – have ability in Mathematics and the ability to recognise pattern, reason deductively and think logically. They are good at solving problems.
3. **Spatial (Visual) Intelligence** - have the ability to perceive visual objects and express themselves visually.
4. **Musical Intelligence** – have an ability to play musical instruments, sing solo or in choirs or enjoy listening to music. They have an ability to compose, if they can't read or play music they have a good ear for pitch and remembering music.
5. **Bodily-Kinaesthetic (Mover) Intelligence** – they have the ability to solve problems or fashion things using their body. These are the movers who either prefer to be doing something or expressing it through movement.
6. **Interpersonal (Socialiser) Intelligence** – they have the ability to understand other people: what motivates them, how they work, how to work cooperatively with others.
7. **Intrapersonal (Loner) Intelligence** – these people enjoy working alone in a positive way about themselves and their relationship with others. They believe in making a contribution to society.
8. **Naturalistic Intelligence** – this is a new one that acknowledges that some people are able to relate to natural things such as animals or plants and have a sensitive appreciation of the world of nature.
9. **Spiritual Intelligence** – some people would like to add this special awareness of spiritual things and appreciation of spiritual phenomena. These are people who have a faith in 'spiritual' events.

17 Howard Gardner. Multiple Intelligences p10
18 Quote from above "I am convinced that all seven of the intelligences have equal claim to priority" p8

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