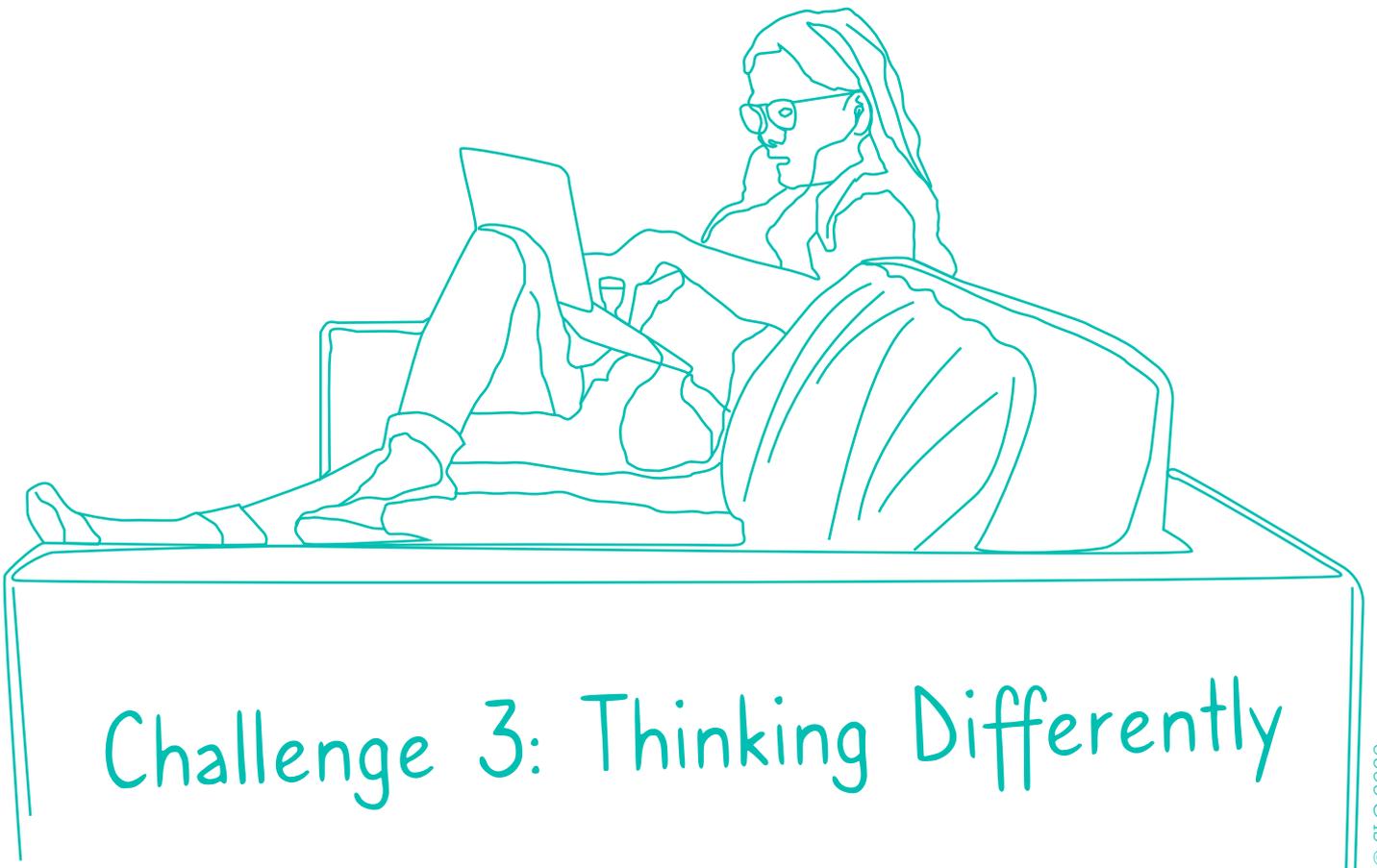


I CAN
I AM



Challenge 3: Thinking Differently

© SLQ 2020

Learner name:	
School/Centre name:	
Teacher/Tutor name:	

BEFORE YOU START THE 'THINKING DIFFERENTLY' CHALLENGE...

Reflecting on your Problem Solving Skills



Before the Covid-19 crisis – How well did you feel you could use your problem solving skills to adapt to different situations and overcome challenges?

Score yourself out of 10

During the Covid-19 crisis – How well do you feel that you can use your problem solving skills to adapt to different situations and overcome difficulties during the current crisis?

Score yourself out of 10

POWERUP YOUR PROBLEM SOLVING SKILLS



Adapt your way of learning in the crisis

INTRODUCTION TO THE CHALLENGE

Setting the scene for 'Thinking Differently'

The impact of the current Covid-19 crisis means that you are doing all your learning from home with very little interaction with your teachers/tutors, or your friends and peers.

At first, the feeling of being away from school or college might sound great, but it could quickly become a boring or a negative experience. So, to overcome the current crisis, you need to think of new ways to learn things, develop skills and stay mentally strong and focused on what you want to achieve. The 'Thinking Differently' challenge asks you to do just that.

What you need to do to complete this challenge

For this challenge, you will test out new ways of learning and review how good these have been in meeting your home learning needs during the crisis.

To develop your problem solving skills, you will need to create a new or different way to learn something. You might even want to discuss this idea with your school/college or community organisation so that they can learn what works for you.

Reflecting on your development and experience

Once you have completed your action plan, you need to complete Part 3: **'I CAN THRIVE: Reflecting on thinking differently'**. This asks you to reflect on what you have achieved through the challenge, how it has developed your personal skills and how it has helped you to be creative and can have an impact on your future.

What is the outcome for you?

On completion you will have demonstrated your problem solving skills and will be awarded the 'Thinking Differently' challenge digital badge so you can show what you have achieved.

Let's explore what it means to 'Think differently'...

PART 1: I CAN LEARN

The importance of staying positive and adapting to the situation

When there is an issue or problem it is often easy to fall into negative thinking which then makes it really hard to reach a solution.

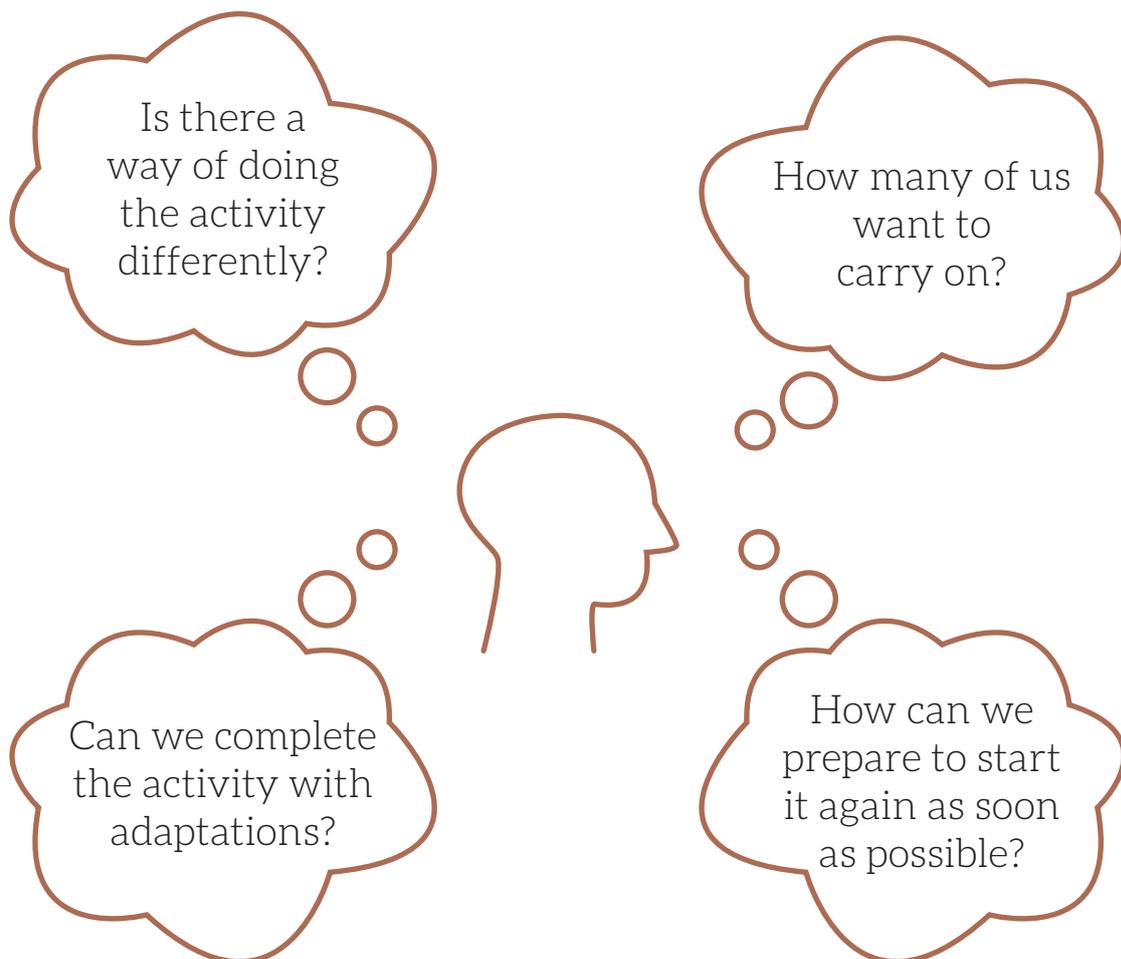
Positivity to think differently

Think of an activity that you really enjoyed doing e.g. cricket, drama club, film club, scouts etc.

Now think about the impact of the current crisis on your activity. The activity that was run before has probably had to be suspended. This may mean that the activity will not start again and you have lost your enjoyable activity. This may lead you to view the situation as:-

- I can't do anything I enjoy anymore
- How can I socialise with my friends now
- I won't be able to complete the performance/league/discussion
- It may not start again so I can't be bothered

To make the problem easier to overcome you will need to remain positive; therefore your thoughts will need to be questioning the problem in a positive light:



This should help you to think creatively to solve the problem.

You might find that focusing on some real-world facts will help you to think positively also. For example:

- The current circumstances will change in the future.
- Technology could mean that the activity is still possible.
- Interaction can still happen within the guidelines
- You can prepare/practice in lockdown to be ready to start again

The impact of the Covid-19 crisis on learning new skills

Use the template below to explore how you learnt new skills prior to the Covid-19 crisis and think how that has been affected by the crisis. These could be school/college related e.g. solving maths problems, or they could be skills to do with hobbies or sports, etc.

THINGS OR SKILLS YOU HAVE LEARNED	HOW YOU DID THIS BEFORE THE COVID-19 CRISIS	HOW COULD YOU DO THIS DURING THE COVID-19 CRISIS?	HAVE YOU SEEN ANY NEW OR USED DIFFERENT WAYS OF DOING THIS IN THE COVID-19 CRISIS?
e.g. How to score a goal in football	e.g. I went to football training	e.g. Do accuracy shooting drills on my own	e.g. Some footballers are running YouTube academies for isolation

POWERUP YOUR PROBLEM SOLVING SKILLS



Identify the problems a crisis can cause

Thinking creatively to solve problems

Below are three ways to create new ideas that you can try when solving problems. There are loads of online resources and videos that give you more information on these.

Change your thinking patterns

We all become comfortable thinking in ways that we are used to. We might not realise that this limits our ability to problem solve. In order to have fresh ideas we need to move away from 'what we know' and start to see new ways of thinking.

Rephrase the problem

Look at the problem you are trying to solve in a different way or from an alternative angle. For example, you are not trying to solve the problem of being in 'lockdown', but you are trying to think of new ways to develop and use your skills so that you can thrive once lockdown ends.

Reverse brainstorming

Think about the opposite of what you want to achieve. For example, think about designing the worst lesson ever, this will help you to then think of ways to do the opposite by correcting the problems.

Use different mediums

Draw, paint, photograph, play or listen to music, read poetry. Can you create a mood board or a story board to improve your creativity?

Get a fresh perspective

Look at the issue or problem from different perspectives, or viewpoints. For example, get the views of people from different age groups, cultural backgrounds, where people live, and so on.

Use different sources of digital media

Images, videos, vlogs and other digital media can inspire creative thinking. Try to use different websites, vloggers, apps than you normally would to see how other people are responding to the Covid-19 crisis.

Make new links

You can create ideas by making unexpected links. Some of the best ideas come from 'out of nowhere' when you are not actually thinking about the problem. Here are some strategies that you can try.

Word association

Pick a random word (e.g. ball). Then quickly think of words that are linked to it. You can get a someone else involved in this and play word tennis (say alternate words).

Take breaks

Sitting down and staring at a problem for hours will not always work. Make sure you take breaks (e.g. make a drink or talk to someone) before starting up again.

Mind map

Create a mind map of all the things that are linked with your problem and look at each branch of the mind map you have created to explore ways of solving the problem.

Home learning = the new 'norm'

No matter what examples you have outlined above, they are all likely to be affected by the Covid-19 crisis making what was once possible to learn in a classroom environment, much more difficult to learn in lockdown within your home.

Your approach to learning will have been adapted as new platforms may be used and will probably be online or app based.

Enhancing your home learning

You may have used different formats for learning during the crisis (e.g. websites, apps, printed resources, teacher phone calls etc.). Complete the missing information to:

- Explain how the learning format works – e.g. how do you use it?
- Who makes the content (i.e. who delivers or makes the learning that you do)?
- How this could enhance your learning experience during the Covid-19 crisis?

LEARNING FORMAT	HOW IT WORKS	WHO CREATES THE CONTENT	LEARNING IN THE COVID-19 CRISIS
			
 Group chats with teachers and other students			
			
			
			
 Others helping at home with your learning			

REFLECTION POINT

Think of the learning methods you have used to learn new things or develop your skills during the Covid-19 crisis.

Select two of the learning methods from the previous page, or any others that you have used and review each learning platform/method to say:

- What you liked about them?
- What made it work for you?
- What you would change about it to make it better for you?
- Would you share it with others to use? Who and why?

WHAT YOU LEARNT AND THE LEARNING METHOD YOU USED		
WHAT YOU LIKED ABOUT IT		
WHAT MADE IT WORK FOR YOU		
HOW YOU WOULD CHANGE		
HOW WELL DOES IT WORK IN THE COVID-19 CRISIS		
WOULD YOU SHARE IT WITH OTHERS? WHO AND WHY?		

You should now have a better understanding of what learning methods are available for you to use. In the next section of the programme you will look at how you can think about new ways of learning and personal development to better suit your needs.

POWERUP YOUR PROBLEM SOLVING SKILLS



Know what makes a good solution work and a poor solution not

PART 2: I CAN BUILD

Creativity - how to solve the problem of home learning in 'isolation'

It is important to consider that the Covid-19 crisis is a new situation for nearly everyone that you know.

Only those people that have lived through wars, or other more localised crises (e.g. people seeking asylum; people in the Caribbean and Florida with Hurricane Irma in 2017) will have any experience of how to make things work in this crisis.

You are part of the solution to the crisis and you should have a role in making things work for you. Your teachers/tutors have set you tasks and work to do in a way that they think will work for you. If something does not work, you should feel confident to inform them why it does not work and how to change it to make it a better experience for you. However, be constructive – raise the problem and suggest a solution.

HOME LEARNING TASK CHALLENGE

Follow these steps and complete the table below to show how you are thinking differently for your home learning approach:

1. Identify '**A learning task**' that has been set for you by the school/college or community group. For example, this could be a piece of work you have been set for a subject, a project you have been set, or it could even be this 'I Can, I Am' challenge.
2. Describe '**The learning method**' you were you asked to use to complete the learning task set. For example, follow written instructions to write an information sheet about climate change.
3. Highlight '**The successes**' – what has worked for you in completing the learning task.
4. Outline '**The problem**'– what has not worked for you in completing the learning task.
5. Propose '**Your solution**' - think about a new/different way that your school, college or organisation can deliver this learning task in the future.
6. Outline how you will **pitch** your solution to your school, college or organisation.
7. State '**The impact**' – In future by changing how you complete learning at home what could be the positive outcome.

POWERUP YOUR PROBLEM SOLVING SKILLS



Make learning better for you

MY SOLUTION TO HOME LEARNING IN 'ISOLATION'

1. THE LEARNING TASK

2. THE LEARNING METHOD

3. THE SUCCESSES

4. THE PROBLEM

5. MY SOLUTION

6. HOW I WILL PITCH THIS

7. THE IMPACT

PART 3: I CAN THRIVE

Reflecting on 'Thinking differently'

It is now time to reflect on your 'Thinking differently' challenge.

ABOUT THE HOME LEARNING SOLUTION YOU CREATED		
POSITIVES	What worked well in creating your home learning method?	
	What skills have you developed that you did not have before?	
	What are you most proud of achieving?	
THINGS TO WORK ON	What did not go as planned?	
	How will you address or overcome this?	
	Are you better able to think differently as a result of this challenge?	
DOING THINGS DIFFERENTLY	What would you change for next time?	
	What will you adopt from this for the future?	

ABOUT YOUR ACHIEVEMENTS THROUGH THIS CHALLENGE

I HAVE LEARNED	What are the top three things you have learnt about your ability to 'think differently'?	
I CAN BUILD	What do you now feel you can decide on that can impact your personal skill development?	
I CAN THRIVE	What are your three greatest personal skills or behaviours you developed through this challenge that will help you thrive in the future?	
	What three things do you now feel you can show through the personal skills you have used through this challenge?	
How will this challenge impact on/influence you once the crisis is over?		

CONGRATULATIONS!

Now have you completed the 'Thinking differently' challenge

Use the space below to sum up how your have improved your Problem Solving skills through this challenge. Please also score your Problem Solving skills after completing this challenge.

Once you have done this, you will have achieved your 'Challenge 3: Thinking differently' digital badge.



Score yourself out of 10

Tutor Comments (Optional)



Take on Challenge 4 or any of the other challenges