Generating ideas for digital contents

Objectives:
- To get participants familiar with the techniques brainstorming, mind maps, and generating ideas by merging mind maps
- To give participants an experience of generating ideas through collaboration

Pre-workshop tasks:
- Prepare [Miro board](#)
  Note: To use Miro in the workshop, the facilitators will have to create a Miro board similar to the board linked above. [This video](#) provides a guide to using Miro for workshops.

- Get the [slides](#) ready

- Get the following activity sheets ready for reference
  - [7 line story](#)
  - [I used to think . . . and I now think](#)

Facilitator Notes:
- *If you are using a whiteboard tool such as Miro, make sure that the participants are familiar with it. You can do a brief 20-30 minutes session on Miro at the beginning of the workshop, and then proceed with the workshop's flow.*
- *In case it's not possible for you to use such tools, you can adapt all the uses of Miro in the lesson with the use of Sticky notes and newsprint papers in a physical workshop.*
- *Delivering this workshop requires a certain level of content related knowledge from the facilitator's side. Please refer to the relevant resources under "**theme 2: Creating Digital Contents**" of the toolkit to learn the stuff you find unfamiliar in this guide.*

Tools used:
- [Miro](#)

Flow:

Topic	Objectives	Description
Introduction and energizer 15 mins	Get participants refreshed before the start of the workshop	Introduce the facilitator and briefly give the overview of the workshop: every quality content starts with a good idea. In this workshop we shall learn some proven techniques to help you come up with good ideas Use **7 line story** as an energizer. *Facilitator notes: Refer to [this activity sheet](#) to learn more about this activity* After the energizer, emphasize on the key idea: natural associations lead to unexpected outcomes and structure can paradoxically lead to creativity.
Intro to mind maps 5/20 mins	Introduce participants to mindmaps	Facilitator - Using the context built in the earlier activity, introduce mindmap as a tool that works on it. Ask - What do you know about mind maps? Ask participants to guess in case they are unfamiliar with the term Show them this [1 min mindmap video](#) and ask again - what do you think mindmaps are? Acknowledge the responses. Raise follow up questions if necessary but don't explain about mindmaps.
Test activity 20/40 mins	Get participants to gain an experience of creating mindmaps	Facilitator - Let's learn more about mindmaps through first hand experience. Distribute them into groups of 3-4. Ask them to start with a note saying "fruits" at the center. Their task is to keep expanding the mindmap through associations. *Facilitator notes: Refer to [this video](#) to learn more about mindmapping with Miro.* Present screen to show the Miro board where this activity will take place. Give a brief demo and share [the link](#).

		Give them 5 mins for this activity. Before they begin, emphasize the following: ● Defer judgement ● Quantity over quality ● Note whatever pops in mind ● Encourage radical, eccentric ideas Once they are done, ask some volunteers to share their experience of mindmapping. Based on the issues they share, readdress the important components of mindmapping.
Creating mind maps 25/65 mins	Get participants to split a compound problem into less broad topics Get participants to create mind maps for individual topic	Facilitator - We are ready to use mind maps for content creation. First, let's take 5 mins to decide on the purpose (or problem statement). Some examples are: ● To make parents concerned about child's mental health ● To make youth feel responsible towards environment After 5 minutes, each group shares their problem statement. If some groups are still struggling to decide on a problem statement, provide them with one. Facilitator - We now break down the problem statement into two subtopics: for example, *to make parents concerned about child's mental health* can be split into *parenting* and *child mental health*. If you have more time, you can split the statement into more than two sub topics. We are doing only 2 due to time constraints. Once groups have decided on their subtopics, ask them to quickly share them. It's important that the sub topics merge to address the problem statement. So in case you feel that the sub topics aren't relevant enough, ask the groups to come up with other ideas for sub topics. You can also help them with suggestions. Share link to the [Miro frame](#) for this activity. Participants generate mind maps for each subtopic. Give them 15 minutes in total for the maps. After 8 minutes, ask them to switch to the second topic. Have a tone of urgency in your voice to make them work faster. Remind them that the key to mind mapping is divergent thinking, where you let ideas flow and don't stop to evaluate or judge.

Merging mind maps 20/85 mins	Get participants to merge the mindmaps they created earlier Participants generate ideas from the merged structure	Facilitator - Now we will **merge the two mindmaps** to generate ideas that address our problem statement. Ask participants to write their problem statement on a note and post it at the centre. Their task in this phase is to ● examine the two mindmaps they created ● pick the relevant ideas from them ● move those notes near the problem statement ● Cluster similar ideas together ● Note down any idea that you get while working *Facilitator notes: Refer to this video to learn more about merging mindmaps.* Participants continue this activity in the same Miro frame in which they created the mindmaps. Present screen and provide a brief demo of the activity on Miro. Participants have 10 minutes for this. Once they are done, present a screen again and show them how more ideas can be generated by studying the clusters. Ask them to study the clusters and generate ideas that address their problem statement. After generating 5-10 ideas, they can discuss in their group to pick the most suitable one(s). They get 5 minutes for this activity.
Reflection 10/95 mins	Get participants to recall the session Get participants to see what they learnt	Use the **I used to think____ and I now think_____** routine to help them reflect on their learning. *Facilitator note: Refer to this activity sheet to learn about this activity in detail.* Before ending the session, briefly explain divergent thinking and why the linear listing style, which most people use, isn't a good way to generate ideas due to the reasons below: ● It doesn't allow us to build associations among our ideas

		• The structure doesn't support generating ideas; it's more suited to remembering things Emphasize the importance of good ideas in digital content creation.Before ending, ask if they know any such contents where the ideas made the major difference.