



ACTIVITY 'S TITLE: Creativity Task: Unfinished Figures

Type of activity: intrapersonal

Number of participants: 1

Participants' academic profile(s): secondary level

Participants' average age:

Duration: 20 minutes

Necessary materials:

- Pencil / pen.
- Worksheet.

Aim or Purpose:

To evaluate and develop personal competencies and skills - creativity, concentration, fine motor skills, originality.

Expected Outcomes:

Competences of a person's creativity, concentration and originality will be improved, fine motor skills and visual-motor coordination will be strengthened.

Competencies that will be developed:

- Creativity.
- Originality.
- Concentration.

Skills that will be developed:

- Fine motor skills.
- Visual-motor coordination.

Project implemented by:





Key terms / special vocabulary about / during the activity:

- Creativity.
- Originality.
- Concentration.
- Motor skills.

Preparation (what needs to be prepared beforehand to make the activity's implementation successful):

The instructor gives the person all the necessary materials - a pen and a worksheet, and then explains the process of the task's implementation.



Activity's step-by-step description:

1. You will be given 2 minutes to complete this task.
2. During this time, draw as many drawings on the worksheet as possible, using two adjacent circles.
3. You can decide for yourself what to draw, there are no right or wrong options here.

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Worksheet:

oo	oo	oo	oo	oo	oo	oo	oo	oo	oo	oo	oo	oo
oo	oo	oo	oo	oo	oo	oo	oo	oo	oo	oo	oo	oo
oo	oo	oo	oo	oo	oo	oo	oo	oo	oo	oo	oo	oo
oo	oo	oo	oo	oo	oo	oo	oo	oo	oo	oo	oo	oo
oo	oo	oo	oo	oo	oo	oo	oo	oo	oo	oo	oo	oo
oo	oo	oo	oo	oo	oo	oo	oo	oo	oo	oo	oo	oo
oo	oo	oo	oo	oo	oo	oo	oo	oo	oo	oo	oo	oo
oo	oo	oo	oo	oo	oo	oo	oo	oo	oo	oo	oo	oo
oo	oo	oo	oo	oo	oo	oo	oo	oo	oo	oo	oo	oo
oo	oo	oo	oo	oo	oo	oo	oo	oo	oo	oo	oo	oo

Recommendations (How to use the tool/resource):

This method is suitable for people with various levels of intellectual disability, because the task is simple, easy to understand, playful, and does not require complex actions. It is possible to instruct the person to implement the task with a focus on professional activities, such as completing drawings depicting certain professions or tools used by representatives of certain professions.

Evaluation:

Assessing the performance of this task can provide more insight into the person's understanding of oral information, whether he inquires and clarifies about the implementation of the task, how fast he works, what emotions he encounters, how he experiences them, what objects he draws, whether the drawings are accurate or curved, original or very simple.

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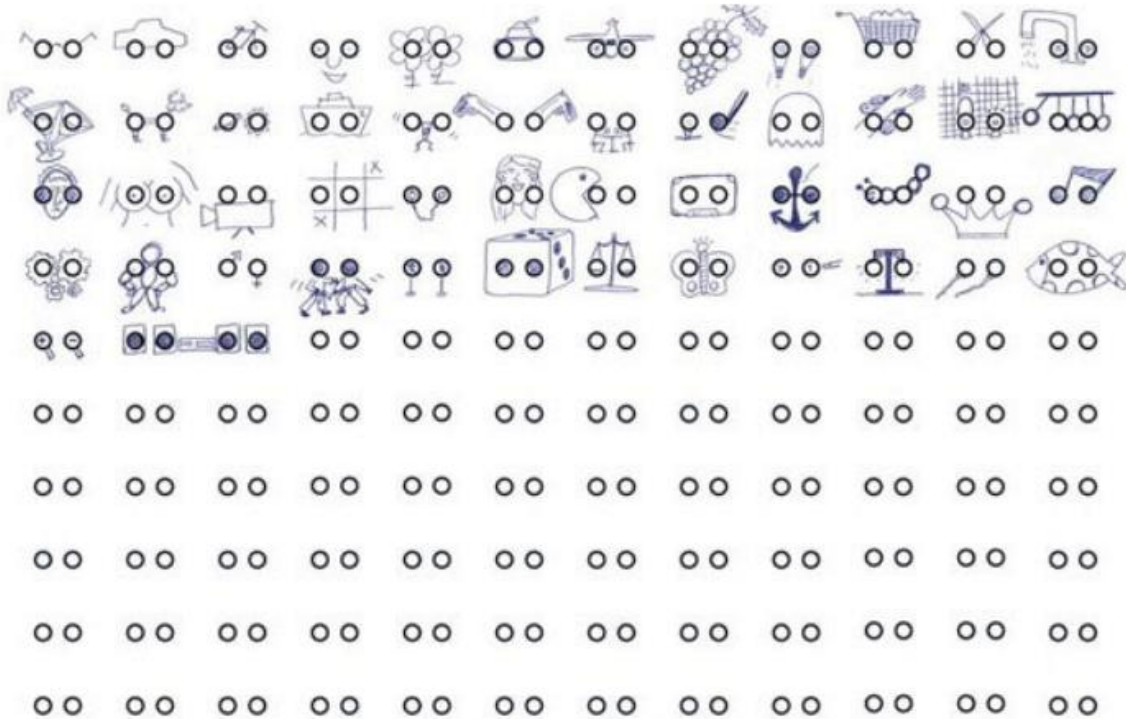




Final observations and methodological recommendations towards the activity's implementation (do's and don'ts):

There is no need to rush a person to implement this task, the task should be done at his pace and he is free to choose what to draw. There is no need to give clues what can be drawn (unless the task is focused on certain activities (e.g. professional activities)). Allow a person's imagination to relax and a person to express his creativity.

Example of how others implement tasks (for the instructor only):



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Final observations and methodological recommendations towards the activity's implementation (do's and don'ts):

Try to create a cozy atmosphere so that the person would be able to relax and feel confident doing this task. Encourage the person, support him. Praise for the completed task.

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