

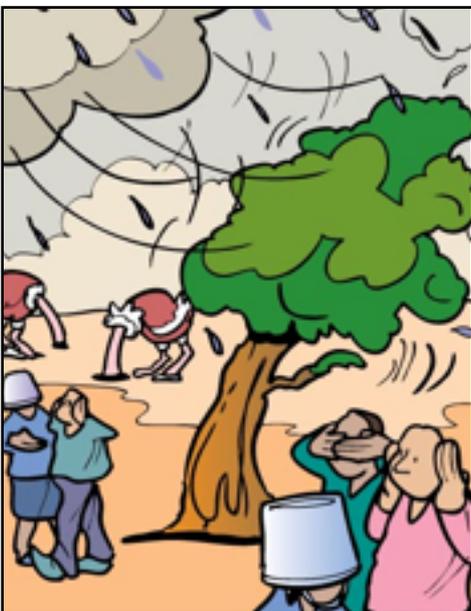
Curious and Creative: Using Imagery

USING IMAGES TO EXPAND CURIOSITY AND CREATIVITY

Images are a great stimulus for encouraging a different perspective, original and individual interpretations and new connections between thoughts and ideas.

Here are three simple activities, using a set of carefully chosen image cards, that encourage creative thinking and value a curious and challenging approach to life and learning.

ACTIVITY !: WHAT DO YOU SEE? DIFFERENT PERSPECTIVES ON THE SAME IMAGE



These images are interesting pictures which could have many different interpretations, depending upon how the viewer perceives them. The image comes from sets called 'Images of Resilience' and 'Images of Organisations' and they are intended to open up conversations about emotions, feelings and personal experiences. Combined with apparently simple questions, they trigger conversations that require empathy, trust and inter-personal support.

<https://shop.rsvpdesign.co.uk/images-resilience>

<https://shop.rsvpdesign.co.uk/images-of-organisations>

Examples of trigger questions might be:

What do you see in the pictures?

What feelings do they suggest to you?

In the first image, what are the people doing? (For example, some may say they are protecting themselves from the storm, others that they are denying that it is happening.)



What is going on in the second picture? (For example, some may say that this is a well-rehearsed orchestra, in which everyone plays their part to produce harmonious sound, whilst others observe that some people are not looking at the conductor, and there is no co-ordination, so the sound could be completely random and out of tune.)

ACTIVITY 2: RE-FRAMING

Re-framing asks a learner to think differently about something, usually changing a negative reaction into a positive one. It encourages learners to challenge unhelpful mindsets and to explore ideas that will enable them to move forward.

This image is an example of how to encourage re-framing.

1. What does the image suggest?

A negative interpretation may be given, such as, *"I want to cross the river and believe that I need a boat. Having been sold a 'solution' that is inadequate, the wellington boots with holes in them, there is a feeling of disappointment, frustration and perhaps anger."*

2. The learner is then encouraged to 're-frame' the image with a positive interpretation. How might they see this picture differently?



Encourage as many creative interpretations as possible - the wilder and more unlikely the better, in order to reinforce a sense of positive energy and fun in the exercise. Examples might be:

"I've just sold a pair of diamond encrusted boots to a rich collector and now have enough money to be able to buy the boat of my dreams."

"I was incredibly lucky to survive a major shipwreck and, having become a celebrity as a result of it, I've just sold my story to a publisher and the boots that I was wearing on the day to a maritime museum."

"I never thought I would be able to cross the river as I knew I couldn't afford a boat. Now the river is drying up and the boots that I've had in my cupboard but never valued will enable me to make the crossing whenever I choose to do it."

3. Discuss how the learners react to the changes in their feelings associated with the image.

4. Offer a range of other images and repeat the process to practise the re-framing process.

ACTIVITY 3: FORCED CONNECTIONS

The process of seeking new connections between apparently unconnected things is an important part of developing the ability to think creatively.

Sequencing pictures, or linking them together in a developing narrative, is an interesting way of encouraging imagination and the exploration of options. Of course, random images can be used in this way and the building of stories, either individually or in a group, can add value to any learning process. However, there is a different type of activity in the brain when we ask people to find similarities that link random pictures, rather than sequencing them, and this is very important in developing creative capacity.

The activity is very simple to set up.

1. Choose a wide range of different images which focus on objects rather than people or abstracts. A general set of pictures such as the Express Pack below can be used, or for a more specific application, you could try RSVP Design's Innovation Images pack which has been designed for this purpose. Shuffle the images and place them face down.
2. Select 4 images at random from the pile and turn them over. The challenge is to find a way of connecting all the images into one set eg. "These things are connected because they are all made of wood"
3. Look for ever more original connections "These pictures are of things that feature in classic book titles", "These things are all associated with traditional trades of professions"
4. Encourage the learners to look at the images in different ways eg. the picture may be of a leaf from a tree. Could it also be thought of as a leaf in a book? The picture shows a metal spring. Could the picture of spring be connected to seasons of the year, sources of water, the act of jumping etc.
5. Ask for ideas to be suggested and choose the most creative and strongest connections.



<https://shop.rsvpdesign.co.uk/expresspack6version>



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