



## Some examples of arts-based exercises

### Short poems

The student groups create a short poem about their project. Each student group is given 5 minutes to describe their project's main aim and function, as well as the thoughts and feelings they currently have about their project.

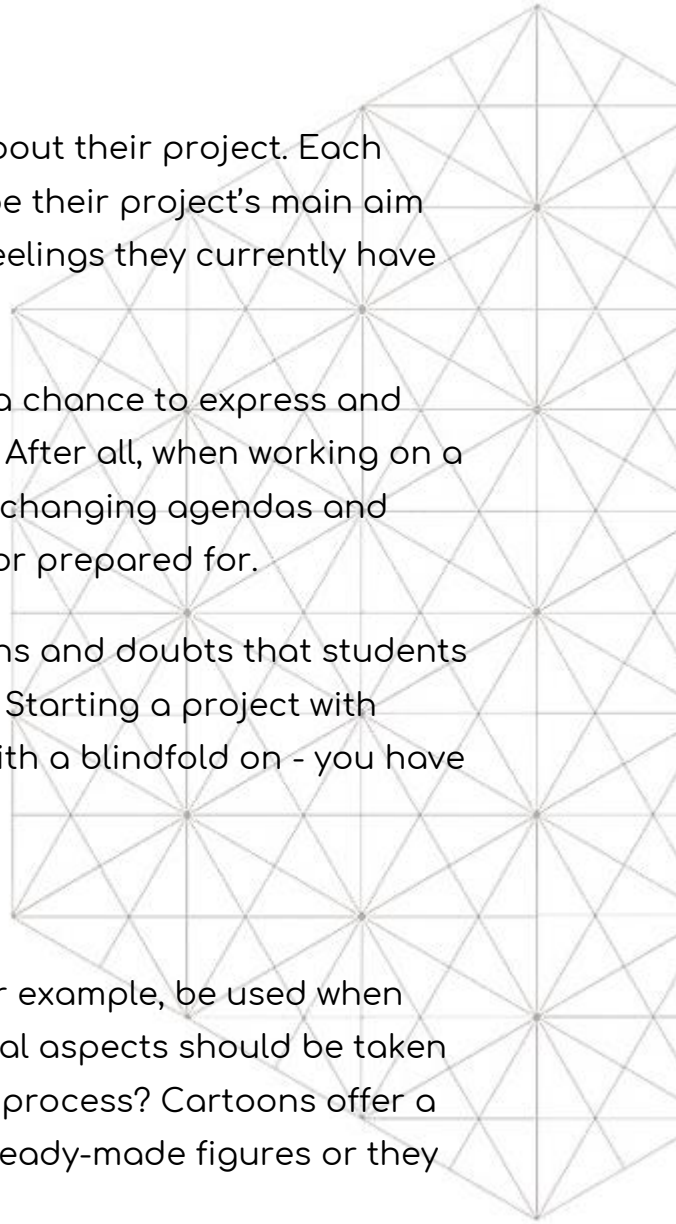
The aim of this exercise is to give students a chance to express and share their feelings about the project work. After all, when working on a project they have to cope with uncertainty, changing agendas and obstacles they could not have anticipated or prepared for.

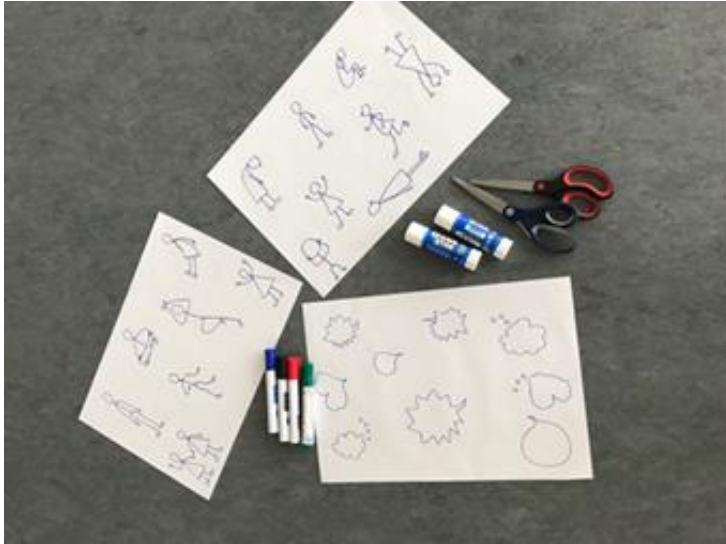
The teacher can point out common emotions and doubts that students might face at the beginning of the process. Starting a project with stakeholders is like taking a step forward with a blindfold on - you have no idea what lies ahead.

### Cartoons and exhibitions

Cartoons and empty cartoon boxes can, for example, be used when pondering ethical issues: what kind of ethical aspects should be taken into consideration in the challenge-solving process? Cartoons offer a great tool for reflection. Students can use ready-made figures or they can create their own figures.

At the end, student's cartoons can be shown in an exhibition, where students present their own product, which will then be discussed together. The aim of this exercise is to raise different ethical issues that should be considered when proceeding with the project.





## Positive feedback

Give positive feedback to your project partners. Choose 3-5 things to share with other project groups.

The aim of this exercise is to focus on the positive sides and strengths of each group member. Project work can sometimes be burdensome and stressful, especially when things don't go according to the original plan.

## Living statues

Make a living statue in the form of a vehicle (a train, a ship, a boat...) that best describes your project journey. How has the project started in general, has co-operation with your project partner gone smoothly so far, and how do the members of your group work together?

The aim of this exercise is to highlight that some projects start faster

than others, like a racing car. Some start slower, but proceed smoothly and steadily until the end, like a goods train. Some projects are like sailing boats – they need strong winds to proceed, but as soon as the weather changes, the project stops.

### Tame your inner critic - creative writing

Think about what your inner critic looks like. How does it move and talk? Does it sit on your shoulder or is it flying around you? How can you tame your inner critic? What makes it calm down?



The aim of this exercise is to visualize the inner voice of criticism. After all, the worst and sometimes most paralyzing criticism comes from our own inner critic. In order to give creativity and new innovations room to grow and bloom, students should become aware of that inner voice of criticism, which might hinder them in reaching their full potential.

### Methodological choices manifesto – short films

Students are instructed to make a short film, in which they present their argument for the methodological choices of the project. In Laurea, social services bachelor students created short films to defend their choice of creative method to be used with a specific client group.

The aim of this exercise is to make students learn argumentation in a creative way and to see their choices from another perspective.

### Never-ending painting

At the end of the project / course students might be overwhelmed with everything that took place in the project. In this exercise, students are seated at random around a table. They are instructed to think about the project as a whole: What were the best parts and most successful moments of the project? Was there something that you would want to change? What was surprising?

Then music begins to play, and everyone can start painting whatever they want to. After a while the music stops, and students are instructed to change places. Then the music starts again, this time with a different style and a different rhythm and melody. Students must continue the painting that someone else has started. This is repeated 6-8 times. Then the painting is examined and admired together. What does everyone see in the painting? How did it feel to paint over someone else's painting?

The aim of this exercise is to give the students a space to reflect on their feelings through art and to share their experiences together.

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#### Reference to use

Ateca-Amestoy, V.; Äyvari, A.; Eskelinen, A.; Johansson, T.; Jyrämä, A.; Kanervo, R.; Kein, A.; Kiitsak-Prikk, K.; Plaza, B.; Pusa, T.; Ranczakowska, A.; Sarlio-Siintola, S.; Sassi, M.; Simjanovska, V.; Tasser, C. (2019). Roadmap for Societal Engagement for Higher Education Institutions. *Higher Education Institution for Societal Engagement*. HEISE Project, Erasmus+ Strategic Partnership.