



## Facilitating Creative Learning

The following facilitation tips have been collected from partners at the [Lifelong Kindergarten Group at MIT](#), [Family Creative Learning](#), and [Harvard's Creative Coding Lab](#), in addition to our experience leading workshops around the world. Use these tips to help guide participants, and [learn more about our Creative Learning Philosophy in our Learning Library](#).

### Imagine

### Plan

### Invite

### Post

### Build trust and relationships

Learning is a social process. Get to know your learners and help them get to know you. Learning new things requires learners to be open and vulnerable. Being around people that they know and trust can facilitate the learning process.

### Surface their interests

It can sometimes take time for people to know what they want to do. Create an environment that is open to many interests. Ask questions like “What do you like to do?” Celebrate the variety of projects in progress!

### Put yourself in their (unique) shoes

Empathize with learners to better understand their motivations and actions. Consider what creates a joyful, safe environment for the group.

### Authentic enthusiasm

Sometimes learners, especially beginners, can feel unsure about their projects. Encouragement can help them feel more confident about next steps.

### Ask questions vs giving answers

It may be tempting to give answers to questions right away, but if possible, ask questions instead so that learners can arrive at their own answers. See the next page for prompt ideas.

### Be a connector

Connect learners with similar interests to each other and to relevant resources in the workshop. Model values of creativity and connection.

### Encourage experimentation

Gently encourage participants to move out of their comfort zones to try new activities and concepts. Remixing other people's projects is a great way to explore new ideas!

### Use technical words cautiously

Be aware of the words you use. Avoid technical jargon. If you have to use it, make explaining the jargon a learning opportunity. Focus energy, time, and attention on supporting the creative process, not solving technical problems.

### Mistakes and failures are welcome

Get excited when something goes wrong! Rather than avoiding mistakes, encourage learners to be open to them. As you support them through their work, help them focus on the process.

### Hold the tools as a last resort

It's tempting to grab the mouse, but try describing the steps rather than doing it for learners. If you have to navigate the tools, let them try for themselves after you show them and guide them along.

## Reflection Prompts

Getting stuck is a natural part of the creative learning process. Print out the pocket sized reflection prompts below to support participants in deepening their critical thinking, self efficacy, and modeling collaborative problem solving to help them “get unstuck” when faced with program bugs or challenging issues.\*

Imagine

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Post

SCRATCH DAY

### Reflection Prompts



“I love it! What is it?”

“Let’s test it out.”

“Can you explain what your program does?”

“Walk me through your code. What does it say?”

“What do you want your program to do?”

“Can you tell me more about that?”

“What new things did you try out?”

“Which category do you think would be helpful?”

“I don’t know, but let’s find out together.”

“I don’t know, but let’s look around the room.”

If using Scratch Coding cards, start with the front and ask: “How might we do this?” before flipping it over.

“What are your next steps for this project?”

\* Inspired by the [Creative Computing Lab “Getting Unstuck Curriculum.”](#)

**Tip:** If you’d like to translate this document, [click here to make a copy](#) of this Google doc.