

Transcription Stimulating Creative Self-Reflection - Niezah La Cruz

Welcome to our presentation. Actually, I have an idea, but how do I transition to "I can do it"? That's what I'm going to help you with today. I'm Nieza La Cruz. I'm a young entrepreneur, including an artist, graphic designer, and interior designer. Let's dive right in.

If you'd like to learn more about my projects, you can follow me on Freedom by Ezyah. There you'll find my workshops, including those with young people and adults.

Our content for today. I'm going to give a brief introduction. Then we'll have an overview of the competencies. Competency 1, the tools, digital tools. Competency 2, creating. Competency 3, fun. And then we'll wrap up with a closing question you can take with you. Let's get started right away. If we think about it for a moment, it's really clear that young people are living in a somewhat digital world these days.

And it's really difficult to guide them in how to transition from consumption to creation. Young people consume more instead of creating because they lack self-confidence, guidance, or a safe space to create. Because to create, you need to feel safe. To express yourself a little, and I have this idea, and I want to share a little with others what I'm thinking. And that's always a bit difficult when you're not confident. Or I don't feel safe doing it. So, young people consume more instead of creating. And as youth workers, we want to help with this. So that young people create more instead of consuming. So, in principle, the goal of our presentation, and the reason I'm even presenting now, isn't just to guide you as youth workers, but also to give you the tools to guide young people, from "I consume," to "I have an idea," to "I dare," and moreover, "I can do it."

Because in principle young people have many ideas, but they don't dare to do them and they don't implement them either.

The competencies are using devices and digital tools, creating digital content, digital creativity, and principles. For each competency, you'll receive a brief explanation, five practical tips that you can use, and a mini-challenge. You'll need your tips before you even get started.

Your tips and then your challenge, so it still remains a bit fun. Right?

Using devices and digital tools. You don't want to give a digital workshop or support young people digitally without devices. In this section, we'll discuss how we can use these devices and digital tools effectively, using them correctly so we can best support young people in creating their digital content in the next skill.

Our five practical tips. We'll start with tools young people are already familiar with. When you're used to something, not just as a child or teenager, but also as an adult, it always feels a little better. It feels easier. And that's exactly what we want.

Start with tools young people are already familiar with, like TikTok or Snapchat. How can you apply the tools young people already use to what you want to teach? This way, you ensure that young people already have a good feeling about you and don't necessarily feel blocked by what we're going to do. So, it'll flow more smoothly if you start with tools young people are familiar with.

Second tip: Introduce a new tool every now and then. It's a bit difficult because sometimes young people want to stick with what they already know. But that's why we're starting with that. And then you already have the space and trust of these young people, where you can introduce a new tool. This way, you can also set the stage for learning and also make it a bit more accessible, not just for consumption, as we just mentioned, but also for learning. So we also need to teach young people that when we start using devices, when we start using these digital tools, we're also going to learn and discover new things.

Third tip: Explain functions from the perspective of the objective, not the technical aspects. I have a bit of a background in psychology myself. I really enjoy it. This way, we can work a bit psychologically with the children, with the young people. Let's first highlight the objective. Focus on the objective rather than the technical aspects. Because young people are usually not as capable of what we're going to do. They're not necessarily the best. And we don't want to emphasize that. We want to guide these young people a bit to build that self-confidence. So, let's first look at the objective. What is the actual purpose of this tool? How can you reach people with this tool?

If we're going to make a video, what's the purpose of making videos? And what kind of video are you going to make? And how can we connect that purpose with the content you're going to use? Not the technique of, oh, if you're going to make a video, you have to get down on your knees and do this and that. No, this tool—you have to use it this way, otherwise it's not being used properly. No, that's not what we want. We first want to show young people the bigger picture... and only then can we move on to the technique.

Practical tip four. Let young people click and discover for themselves. As adults, it doesn't feel good when people constantly tell you... no, do this. No, do that. No, it's not good. So, actually, it feels worse for young people. I don't want the teacher constantly saying... ...do this, do that. No, you're not doing it right. No. So, basically, they want to do their own thing too. I want to do a bit of exploring for myself, clicking for myself, trying a new tool or discovering something for themselves.

So it's really important to create that safe space for young people to come up with their own ideas. This way, you can build more trust between you as a youth worker and the young person.

Practical tip 5. Normalize making mistakes. Yes, this is something most older adults do. Adults can't do it so well, because you already know how to do it, you have all your ideas, you've already done your practical work, and now you have all the knowledge, and you want those young people to be really good at it, but usually, this goes unnoticed. And then you really struggle with those mistakes, like, "No, this isn't right, maybe you should do it this way."

And we really don't want that. It's normal to make mistakes. Especially in your learning process. And young people continue their learning process. In fact, adults continue their learning process too, throughout our lives. So normalize making mistakes. It's not a problem at all if you make a mistake. And that way, we'll come back.

To that self-confidence you're building. Because you did make a mistake, and you can learn from it. And then you also have that safe space where young people can be honest about things like, you know, I didn't do this right, but I want to know how I can improve. So, these are basically my five practical tips regarding devices and digital tools.

Well... You now have five tips. How can you turn these tips into a challenge? How do you turn these tips into a challenge? My challenge for you: Have young people discover one new function or tool within the goals. Then explain it to the group in 30 seconds. This is a challenge. A small challenge. Where you still get those children working together.

Where it's not a bit difficult in principle, or they feel a bit—well, how do you put it, a bit scared—that it's too much. Because you have someone when you're about to discover a new tool or a new feature. And they can also do this in a tool they already know. And then they have to explain it to the rest of the group in thirty seconds.

They then have a timeframe they have to adhere to. And as a result, we gain self-confidence and ownership. Because the young people have discovered something new for themselves. And when you discover something yourself, it definitely builds self-confidence.

Now move on to the next competency: Creating digital content.

In this section, we'll shed some light on the creation of digital content. So, what we've just moved from consuming to creating. How we can use those tools we just had left over in a way that empowers young people to create for themselves.

My five practical tips for creating digital content. First, start with short formats. Like I said, for example, tools like TikTok and Snapchat. It's normal to see a short video, and those short videos usually do well. And a short format doesn't have a high barrier to entry.

And it's also easy to wrap up. So if we start with a short video, you can definitely give the young people a little encouragement that it's not that difficult.

Practical tip 2. Focus on the message first, not on quality. This is also somewhat related to, "Let's first look at the tools." In this way, when we're going to create, let's focus on the message first, not on quality. But if you're going to direct those young people to make a video, for example, a short format video, you first need to have a message for your video.

Creation has multiple components. You're not just going to make a video, but why are you making that video? Or why are you making that digital poster with animations, or not? Why are you doing that? And in this way, we also get young people to think about it a little, to think, hey, why am I doing this?

And we also connect that back to consumption. Why are we doing this? So also connect it to creation a little. Why are we doing this? And not necessarily how should we do this best. Or not necessarily how, but I have to do it best now. First the message, then quality.

Practice three: Let young people work from their interests. This is an accessible approach, because if young people can first think about or choose what they want to do based on their interests, you can also give them a safe space where they can explain a bit... "I'm a real fan of football, for example." Or "I'm a real fan of makeup, for example." And how can we still get our message across, but from the young people's interests? This way, we can further strengthen their self-confidence.

Practical tip 4. Use fixed assignments with choices. We give young people the opportunity to start based on their own interests. But as a youth worker, you still need some kind of structure. Because... Think about it, for example, you go into a class and then you give something. You want young people to create a nice canvas poster based on their interests. Then everyone goes in the same direction. No, I want this. No, I want that. Then you have twenty children, for example, who want to do their own thing, and you have no structure.

So, with this tip of giving fixed assignments with choices, young people can feel your fixed guidelines within your fixed frameworks, as if they're also being somewhat involved in making choices. And this way, you also stay on good terms with the young people, to be honest. It won't become a fight against you, but you'll still keep your word, so certainly with your guidelines.

Yes, so that next practical tip. Celebrate the making, not just the end result. Sometimes it's hard to stay focused on celebrating the making. So, the process itself, for us as adults too. It's hard because I want to achieve this. I want these children to really follow me and understand what I want. Or that they can really do that assignment well. But it's not always about the end result. Because usually, you learn the most during the process. And we should also convey that message. Because... Why wouldn't I want to spend my time with these children in that direction? So I'm here with you. I want to teach you something. But basically, if you haven't done a great job at the end, then it doesn't count at all. So, whoever makes that, whoever makes that. As long as

you participate, that's already good, that's already very good, in principle. So yes, here are my five practical tips for digital content creation. And then we'll move on to our mini-challenge.

Let young people choose to record a short video, for example, with three specific elements for TikTok, or create a digital artwork with three specific hidden elements under seven minutes. I always emphasize that time, say, those seven minutes in this gesture. Because then you emphasize the making process again, rather than the end result. Because then young people really, really try their best to get this done under seven minutes. Then you don't really focus on how it should look at the end. Or whether it should be the best. Because I had a time limit. I had to finish it under seven minutes. And if I finish it under seven minutes, then I'm okay, I'm good.

That's why I always set a deadline for submitting your project, so you really focus on the creation rather than the final result. I also included a short video, a small digital artwork, that still kept the threshold low. With those specific elements, we still adhere to the guidelines we just discussed. And with the three specific hidden elements, we create a kind of surprise element, so to speak.

So, it's not entirely common knowledge when young people hear, you have to have three hidden elements in your artwork. Oh, I already know what I'm going to hide, for example. So then we still maintain a kind of surprise element. And as a result, creation. They will certainly create out of their own interest and will.

And no perfection. Because... I have to get this done in under seven minutes. And we want that too.

Now let's move on to our final competency, which is digital creativity and fun. In this section, we'll briefly discuss how we use these tools, given our background.

Practical ways to create, while still being somewhat fun, instead of, "I have this goal, I have to do it, I'm going to do it." No, we have to keep it somewhat fun. So we'll cover that a bit in this section.

My five practical tips. First, leave room for humor and playfulness. Young people are usually loud; they want to write, talk, and tell jokes all at the same time. They're still playful, so leave room for that. Because, in principle, we sometimes see it as a disadvantage when young people are loud and want to make jokes, but actually, it's a characteristic that makes them feel somewhat safe with you.

Because they have that... maybe I can't say anything right now. They don't have that fear towards you. So if young people can be themselves, that's a good thing. So use it. Use it, and allow space for it. So young people can feel a little closer to you.

Our second tip.

Use trends as a starting point, not as an obligation. Trends are a good starting point because young people usually scroll on TikTok, Facebook, and Instagram. Usually on Instagram and TikTok, not Facebook. Facebook is more for us. So they usually see the trends themselves. And that can be a good starting point, like, "I've seen this before, so maybe I can do something with it."

But not as an obligation, because you need to be able to maintain that space where young people can, in principle, come up with something themselves. And not, "I should actually follow in others' footsteps a bit." But we can use it as a kind of inspiration, like, why do you think this person did this?

So not just as inspiration... ...but also as points we can consider to achieve our own creation and goals. So yes, trends as a starting point, not as mandatory.

Tip number three: Work with elements of surprise. I just touched on this a bit, but in this case, what can we do to make young people feel like we don't necessarily have any kind of structure? I think that's very important, and I do it often. You start with your explanation. You say, "We're going to do this today." Then this comes, then that comes, then this comes, then that comes. Usually, young people get really bored. Because I already know this. Yes, we've already been through this. So you always have to use elements of surprise... so young people are a bit on their toes. Like, hey, what's coming? Because I didn't know this was part of our day, so to speak. So, say, those three elements I just mentioned—hidden elements or a few elements you didn't mention—you should also include in a presentation, for example. Or you should also include them in your artwork or video.

Next, tip 4: Encourage collaboration. Collaboration always makes you feel a little more confident because maybe in your group you have two people who are very confident in their creations or creativity. But you have two other young people who don't feel so confident. So if you let them work together, you're not just supporting them.

But then you also let the young people work independently, supporting their group. And what they can do better, or not so well. A bit of mixing and matching. So encourage collaboration. That's also a good quality for the future. It doesn't depend on whether it's digital content. Whether it's creative content or art, it doesn't matter. If someone can collaborate with others, that's a good quality all around.

And our final practical tip: use collaborative reflection. When collaborating, transition to collaborative reflection. This will help you feel like you're moving forward as a team. And that you can reflect on what you've accomplished together.

And instead of doing an individual assessment, "What exactly did you do?" Or no, this wasn't good. Because then the young person feels a bit like, "I'm in the spotlight now with my mistakes." And we don't want that either. So let's first encourage collaboration. Where young people can work together. And then we do a joint reflection, instead of an individual assessment. Because then they can also think for themselves a bit, like, hey, maybe I could have done that a little better compared to that other group.

This way, young people can more easily do an inner reflection than if you immediately judge.

With these, my five practical tips for fun. And as a mini-challenge, give young people an image, sound, or sentence. And in ten minutes, create something completely different from it, but with the same message. This way, we can still really have fun. Because with images, with sounds, with sentences, with whatever, that might not necessarily be linked to digital content creation. But you're still using your mental creativity, your creativity in general. Just do it in ten minutes. Now you give them a little space, time, so they can really go wild. Do whatever you want, with an image, sound, or sentence. Then you can also give them choices this way. So, for example, five images, five sounds, five sentences. And then in ten minutes, create something completely different from it. This allows you to think completely creatively. It doesn't have to be within a certain framework. You just have to use what you've been given. And then try to convey the same message, so to speak. Where you still give some kind of assignment, but not necessarily that that's the entire assignment. So yes, and in this way, the result is creative thinking and fun.

And now we've come to the end. I have a quick question for all of you. Something you can take with you and think about. What's one digital activity you could try with young people tomorrow? With all the information you've just received, what are you thinking? And are you already thinking, "I have an idea, I can do it"?

Thank you for participating. I'm really glad you took the time to listen to my presentation. And I hope you learned a lot. Or maybe you can draw inspiration not only from my section, but also from the other competencies you've taken.

Thank you