

Appendix 1: Superhero Workshop Lesson Plan

Time (mins)	Supporting Materials	Instructor Actions	Intended Outcomes
20	Students should bring photographs of themselves of when they were approx. 5 years old and/ or supporting evidence	<p>Participants should work in small teams to explore what they were like as children. They are asked to reflect and share their experiences of being five years old.</p> <p>The following can be used as discussion points. When you were five years old:</p> <ol style="list-style-type: none"> 1. What creative activities did you engage in (e.g., role play, dressing in costumes, building hideouts, etc.) 2. What were the limitations you enforced within these activities? (the answer is usually none or few) 3. How has this changed as you have grown up? Why? 4. Do you still make time to be creative? Discuss. <p>Participants can also choose to illustrate this using the poster and materials provided.</p>	This time should be spent exploring and reflecting on a time when they lacked imaginary boundaries, limitations were few and they had the ability to see the world through a creative lens.
30	Costumes, masks, drawing materials, craft materials etc. are provided by the instructor.	<p>Remembering that creative imagination starts in childhood and based upon recollection of their childhood selves, students are asked to embody their own version of a superhero. This might include choosing a superhero mask or creating an icon using the materials provided. Students may also choose to draw or write a short paragraph about the real superhero in their lives.</p> <p>Throughout the activity, ‘superhero’ music should be played to create a fun and jovial atmosphere e.g. https://www.youtube.com/watch?v=9ZuWt7ZEFMQ</p> <p>Students should take and save pictures of themselves, and store the imagery or representative artifacts for future use in the class.</p>	The educators should help students to capture the feeling of creativity (and lack of limitations we experienced in our childhood) as they embody their superhero.
10		<p>Brief Reflection</p> <p>(Further reflection after the 60min session is encouraged- see Appendix 2)</p>	Participants are challenged to acknowledge the feelings associated with the exercise as reinforcement of these outcomes will be used later in the semester for problem solving.

Appendix 2: Reflective Exercise

Educators are encouraged to adapt the reflective exercise to the needs of the participants. These questions can be used as a platform for discussion within the class or as an assignment for assessment purposes.

Possible Reflective Questions	Student Responses
What feelings or emotions did you experience during the exercise?	
How did the experience change your thinking about creativity?	
What holds you back from being a creative problem solver?	
How have your assumptions about your ability to be creative been challenged by the experience?	
How could you harness these feelings/emotions in reminding yourself that once you were a very creative person who had no limitations?	
How might you use these feelings when faced with periods of uncertainty in our entrepreneurial endeavors?	
How might you use these feelings when faced with resource limitations?	
What did you learn about yourself from this experience?	
What is your creative vision for this semester project/ for the next year, or five years?	

Photographs



Photograph #1



Photograph #2



Photograph #3