ARTICULATING THE CREATOR ARCHETYPE

The Creator Archetype outlines the future-proofed competencies that equip and empower youth to create their best lives and world.

The framework identifies five domains with demonstrations of each skill to add clarity, consistency, and validity to the ensuing badges yet broad and flexible enough to apply to a diverse set of providers, programs, and grade-levels.

The goal here is not to narrow the realm of opportunity available to students outside the classroom, but to provide enough structure to define and demonstrate the full value of these experiences to youth and the community.

ALIGNING THE SKILLS

Each domain is aligned to work-ready and industry desired skills. Below are a few of the expert resources reviewed:

World Economic Forum
McKinsey Skills Report
American Institute for Research
Adobe In Demand Skills of 2023

The following pages provide the skills and demonstration of each of the Creator Archetype domains.

DOMAIN 1: SOCIAL & EMOTIONAL FOUNDATION

	i. BEGINNER	ii. INTERMEDIATE	iii. ADVANCED
A. Self Awareness & Management	a. Identify personal skills, values, and interests and what drives them b. Explain how failure can be seen as a positive experience c. Communicate frustrations and anger appropriately, and practice self-advocacy when support is needed d. Stay focused on tasks even in distracting environments e. Describe how positive and negative feedback can be helpful	a. Identify personal weaknesses and apply tools or strategies to strengthen them b. Describe personal lessons from past mistakes c. Practice strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress d. Juggle multiple demands without losing focus or energy e. Distinguish between positive and negative criticism and manage emotions around each	a. Evaluate personal biases and describe ways to challenge them b. Demonstrate resilience and optimism by looking at a problem from a different perspective c. Analyze what triggers a strong emotion and identify appropriate coping strategies for various situations d. Select tools and strategies to help manage time and tasks effectively e. Demonstrate a growth mindset by proactively seeking and applying constructive feedback
B. Social Awareness	a. Demonstrate empathy by identifying verbal, physical, cultural and situational cues that indicate how others feel b. Respectfully disagree with others without starting an argument c. Describe the differences between a culturally homogeneous vs. diverse community	a. Demonstrate empathy by considering multiple perspectives b. Show respect for differing opinions in a disagreement c. Promote an inclusive community by inviting others in to your groups and spaces	a. Demonstrate empathy by validating the opinions of others and engaging with diverse cultural and generational perspectives b. Demonstrate flexibility by adapting opinions after considering diverse cultural and generational viewpoints c. Create a safe and participatory environment where each member of a team can contribute as their true selves, regardless of background, age, or lived experiences
C. Relationship Skills	a. Build positive relationships with peers and adults and show appreciation for diversity and intersectionality b. Openly acknowledge and compliment others' accomplishments c. Recognize others' needs and values and work to ensure that others feel heard d. Describe what makes an effective team vs. an ineffective team e. Listen to most perspectives during disagreements	a. Engage with diverse groups of people while showing genuine interest and curiosity in their lived experiences and the perspectives they have to offer b. Encourage others to overcome challenges c. Practice active listening to understand the needs of others and take action to meet those needs d. Contribute constructively to project teams, assuming various roles and responsibilities, to work effectively toward a common goal e. Engage all parties involved in conflict by asking questions and repeating back what you heard to help all members feel heard	a. Celebrate diversity and intersectionality while recognizing that intersectionality of different social categories can impact how a person shows up in a space b. Empower, inspire, and affirm self and others through words and actions c. Engage in healthy dialogue to reach respect and understanding of one another's differing viewpoints d. Galvanize a group towards action by assigning effective roles and navigating conflict together e. Listen to all perspectives during conflict and guide members to reach a common solution and shared understanding.
D. Responsible Decision Making	a. Make decisions based mostly on external motivators like rewards, positive validation, etc. b. Explain how decisions and behaviors impact the well-being of others c. Identify sources of unhealthy peer pressures and remain aware of them d. Name possible unwanted or negative consequences that may result from your decisions	a. Recognize personal values/motivators and make choices based on what feels right to you and your relationships with others b. Take initiative and responsibility for what needs to be done c. Apply strategies to resist unhealthy peer pressure d. Consider multiple options, based on input from peers or trusted mentors, before making a decision	a. Explore multiple choice points and make decisions based on internal value systems even when it is difficult to go against popular opinion b. Evaluate your personal role in making decisions that influence your future and your community c. Analyze how one's peers and the media influence the choices we make and apply healthy personal boundaries in these areas d. Analyze the risk or reward of different choices and make a decision that has the highest probability to achieve the desired result

DOMAIN 2: ACADEMICS & ARTISTRY

	i. BEGINNER	ii. INTERMEDIATE	iii. ADVANCED
A. Academic Expression	a. Practice appropriate skills from content into collaborative assignments b. Communicate ideas meaningful to self that foster self-reflection c. Ask questions to gain clarity and further understanding of the topic at hand d. Share the main idea of a single text or reading e. Accurately interpret evidence and thoughtfully evaluate alternative points of view f. Use multiple sources to research a topic	a. Apply appropriate skills from content into independent assignments b. Communicate ideas in writing to a group of people and connect the audience to the idea c. Ask questions that encourage others to share their thinking and participate in the conversation d. Summarize the key points of multiple readings related to one topic e. Draw conclusions, justify results, and explain reasoning f. Collect and analyze data gathered from resources used in research	a. Apply knowledge from one content area to understand and create ideas in other content area b. Communicate ideas in writing that drive the audience to a cause and move them to action c. Ask questions that help create or break consensus in a debate and move the conversation forward d. Synthesize large amounts of informations, received from varying modalities, and provide only the most relevant information to move forward e. Engage in abstract reasoning, questioning and understanding f. Cohesively tell the story of your research and share how it impacts the stakeholders
B. Creative Expression	a. Explore the principles of the artistic process, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, space, unity, etc. b. Discuss the technical elements of artistic disciplines (visual art, theater, music, dance, film, etc.) c. Communicate your ideas through the emulation of other's art form using a variety of media with the appropriate skills d. Collaborate with others on a collective creative endeavor e. Share personal likes and dislikes of an art form and the reasons behind those opinions	a. Compare and contrast a variety of art disciplines including artistic process principles such as emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, space, unity, etc. b. Create an original art piece using the technical elements of the artistic disciplines (visual art, theater, music, dance, film, etc.) c. Communicate thoughts, feelings, ideas, or impressions through original creative expression using a variety of media with appropriate skills. d. Model leadership, team work, and communication in a community- based art project e. Articulate the impact of various art forms on the values and behaviors of the audience. f. Form conclusions about formal qualities, aesthetics, intents, and meanings of a range of creative expression while considering the historical and cultural contexts	a. Interpret & evaluate artistic decisions in pieces made by self, peers, and other artists according to principles of design such as emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, space, and unity b. Demonstrate mastery of technical elements of an artistic discipline (visual art, theater, music, dance, film, etc.) c. Express your thoughts and emotions creatively while challenging the imagination of your audience and fostering them to be reflective and think about social, cultural, political, and global issues d. Address a community need/challenge through a collective creative endeavor e. Justify and explain your artistic choices including your expression, methods, and concepts f. Create an original piece inspired by selected historical periods, artists, general themes, trends, and styles of creative expression

DOMAIN 3: DESIGN THINKING

	i. BEGINNER	ii. INTERMEDIATE	iii. ADVANCED
A. Empathetic Listening	a. Research a user community and the possible challenges and needs they have b. In user interviews, summarize and repeat back what you heard to ensure you correctly understood the user's experiences and feelings c. Observe and engage with users to understand the problem(s) that needs to be fixed, and explain why it is important to fix	a. Use diverse methods of collecting evidence to understand how users engage with a problem b. Gather feedback from users to iterate solutions c. Identify and reflect on how personal values, assumptions, and biases show up in possible solutions	a. Generate journey maps to demonstrate empathetic understanding of experiences of others b. Conduct experiential prototypes to gather feedback from users to iterate solutions c. Explore how your identity(ies) lend you power that others don't have in order to empathize and reduce unintentional block of innovation
B. Creative Problem Solving	a. Ask questions to peers and trusted mentors to help understand and identify the problem b. Identify challenges you may face while coming up with solutions c. Develop a simple prototype as a solution but require support from others to operationalize and execute it d. Demonstrate courage in sharing the perspective of users to drive solutions	a. Reflect and ask questions to self to better understand what the problem is b. Identify challenges users may face by asking questions like "how might they...", and by doing additional research of the problem c. Generate bold, courageous ideas for solutions that incorporate diverse user perspectives d. Take risks in executing a minimally viable prototype of the solution	a. Ask problems as questions and gather insights from research and stakeholders to clarify what the problem is b. Focus on "yes, and" rather than "no, but" statements to generate more ideas and solutions for the users' challenges c. Apply an iterative process to create multiple solutions or prototypes based on testing and feedback from users d. Take risks in transferring new knowledge and solutions to analogous challenges
C. Time & Project Management	a. Eliminate potential distractions from your setting to optimize your work output b. Use calendars, to mark approaching deadlines and determine and block out your work hours c. Prioritize your tasks that are most urgent while breaking down large tasks into smaller, more manageable chunks d. Manage your stress with tools like exercise, meditation, built in breaks, naps, etc., and seek support from others when your project isn't moving forward in the direction intended	a. Use apps to help silence social media, email, text, and other notifications that may cause unwanted distractions to your productive work flow b. Utilize a calendar system and a project management platform to organize tasks and track progress to date and prepare for future tasks c. Delegate tasks to members of your team by giving clear instruction and providing the necessary supports to bring the project across the finish line d. Establish routine and consistency in your schedule to manage personal productivity while remaining flexible to pivot if new problems arise during the project	a. Prioritize tasks and responsibilities that lead to achieving goals, and say 'no' to those that do not. b. Forecast potential risks during the planning process and think through possible back up plans c. Reflect on personal strengths and areas of growth to build a balanced project team that will complement each other's expertise and support each other's needs d. Proactively create reflection points in the project timeline to assess progress and brainstorm possible pivot points if necessary
D. Agility & Curiosity	a. Identify and explore personal interests that feel safe and comfortable b. Pause before refuting a comment, disengaging from a situation, or denying an opportunity c. Adjust behaviors appropriately to a variety of situations d. Ask probing questions and proactively engage in self-directed learning	a. Seek out new groups to join, situations to experience, or activities to try b. Demonstrate comfort with navigating ambiguity and challenging personal assumptions c. Actively seek and incorporate feedback from individuals of diverse backgrounds, perspectives, and personal / professional experiences d. Demonstrate resourcefulness by seeking the appropriate tools and assistance when needed	a. Seek spaces and/or create space for diverse thoughts, expressions, ideas, and identities to co-exist b. Research new and innovative ways of arriving at an end goal that may increase productivity, efficiency, promote a healthier culture, etc. c. Consistently persevere through challenges by using effective problem solving strategies d. Make the appropriate pivot during a project when needed and make necessary iterations to reach the target goal

DOMAIN 4: DIGITAL FLUENCY

	i. BEGINNER	ii. INTERMEDIATE	iii. ADVANCED
A. Media & Technology	a. Compare and contrast appropriate vs inappropriate online behavior b. Type with proficient speed and accuracy c. Use the internet to gather information ethically d. Demonstrate the ability to use and experiment with a variety of technologies e. Explain the pros and cons of digital media in our lives	a. Apply appropriate online behavior to create a safe space for others b. Communicate effectively with multiple audiences using a variety of media and formats c. Cite sources using standard methods to give credit to owner of the online and media resources d. Use collaborative technologies to work with others, including peers, experts, or community members to examine issues and investigate solutions e. Analyze the role of digital media in our lives and develop a strategy for finding media balance	a. Teach others the consequences of inappropriate online behavior b. Integrate two or more technology tools to create a new digital product c. Utilize multiple research tools to find the necessary information for a task while appropriately citing the source d. Teach others how to effectively use technologies to increase work productivity and maximize impact / influence e. Set personal boundaries around digital media consumption to find media balance
B. Data Analytics & Programming	a. Use qualitative and quantitative data in appropriate situations. b. Draw out themes from a set of data like survey results. c. Clean and organize raw data for analysis d. Apply inductive reasoning and deductive reasoning to strengthen logic skills	a. Complete data analysis and calculations using spreadsheets and other programming b. Present information in a variety of ways using graphs, charts and other visuals c. Analyze data trends to forecast possibilities d. Use block based coding platforms (Scratch, Snap, Blockly) to practice the fundamentals of a programming language	a. Create a data algorithm model to achieve the desired impact in mind b. Visualize and present data findings in dashboards, presentations, and commonly used visualization platforms (Tableau, Google Data Studio) c. Evaluate conversion rate, cost-benefit, return on investment (ROI), A/B testing, etc. using datasets d. Demonstrate proficiency in text based programming by using appropriate structure to have desired outcome
C. Identity & Privacy	a. Identify strategies for creating and protecting strong passwords to effectively manage your digital reputation and online identity b. Identify how companies collect and use individual data, and identify ways to keep personal data and other's data safe. c. Explain how information posted online could affect self and others' future opportunities	a. Determine the types of information and digital resources that need to be protected by spotting and avoiding online scams b. Compare and contrast the various internet privacy policies and the benefits and disadvantages of online tracking c. Apply strategies to oppose online hate speech and cyberbullying to keep everyone safe	a. Evaluate physical, digital, and behavioral safeguards that can be used to protect the confidentiality, integrity, and accessibility of yours and other's information b. Explain how your data is being used, by a website or an online platform, to present you with targeted content c. Speak up and provide support to others who are targets of inappropriate technology use by teaching them how to properly protect themselves
D. Content Creation	a. Adapt language structure and style depending on the audience, purpose, situation, and intent b. Experiment with original designs and collect other's designs, thoughts, and solutions to begin to develop your own voice, style, and identity as a content creator c. Demonstrate knowledge of proper digital tools needed to achieve a desired purpose d. Exercise your individual rights to fair use as a creator when appropriate	a. Apply the appropriate software to design original content including typography, layout, colors, graphics, style attributes etc. b. Design content rooted in personal experiences and/or opinions of the ecosystem (i.e. beauty, wellness, social/political causes, education, etc.) c. Build a portfolio to display work products using appropriate digital tools d. Effectively explain individual rights to a peer creator to promote growth of the content creator community.	a. Design content with key reach metrics in mind and utilize data capturing tools to track engagement from target audience b. Design original content, with unique voice and perspective rooted in research done by self or others, to provide solutions to your target audience c. Expand content portfolio by using data to forecast future needs of the target audience while maintaining platform fees and requirements d. Use correct copyright principles, including fair use guidelines, creative commons, open source, and public domain to maintain the validity of content portfolio.

DOMAIN 5: CIVICS & SERVICE

	i. BEGINNER	ii. INTERMEDIATE	iii. ADVANCED
A. Service	a. Gather information about an identified need through various channels including media, expert interviews, survey of diverse cultures and communities, and observation and/or personal experiences. b. Work cooperatively with others to create and execute a plan that addresses a need in your personal community, while keeping their cultures and identities at the forefront of your planning c. Reflect on how the lives of the community would be affected if they did not have services and volunteers available to support in creating a more equitable reality. d. Participate in individual and group activities that promote positive change within the community and world.	a. Articulate which cultures and communities are impacted by issues in society that are being addressed through community service b. Take action to help the community lead to visible changes that are valued by those being served c. Evaluate how your personal biases may affect your impact in the service activity you're participating in d. Use service opportunities to educate others on the impact of certain local and national policies and how they can be involved in changing the policies to better meet the needs of the community and the world.	a. Analyze the responsibilities we have as citizens of a democratic society and provide rationale why volunteerism is needed in certain areas b. Communicate the progress, stories, and outcomes of the service project to others, including policy decision makers c. Evaluate the impact of the service project on increasing equity in the lives of the community d. Create service opportunities, that leverage a range of deliberative and democratic procedures, to help make decisions about and act on civic problems in the broader community or ecosystem
B. Advocacy & Persuasion	a,. Research, review, and verify social and political information online b. Problem-solve with facts and analysis rather than opinions and assertions c. Develop claims, rebuttals, and critiques using evidence to communicate your arguments effectively d. Build rapport with the individuals/ group you want to persuade and show genuine interest in their thoughts and stories e. Inform the audience of an idea through public speaking and help create awareness of social, local, or global issues	a. Use logic and reasoning to evaluate arguments, form judgments, and make recommendations b. Explain how rules and laws change society and how people change rules and laws c. Articulate personal values related to topic of advocacy and why this is important to you while accepting constructive criticism and revising your personal views when valid evidence warrants d. Ask questions and listen to understand the perspective of others to identify why they believe what they believe e. Demonstrate through public speaking how individuals of the community can rally behind a cause by showing or explaining the different ways they can get involved	a. Evaluate the credibility of a source by determining why it's important and how it can be used b. Examine systemic causes for social issues and the intended/unintended outcomes and consequences of public policies while using research to back up claims c. Speak to opposing parties with empathy and clarity while backing up rebuttals with research or meaningful things you learned from community members d. Consistently demonstrate the beliefs and values you want others to adopt while being supportive and encouraging of those who are making efforts to change their actions/perspectives e. Influence others, by speaking about matters that feel personal and applicable to the audience, to join in a protest, an advocacy group, or engage in other actions to better the community
C. Public Speaking	a. Craft a speech with a clear beginning, middle, and end. b. Speak with clarity and precision. c. Maintain a consistent tone and volume for the audience to hear without struggles d. Use speech as an opportunity to inform others of your thoughts	a. Craft a well structured and engaging speech with an opening hook, a problem to discuss/solve, and a closing that effectively communicates an opinion or idea b. Speak clearly and expressively without hesitation c. Use appropriate and consistent tone and volume to effectively capture the attention of various audiences d. Use speech as an opportunity to teach others about new methods, ideas, or opportunities	a. Craft and deliver a speech that has an engaging introduction, a clearly researched body, and a compelling conclusion with a clear call to action that moves the audience to engage in a local, social, and/or global matters b. Speak with clarity and use language that is inclusive and meets the needs of the audience c. Use a range of tone and body language to create the most persuasive experience for the audience d. Use speech as an opportunity to convince others to adopt a different perspective, process, or ideology
D. Organizing	*a. Identify a policy, rule, or system that needs improvement that you'd like to discuss* *b. Identify peers or individuals with similar goals to engage in high level conversation* *c. Set and meet goals around the number of individuals to speak to about the policy/ rule that needs improvement*	a. Raise awareness regarding a need for political change at the community level b. Ask for support from peers to create a group of people who share a common interest in the political change that needs to happen c. Set and meet goals around the number of individuals brought together and the outcomes of each conversation	a. Create and articulate the necessary revision(s) to policies and/or rules, and establish steps to implement the change b. Engage diverse perspectives from the community regarding the change that needs to happen by using a clear agenda that outlines the conversation to help achieve the desired outcome for the group discussion c. Set and meet goals around the number of diverse individuals engaged, number of meetings held, and meeting outputs required to create the desired social/political change