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Redesign a travel plan by using Creative Problem Solving

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SUNY Buffalo State
International Center for Studies in Creativity

Redesign A travel plan by using Creative Problem Solving

A Project
in Creative Studies
by
Jingwen Che

Submitted in Partial Fulfillment
of the Requirements
for the Degree of
Master of Science

May 2019

Abstract

Nowadays, there is a big market for Chinese citizens to travel abroad. There is a growing need for Chinese to experience a customized travel. This project uses Creative Problem Solving to fix the problem existed in the previous travel plan, and redesign a unique, customized and functional travel plan. This project is a sample of how to improve family relationships in a travel experience by using Creative Problem Solving.

Keywords: Creative Problem Solving, creative travel plan, games, music, mission

Date

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The Background of the Challenge

Experiencing creates the opportunities of applying imagination and creative problem solving, as the book saying: awareness of the predicaments and opportunities found in the surrounding environment is what leads to creative problem solving and creative breakthrough (Puccio, Mance, Switalski & Realli, 2012, p.134).

I had an experience of traveling around Western America which was not a pleasant trip for me. It was mainly about looking around the landscapes of Western American, such as Horseshoe Bend, Antelope Canyon, Yellowstone National Park, etc. The most of the journey was spent on a bus traveling to across different states to see different natural views. Everyone was exhausted and tired due to being seated on a bus during the long journey. Thus, there was not much time left (around 40 minutes each stop) for us to see and appreciate the natural views and Indian culture. I want to solve the problems of getting more rich and unforgettable experiences at local attractions rather than on a bus. I propose Creative Problem Solving as a methodology to switch from unpleasant experiences to more impressive and wonderful experiences.

Challenge (Predicment)

The objective is to design a revised travel plan for a small groups of people.

I also see this opportunity as a preparation and an experiment for my future career: a designer for personal travel events.

I want to reduce the transit time and increase the time for an experience in which visitors are able to enjoy the local natural scenery, participate in local popular activities, understand and enrich the local historical and cultural background, and enhance the relationships between family or friends. The design of each trip will pay more attention to the richness and depth of activities

and modification in attractions/interests and transportation rather than budget. Letting customers find out that they can learn and experience a lot from this trip is the main goal.

The focus will be selecting more appealing attractions and outdoor activities and trying to set up multiple outdoor experiences at one attraction. This will lower the time invested on transportation and maximize the depth of experience. Designing different themes based on different features and contents for customers to choose from will be included. The new trip will be suitable for a group of family, friends or teams. For the issue of budget, I will use Creative Problem Solving (CPS) to generate some ideas which may lower the price.

Introduction of Creative Problem Solving

1. What is Creative Problem Solving

Creative thinking is a comprehensive process that is similar to our own natural creative thinking process. It can be used to efficiently and logically manage and organize our natural creative thinking processes, which helps us to intuitively respond to open-ended problems and effectively generate targeted strategies based on the responses. It is worth noting that CPS is a process both for thinking and action. It helps people follow concrete steps and transform their ideas to reality.

The specific terms of “Creative Problem Solving”

By “creative” we mean the production of *ideas or options that are both new and useful*. They contain elements of novelty, uniqueness, originality. They also have value and serve a purpose.

By “problem” we mean a situation that exists when there is *a gap between what you have and what you want*. A novel, ill-defined and complex problem is the kind of problem that CPS is designed to address.

By “solving” we mean *taking action in some way*. The implementation stage of the CPS process includes refining solutions and making them work in the environment and context in which they will be introduced.

By “process” we mean a particular method of doing something, generally involving a number of steps or operations (Puccio, Mance, Switalski & Reall, 2012, p.72).

2. History

Alex Osborn, was the first person that came up with the creative thinking tool Brainstorming and the founder of the Creative Problem Solving process and model. He started his deliberate contribution in creativity since 1940s. He collaborated with Dr. Sidney Parnes to further expand and research CPS in 1950s. The early studies done by Parnes showed that practice of CPS process helped one’s creative thinking skills. Dr. Parnes, a professor of mathematics, to design and test the innovative college creativity curriculum at Buffalo State College. In the meanwhile, the model was modified due to on-going research on the impact of CPS training. The course based on research and application led the modification and evolution of the CPS model. Although the first seven-step model developed by Osborn in 1953 has been modified over the years, the modified version still retains many of the remarkable hallmarks from the early work.

The modified version of CPS was developed by Gerard Puccio, Marie Mance, and Mary Murdock and is formally called CPS: the Thinking Skills Model (TSM), the same as the first

version to show both the cognitive and affective skills utilized in the process (Puccio, Mance, Switalski & Realli, 2012, p.74).

The structure of the model works from the outside to the inside, including three conceptual stages, six clear process steps, and one executive step at the core of the model to guide them.

Figure 1. Thinking Skills Model



Creative Leadership: Skills That Drive Change
Puccio, Murdock, & Mance (2007)

The three conceptual areas are representative of the natural creative process that people will employ when faced a challenge or problem. They must first clarify the goal they want to achieve and the difficulties they will face. Next, they need to transform the reality they face by generating and locating potential ideas and expanding them to feasible solutions. Finally, they need to implement a created solution through developing a plan comprised of effective actions.

Each stage consists of two formal steps:

<i>Clarification Stage</i>	<i>Transformation Stage</i>	<i>Implementation Stage</i>
1. Exploring the Vision.	1. Exploring Ideas	1. Exploring Acceptance
2. Formulating Challenges	2. Formulating Solutions	2. Formulating a Plan

At the center of the model is a meta-step that is *Assessing the Situation*, which is the control function of the CPS process. It is "meta-cognition" because it allows you to monitor and map your thinking process. *Assessing the situation* is the first step of the CPS process. It is how you monitor the whole process and is a repeated functional step throughout the process.

3. What kind of problems can CPS solve: Opportunity and Predicament

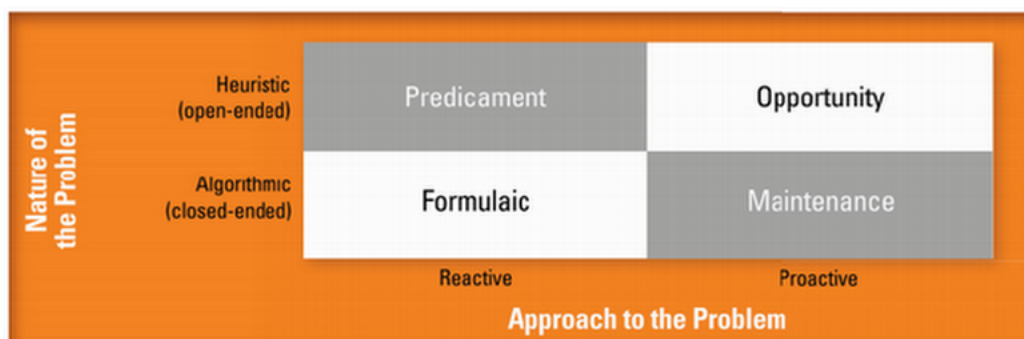
Problems can be divided into two main categories

- ***algorithmic***: problems with a known solution, or an established process that leads to a single right answer
- ***heuristic***: problems without a known solution

We can manage these two problems in two ways:

- ***proactive***: before a problem arises
- ***reactive***: after a problem occurs (p17 creativity rising)

Figure 2. Types of Problems



Source:
Puccio,
Murdock &
Mance.
(2005)

After crossing the two basic categories of the problem (algorithm or heuristic) with the methods of the problem (proactive or reactive), there are four different situations obtained from the crossing: formulating problems, maintaining problems, dilemmas, and opportunities. Two of them can be solved by known solutions, so they may be considered straightforward, while the other two situations (opportunity and predicament) are more complex and require creative thinking.

4. Divergent and Convergent Thinking: The Heart of Creative Thinking

What is divergent thinking

Divergent thinking is defined *as a broad search for many diverse and novel alternatives* (Puccio, Mance, Switalski & Realli, 2012, p.46). When we are approaching divergent thinking, our brains do what they can to explore and embrace all possibilities without evaluating them. Our brain tends to be willing to take risks and discover new possibilities beyond the familiar and the known options.

What is convergent thinking

Convergent thinking is defined *as a focused and affirmative evaluation of novel alternatives* (Puccio, et al. 2012, p.46). It is an analytical way of thinking that is led by the requirement of bringing order and making sense. After finding out all the possibilities, our brains start to monitor, choose, prioritize, manage, and filter what it has already found. Through convergent thinking, we evaluate and determine which of the options we generated are the most attractive.

Divergent and convergent are two natural psychological processes that people employ in their daily lives, especially when they are facing important tasks and they clearly want the best results.

In creative thinking, when we generate options, it is called divergent thinking, and when we evaluate and choose from options, it is called convergent thinking.

The principle of convergent thinking and divergent thinking

Guidelines for Divergent Thinking:

- **Defer judgement (This is the principle that drives divergent thinking):** The more alternatives one produce, one are more likely to search out a promising option and ultimately generate a creative solution.
- **Go for quantity:** The more alternatives we produce, the more likely we can receive a promising choice and, eventually create a unique solution.
- **Make connections:** Making connections is critical to the creative process. New thinking or mental output are often a mix of formerly unrelated and unconscious thinking, that assume a new construction when they are appealing to people or are viewed at from a divergent perspective.
- **Seek novelty:** Creativity requires originality. Therefore, the guideline Seek Novelty is both a hint and a stimulation to create new and amazing ideas that exceed ordinary and familiar ideas.
- **Power of incubation:** An opportunity of allowing for the power of incubation.

Guidelines for Convergent Thinking

- **Apply affirmative judgement:** Applying Affirmative Judgement is the foundation of convergent thinking. This principle inspires us to conduct evaluation in a constructive manner.

It means that This means that in order to conduct evaluation of options, we must first check their positive aspects and actively build them and make them stronger.

- **Keep novelty alive:** Convergent thinking is inherently careful and selective. When we need to make a decision, we need to take the actual value and relevant facts of an ideas into consideration. In order to do so, people often tend to be conservative, returning to their comfort zones, and get rid of possibilities that have true uniqueness. Keep Novelty Alive reminds us of the importance of novelty and the requirement of nurturing and protecting the novelty through judgment and refinement.
- **Stay Focused:** The Stay Focused reminds us to be centered on the task at hand and think the relevant information of the ideas to make sure that the best options are being sorted out and then expanded.
- **Check your objectives:** If we define thinking as a purposeful mental activity, the goal of creative thinking is receiving outcomes that mix newness with value and that achieve the goals you have set. Check Your Objectives reminds us to operate toward our intended goals, which is the compass of convergence thinking.
- **Allow for the power of the incubation:** Taking a break for incubation.

Through the whole process, I use divergent thinking and convergent thinking to help me and my friends generate ideas, there are some tools which can help us to do divergent thinking and convergent thinking:

Sample divergent thinking tools: Brainstorming, Forced connection, SCAMPER, Brain-writing

Sample convergent thinking tools: Hits and Highlighting

5. The CPS process step: The following chart shows the CPS Process Steps

Figure 3. CPS Process Steps

Step	Purpose	Divegence	Convergence	Exit with
Assessing the Situation	To outline and confirm relevant information	Producing a large amount of data through questioning and documenting answers to questions, which facilitate you to collect objective and subjective data from resources.	Collecting the most importance data, the content that most correlated to the case you are confronting. You can also cluster the data and divide and organize each cluster to different categories to make sense of it.	You will have a clear view of the most relevant data that can illustrate what you will confront.
	To identify the next step of process		Make sure if the identified problem exactly matches the CPS process; if so, make the next decision in the CPS process.	You will have a result whether or not CPS is the appropriate methods for the problem and, if so, a guide(where to go).
Exploring the Vision	To generate a sight of a desired result	Produce a list of objectives, wishes, challenges, and chances. Start with an positive statement starter : "I wish..." or "it would be nice if ..."	Choose the statement that best identifies the vision; enhance the statement, if needed, until it describes accurately the desired future scene.	You will have an objective , hope, challenge, or chance, descried as a broad, short, and conducive statement that start with one of the statement starters.

Formulating Challenges	To find out the distance that need to be closed to get the desired result	Produce a lot of problems that must to deal with to get the desired result. Start with a positive statement starter: “how to...,” “How might...,” or “ what might ...” or in “In what ways might...”	Choose the statement that best describe a problem that must to deal with to receive the desired outcome; develop the statement, if needed, until it describe the problem accurately	You will receive one or more problem you want to solve, these problems are in the form of an affirmative statement starter.
Exploring Ideas	To produce innovative ideas contributed to important challenge	Produce a lot of ideas to address the issue	Choose the most conducive ideas, Keeping in mind to Keep Novelty Alive	You will have one or more ideas that an be improved into implementable step
Formulating Solutions	To shift from ideas to solutions	Produce a list of pluses, potentials, concerns, and ways to get over the concerns; generate prototypes to monitor the solution	Make step-by-step improvement of potential solutions by accepting and rejecting all respects of forming a solution	You will have generated a workable solution.

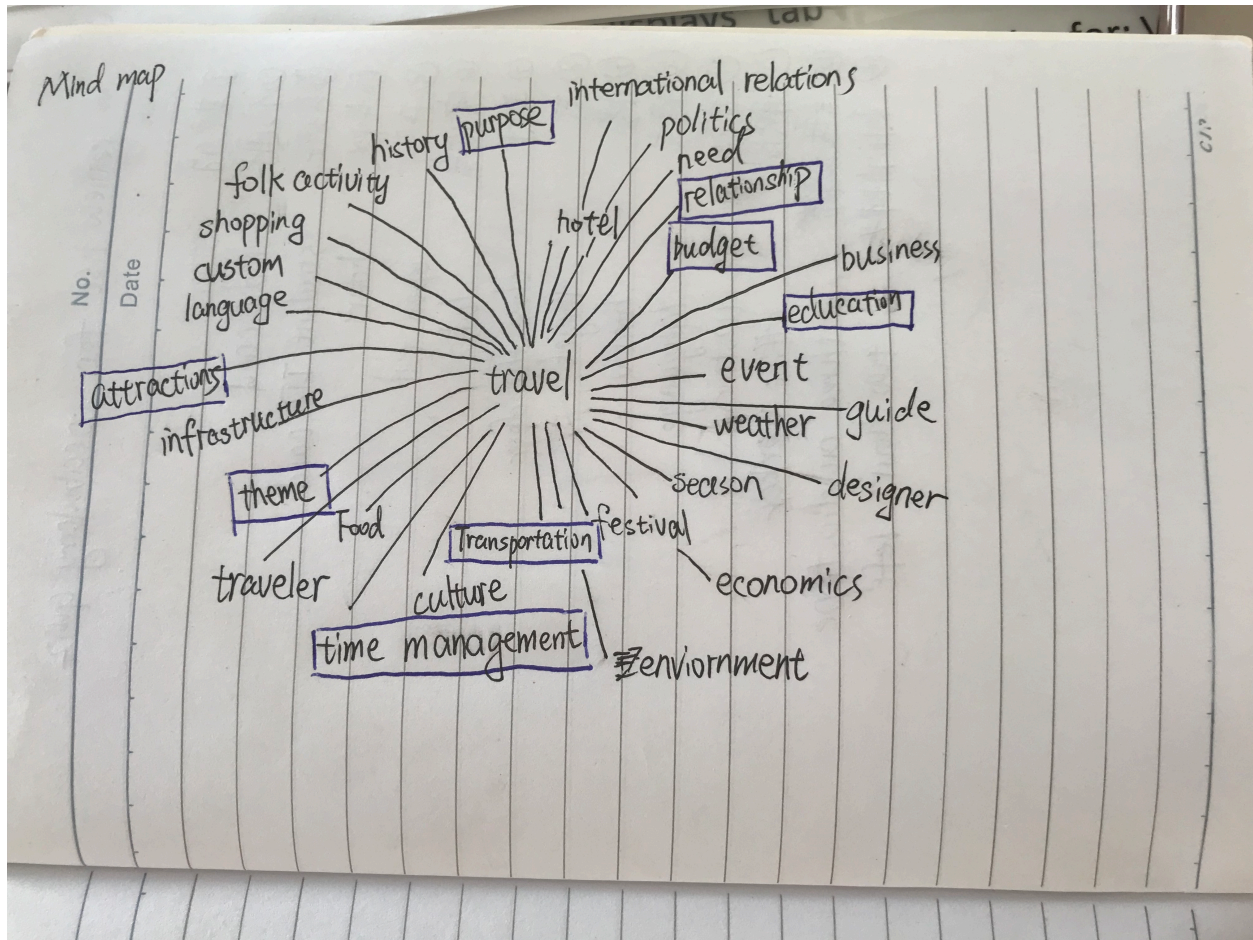
Exploring Acceptance	To maximize the possibility of success	Gather conducive sources of assistance and resistance including people, resources and circumstances	Determine key assisters and resisters. Make a list of methods that can get over crucial resisters and ways to do with key assisters.	You will know how to enlist assisters and get over resisters, so that you can generate a workable action plan.
Formulating solutions	To create a workable plan	Make a list of tasks needed to complete, including these specific information for each action step: what needs to complete, who will do it, when it needs to complete, what steps precede it, and who is reported after completion including steps of acceptance(the work of assisters and resisters) from the previous work.	Look back to the list of action items. Erase the useless content from the plan and bond with steps that should be combined. Orderly make a list of the action items along with the relevant details from start to finish.	You will have a well-constructed and implementable action plan for the solution.

Source: Puccio, et al. (2012)

The reason why I present the history and whole process of the CPS is to specifically interpret how the whole process works and fluently bridge to the next step of my redesigning the travel plan. Additionally, I also want to keep my plan unique (designing it in my own way), I also treasure this opportunities as a preparation for a future career.

To fix the problem they had by using clarification session and idea generation session

Figure 4. This a mind map that shows some divergent thinking about travel related to all the parts.



After doing the mind map, my focus will be the purpose, relationship, budget, education, transportation, theme and attractions.

Figure 5. Problem statement generated from the mind map

-
- ① How to meet my clients' need
- ② How to fix the relationship
- ③ How to lower the budget
- ④ How to educate travelers while traveling
- ⑤ How to manage transportation to increase valid time
- ⑥ How to do time management
- ⑦ How to manage attractions
- ⑧ How to do a theme travel design

Figure 6. Problem statement generated from the mind map on how to do time management

-
- How to do time management
- ① ~~Increase~~ change the transportation to the flight
- ② more activities at one place
- ③ Eating foods on the road
- ④ Deleting some attractions in the plan
- ⑤ Focus on one theme
- ⑥ Big city plan ^{more} convenience because of transportation
- ⑦ Find out the fastest way to get the destination
- ⑧ Finding out the nearest restaurant
- ⑨ Finding out the nearest airport ^{to the attraction}
- ⑩ Changing the transportation
- ⑪ Finding out the shortest road by using Google

After going through this unpleasant trip, I found out we spent too much time on the road, which caused us a lot of exhaustion and had little interest and passion to deeply experience the local culture and visit the traditional attractions. How to do the time management can be an issue for me to deal with. I started with the statement: how to save travel time and increase more time in the attractions. Then, I did brainstorming and found out we should know the schedule details to analyze it.

Now, let us see the original travel plan.

Day 1: Picking up visitors and extra program: Santa Monica State Beach (additional costs)

Day 2: Traveling across Mojave Desert Los Angeles—outlet (shopping and food) — Las Vegas — staying in St. George

Day 3: Traveling across Colorado Plateau—Glen Canyon Dam (no stop) — Lake Powell (no stop) — Antelope Canyon — Horseshoe Bend

Day 4: Jackson Town—Grand Teton National Park (20 min to take pictures) — Yellowstone National Park (Yellowstone Lake — Grand Prismatic Spring — Old Faithful — Fountain Paint Pot—West Yellowstone Town)

Day 5: Yellowstone National Park (Upper Yellowstone Falls — Brink of the Lower Falls — Mud Volcano — fishing bridge — Yellowstone grassland)

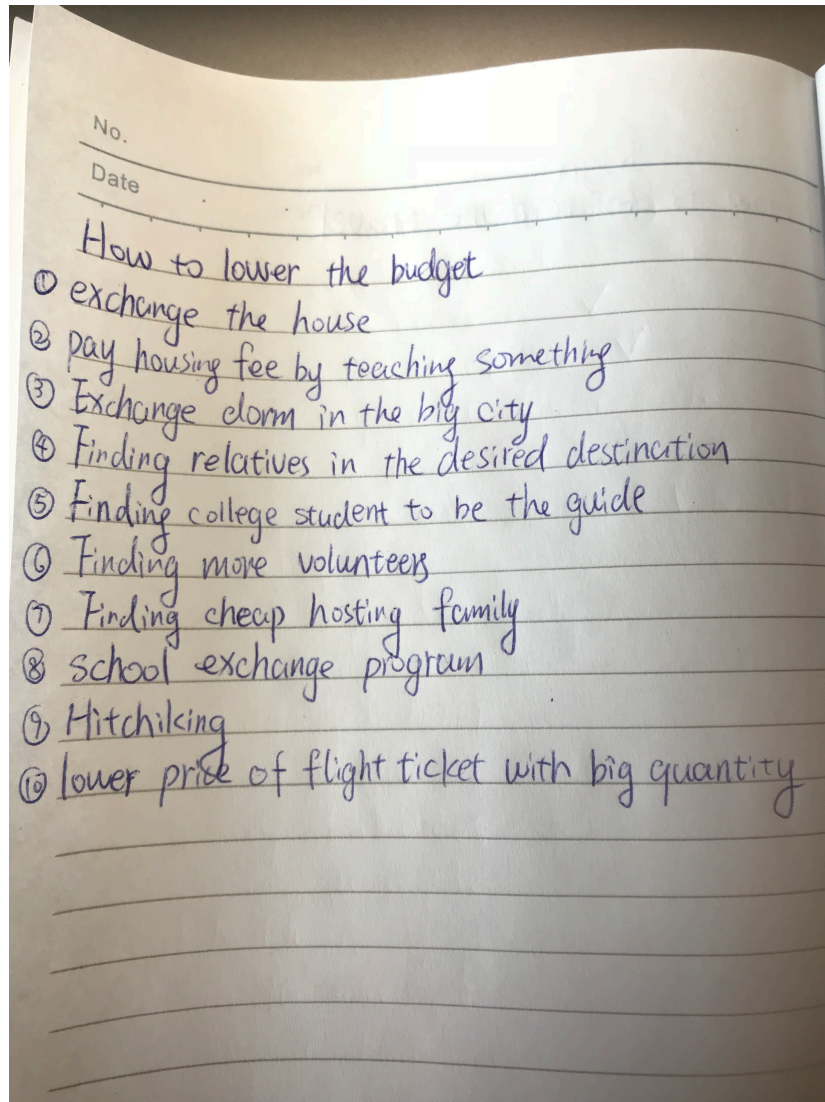
Day 6: Crazy Horse Memorial — Mount Rushmore National Memorial — Devils Tower National Monument

Day 7: Independence rock — Olympic Park Village — Utah State Capitol Building — Temple Square — Great Salt Lake

This is the whole schedule of these seven days travel, and I found out that the first day is for picking up clients and we would have to pay an extra fee for visiting Santa Monica State Beach. If we didn't pay the extra fee, we wouldn't have any chance to visit any attractions in the first day. Additionally, we just stayed on the bus traveling across the Mojave Desert without gaining special experiences on the second day of our travel, which was a waste of time for all the travelers. There was a plan for shopping; however, the total time which was around one hour, including time for eating and shopping couldn't enable the travelers to have enough time to shop and eat. At the night of the second day, we stayed at St. George, Utah. During these two days we barely had no enjoyable experience but sat on the bus to sleep. I found out that we could choose the place to pick up people to be closer to the main attractions that we were going to see. For example, we could pick up people in Salt Lake City, and rent a car there to carry travelers to the Yellowstone National Park, Jackson Town or Antelope Canyon, which saved two days on the road and allowed travelers to have more time to experience the local attractions.

When I design a travel plan, I will have a healthy conversation with the clients and find out the main attractions they want to visit. This will help me know what main attractions we should cover and how to manage time and the purpose of this trip. This in turn will help us to prioritize the activities and eventually meet the clients' needs.

Figure 7. Problem statement generated from mind map on how to lower the budget



Budget issue:

There are some solutions for adults to deal with the budget issue.

For Adults: Creating an App, Both travelers from different places reciprocally provide and share their houses and cars at the same time while they are traveling to the others' city or country.

This win-win situation may save a lot of money for both of the travelers from different countries.

There are some solutions for children and teenagers to deal with the budget issue.

For teenagers or children:

- (A) If it is for the exchange of visits between schools, schools can provide the dorm for the exchange students, which greatly reduces food and accommodation costs.
- (B) Designing an App for college students to interchange place to live in holiday while traveling. Especially in the big cities such as New York City, by temporarily exchanging the place to live a college student can save a lot of money and invest it in the other place.
- (C) Designing an App, similar to Airbnb, instead of paying with money, use their knowledge to in exchange for accommodation or food. The college student can teach something that is beneficial for the the owner of the house like languages, instruments, creative thinking... which is very suitable for college students who do not have enough money to travel.
- (D) Designing an App to help the host with housework in exchange for accommodation opportunities (considering security issues, especially for girls or women).
- (E) Designing an App for students who study abroad and do not go back to their motherland during the break. If they have a desire to make money, they can be a personal local travel guide for the travelers who are from the same motherland. We should consider safety issue and legal issue while designing the app.
- (F) Designing an App for student who study abroad to design a customized travel plan based on their experience abroad for people who are from their motherland and are willing to travel to the country that the college student study at.
- (G) Designing an App for college student who study abroad to rent their house or car during the winter or summer break to the people from their mother land. Those methods are not only beneficial for the travelers but also for the students who want to make money to travel.

Not all aforementioned advice is suitable for this trip; however, it provides a guide for travel designers to lower the budget when designing the travel plan next time.

To make a unique travel plan by using idea session and develop session

After analyzing the original travel plan and finding out the solutions for the time management and budget, I also want to enrich the travel plan to be a unique and outstanding one with one specific theme (designing a one theme travel can also fix the budget and time management issues in the previous travel plan). Thus, it will be functional enough to stand out from other travel plans and catch the eye of the customers.

How to design a theme travel

Figure 8. This is a mind map for travel themes

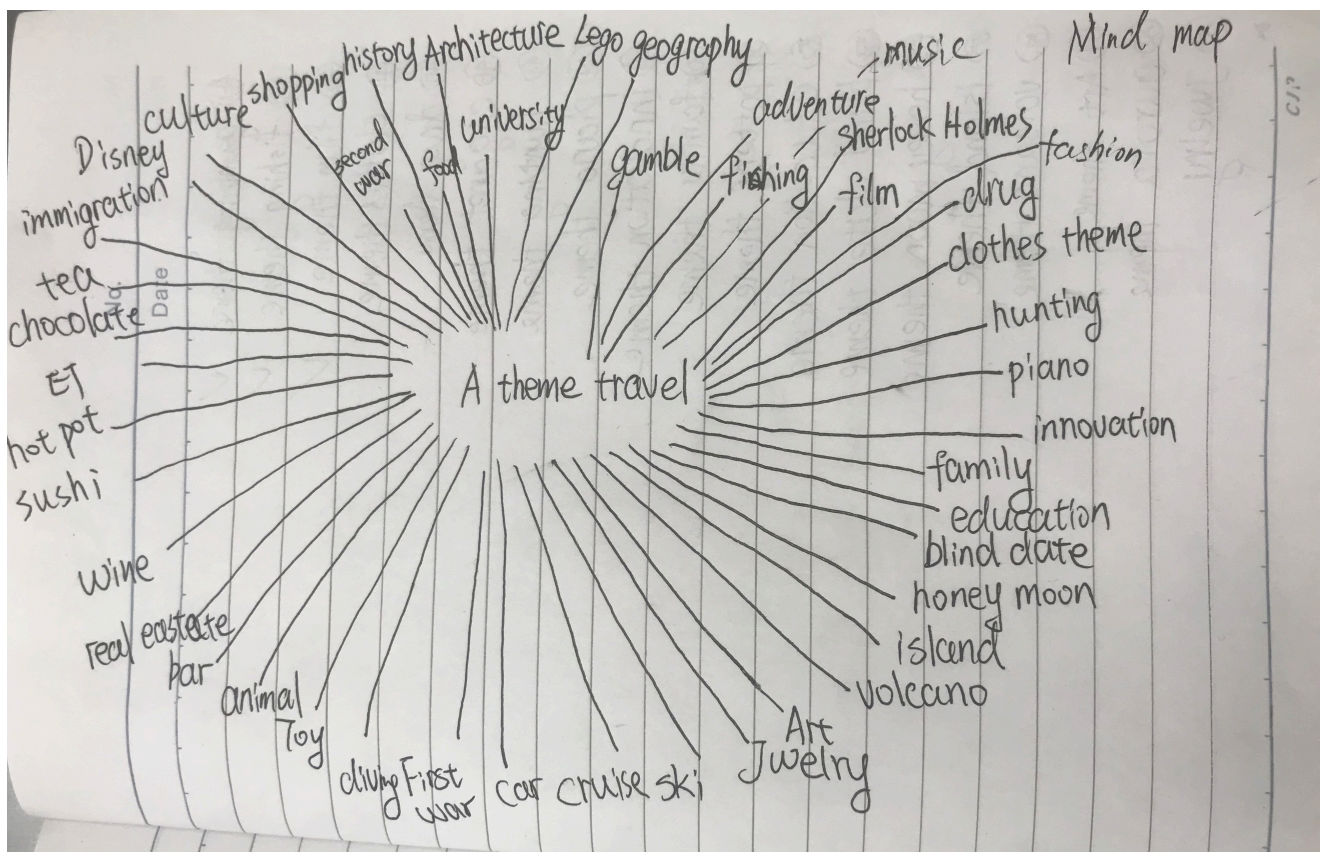
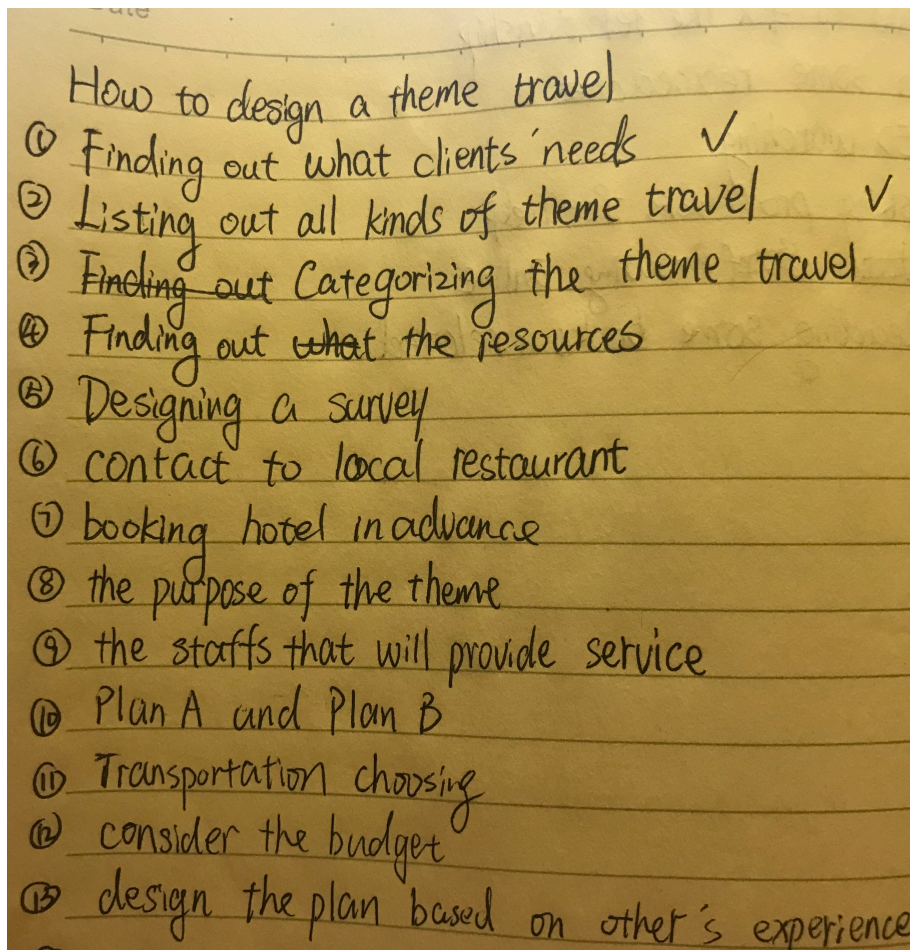
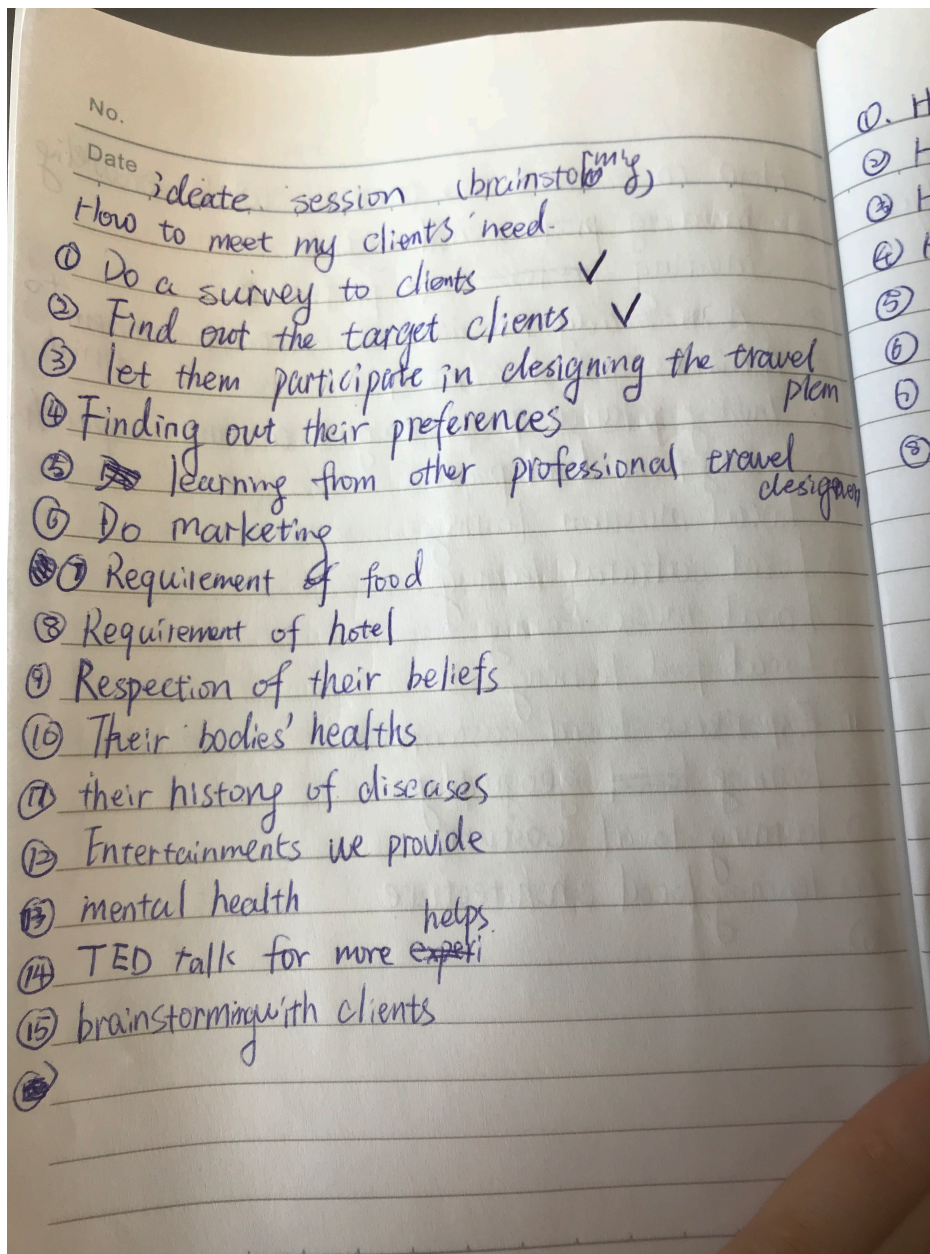


Figure 9. Divergent thinking about how to create a travel theme

Additionally, I want to make my plan match what my clients want to gain from this trip. Before consulting with them, I will give them a survey combined with CPS knowledge to identify their requirements and interests and try to use their imagination and creativity to help us to come up with more unique ideas. With the help of their visions, we will build a more clear frame to design a more unique travel plan that clients want. Besides, after gathering the results of surveys, we can keep a database to see if there is a correlation between some specific programs and female preferences. If males with a certain age or certain job will chose some specific programs (for example, people who work in a big city may be more likely to chose some places

Figure 10. Problem statement generated from the mind map on how to meet my clients' needs



close to nature), and if there are some preference differences between each generation, that kind of information will helps us to locate the target clients through advertising in the future. It also helps us to modify our strategies of what we can provide and sell based on the results of surveys.

Administering a survey before consulting

let's have a wonderful creative journey!

(This survey combines CPS techniques to provide more specific and available information for creating a more attractive travel plan. It also helps to avoid mismatching customers' needs, and helps find the target customers and do marketing).

1. Using "Why? What is stopping you?" to answer some questions such as "why do you want to travel?"(the objective of the this question is to find out what they really want through a travel experience)

(1) Why do you want to travel?

(2) Are there any obstacles that prevent you from traveling?

2. Can you list attributes that contribute to a wonderful travel experience?

Can you list attributes that contribute to an awful travel experience? (The objective of this question is to generate and further develop the product from customers' perspectives, and find the market or potential customers)

3. If spending more money on a product which guarantees you to gain a more unique and deeper experience, will you choose this product? (The objective of this question is to appropriately price the product and find a way to make a profit by customizing the trip to the customers' tastes.)

4. Can you describe, in detail, your wonderful travel experiences and awful experiences from past trips?

5. If you were a travel designer, what attributes would you add to your travel plan? What concern would you have?

6. If you were somebody famous or successful, such as Walt Disney (choose at least three famous people), what activities or attributes would you add to the plan? What concern would you have?

7. If you were allowed to design your own journey without considering budget, how would you create your own travel plan?

After finishing the survey, we will know what the clients want to gain from the trip. This will help to find a balance between what the clients want, what reality is, and what we can provide for our clients. Thus, we can add more specific and unique activities based on our clients' needs.

My clients' backgrounds

As all know, China's economy has enjoyed 30 years of explosive growth, making it the world's largest. However, behind this news, there are separated families. As the news reported, there are more and more parents starting to put their children aside and leaving them to the children's grandparents to raise up. They choose to put their work in first place to make more money for the whole family, which causes a lot of Chinese children to be raised by their grandparents. Thus, a lot of parents missed the key growth period of their children. What is worse, grandparents tend to spoil or overprotect their grandchildren, which makes their children develop some bad habits such as the syndrome of internet addiction. Besides, there aren't strong bonds between parents and children due to the lack of nurturing when the children were very young. By the time they enter the teenage years, their parents want to get involved and educate their children. Unfortunately, their children won't listen to their instructions. This is not the worst situation. Children who live in the suburban or countryside may suffer more than we thought.

According to a research report released by the All-China Women's Federation in 2013, there are at least 61,225,000 left-behind children in rural areas in China, which is more than one-fifth of the total number of children in the country. Going through childhood without parents, many children are unable to resist the dangers from the outside world (e.g.,drowning, traffic accidents, and sexual assault). Some children have also begun to have deep hostility towards the world. The crime rate of left-behind children once accounted for 70% of juvenile crimes, and there is a trend of increasing year by year.

After hearing the horrible news, I started thinking about what I might do for these kids, what I might do for the families in which parents and children can't get along well, what I might do for the parents who have the need of fixing the family relationship, and start to use brainstorming.

Figure 11. Divergent thinking on how to fix the bad relationship between parents and children

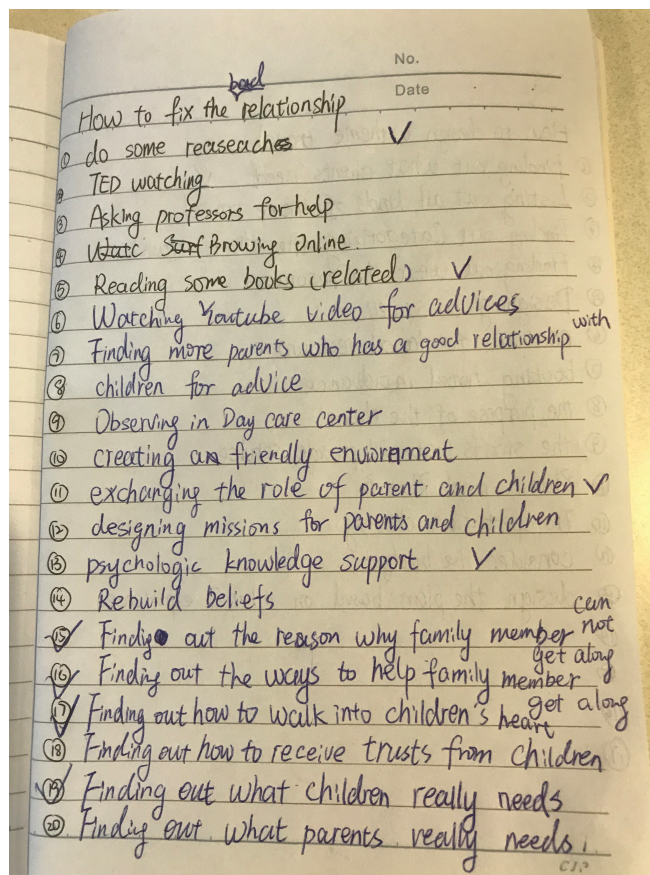
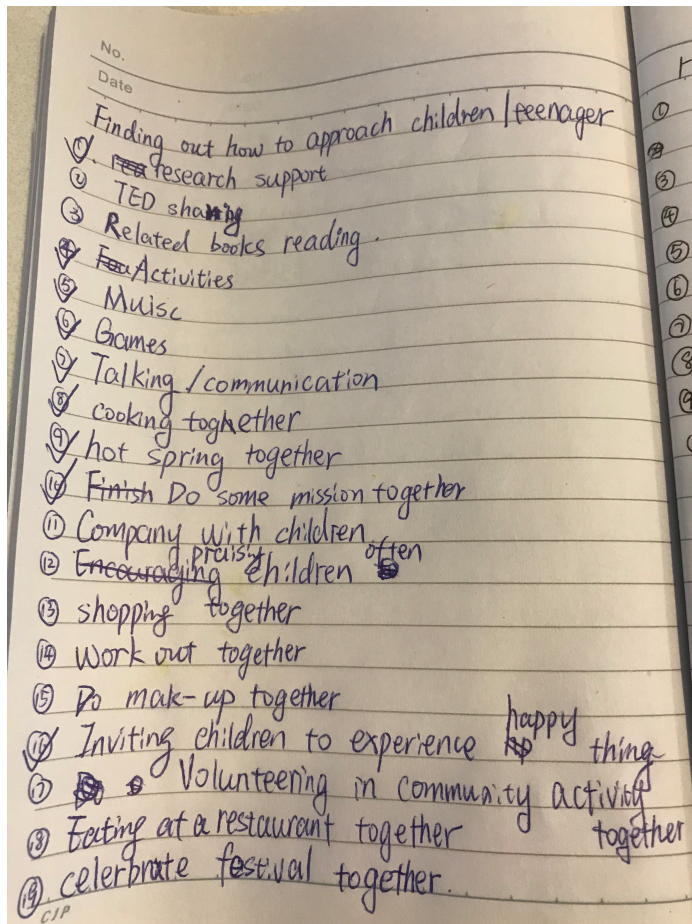


Figure 12. Divergent thinking on how to approach to the children

Research Support

Harlow's research

One day I saw research about *Monkey Studies* done by an American psychologist called Harry Harlow. Harlow found a lot of rhesus monkeys and did a series of experiments. The reason why Harlow used rhesus monkeys to do the experiments is because 94% of rhesus monkeys have the same genes as humans. Additionally, its response to external stimuli is similar to humans. The first experiment that Harlow did was called the use of surrogate mothers in 1932. Harlow decided to rear the rhesus monkeys in a nursery setting, rather than with their protective mothers.

This alternative rearing method was called maternal deprivation. Harlow put the newborn baby monkey in the cage and then replaced the mother with two fake monkeys. A fake monkey is made of wire, and a bottle is placed on the chest to provide milk 24 hours a day. Another fake monkey is made of flannel, which is comfortable and soft to touch. However, the experimental results were unexpected. All the monkeys involved in the experiment chose the “fleece mother” without a bottle. Almost at all times, the monkey will hang on the “fleece mother.” When the baby monkey is hungry, it will go to the “iron mother” to drink milk, but as soon as it is full, it will quickly return to the arms of “fleece mother.” Some monkeys are even hungry and do not want to go to the side of “iron mother.” They hang their bodies on the “fleece mother” and only place their heads to the “iron mother” to drink milk. Then, Harlow made a prank. He made some clockwork toys, such as the horrible big spiders, the bears that would play the drums, and put them in the cage. The baby monkey was terrified, and immediately rushed back to hug the “fleece mother,” kneeling in his mother's arms and slowly calming down. After that, Harlow moved the “fleece mother” to another room and continued to intimidate the baby monkeys with the clockwork toy. Now, the monkey is even more afraid, but even if he is afraid, it will not rush to the “iron mother,” but will look at the “fleece mother” on the other room. If there is no “fleece mother,” the little monkey will lie on the ground, huddle together, shudder, suck on their fingers, swing, scream, all of these actions being like a patient in a mental hospital. According to this experiment, Harlow put forward a famous assertion that love comes from contact, not food. The comfort that comes with contact is the most important element of maternal love. The essence of maternal love, it is definitely not simply to meet the child’s needs for hunger and thirst. Maternal love’s core is physical contact and care: Hug, touch, relatives. Therefore, the way of nurturing a

child should not only stay at the level of feeding. If the parents want their children to grow up healthy, they must provide them with a variety of contractual cares such as touch, sight and hearing, so that they can feel the existence of parents. Their minds will develop healthily. Harlow wrote: "Only milk, human beings can't survive any longer if only being feed milk" (Woshishiyijun para. 25).

Although Harlow and his colleagues knew how to meet the physical needs of their infant monkeys, the nursery-reared infants still behaved very different from their mother-reared peers. After growing up, there have been a series of problems: When Harlow put these monkeys back into the normal monkey group, they found that they could hardly get along with other monkeys. From the perspective of Psychology, these infants were slightly strange: they were reclusive, had definite social deficits, some also have self-mutilation and aggression, hostile to everything around them, not able to play with other monkeys, not willing to contact other monkeys.

Then, Harlow thought of another question — do they have the ability to raise future generations? So Harlow made another experiment — breeding experiment. Harlow discovered through experiments: All male monkeys lost their ability to find a female and the ability to mate. The mother monkey is also unwilling to mate. When putting the experienced male monkeys in, the mothers fought so hard that the male monkeys were hurt so bad. To solve this problem, Harlow invented a "violent frame" to fix the mother's body so that the male monkey can ride on the mother. This tool worked well, and 20 female monkeys gave birth to a young monkey. But terrible things happened: Among the 20 female monkeys, there are seven moms that ignored their children after umbilical cords were cut, there are eight frequent violent beatings and child abuse,

four of them killed the child more cruelly. Only one awkwardly tried to feed the child, which means they almost all lost the ability to raise offspring. Why does this terrible behavior happen? After thinking about it for a long time, Harlow speculated that this might be related to “sports,” so he did another experiment. He reinvented the "fleece mother" so that it can move and swing. So Harlow put a group of baby monkeys in, let the swinging "fleece mother" raise them, and ensure that the baby monkeys have half an hour a day to play with the real monkey. The experiment was very successful, so that the monkeys that grew up were basically normal in adulthood. So Harlow concluded that exercise and play are two other important factors in maternal love: Only give children food and hugs, do not give your children plenty of exercise and play, brain control movement and balanced sensory system, and an emotional system connected to touch and movement, which will greatly affect the growth of a child. In other words, brain function will be abnormal, expressed as violence, hallucinations, and schizophrenia.

Why do babies like their parents to rock gently? Why do babies like someone to play with them? Because exercise and play can promote brain development. In 1958, at the annual meeting of the American Psychological Association, Harlow made a famous speech entitled "The Essence of Maternal Love." Harlow stated, “Love exists in three variables: Touch, exercise, play. If you can provide these three variables, That will satisfy all the needs of a primate” (Woshishiyijun para. 34). What is the essence of maternal love — touch, exercise, and play. This speech not only shocked the entire United States, it also subverted the way of feeding that the American society had always advocated. Harlow's experiment got a lot of verification, such as the orphanage during World War II. Many babies were sent to orphanages during World War II. Although the orphanage gave enough food and clothing, most of the babies passed away.

Everyone feels very strange and concludes that the baby may have died of bacterial or disease transmission. So the government stipulated that the nuns who take care of the babies should keep a distance from the children and lay a curtain on the gap between the cribs. But the situation has not improved, and the babies are still dying one by one. Except for in the orphanage — the infants they raise have a particularly low mortality rate. A doctor then sneaked into the investigation and found that a nun here violated the rules. When she was on duty every night, she would pick up a baby and gently massage and massage. The truth of this matter is that the touch, movement, and play which are the real panacea.

René Spitz's work

In the 18th century, the German emperor Frederick II did a cruel experiment. He took many newborn babies away from their parents, gathered them together, and then specialized fed them by the nurses. Only enough food was given, but there was no emotional interaction, and as a result, all the babies died. In the 20th century, psychoanalyst René Spitz recorded the phenomenon he observed in the nursery in the book *Hospitalism*:

Abandoned babies who only get food, due to the lack of access and emotional interaction of the caregiver, will become very quiet, lonely and melancholy. Many babies die less than a year old. Some of the babies have survived, but it's hard for them to develop like a normal child, they can't even sit, stand, and talk (Woshishiyijun para.37).

Harlow felt that the experiment was not enough, so based on the previous experiment, he made another experiment — open field test. He put the young monkey into an unfamiliar small room filled with many items, blocks, blankets, covered containers, and paper folding, which are things that young monkeys like to play with. Then Harlow designed three situations: There is

only a "fleece mother" in the room, there is only a "wire mother" in the room, and there is no mother in the room. The result turned out — When there is only "wire mother" in the room or there is no mother, the young monkey is very scared and nervous, or shrinks his head in the corner, or curls up on the blanket, and ignores the toys around. When there is a "fleece mother" in the house, the young monkey will immediately rush over and hold the "fleece mother" tightly. After a while, the young monkeys will consider the "fleece mother" as a source of safety, boldly touch the toys, gently touch them, then quickly return to the "fleece mother" arms, and then try to go touching the toys, then repeating again and again, exactly the same as human children. When Harlow took the "fleece mother" away, the young monkey would hold his head in the corner and show a very scared look. They remained in this position even were given more toys. Thus, Harlow came up with two conclusions: Independence is not trained in "isolation" or in a "heartlessness" situation. On the contrary, children who are carefully cared for, tenderly embraced, and responded in time are more likely to leave their mothers to explore independently and become more independent and more adaptable to the society. The more care and love children get, the more they will open their hearts and become more optimistic. The less attention children get, the more possibility that they will close their hearts, ignore the surrounding environment, and be unsociable.

Implications from Harlow's research

I found the above information and tried to connect them together. Building on this information from TV shows and Research and do a series of forced connections, I started to think if I can solve the problem of the bad relationship between parents and children or teens by designing a travel plan utilizing my travel plan combined with psychotherapy, music, and

activities to unite the whole family and fix the bad relationship between children and parents, which makes my travel plan more unique, outstanding, and functional. Providing a different definition of travel or more meaning can be my next focus in designing this travel plan.

Now, I am going to examine some creativity tools.

Forced connections

TV shows

I remember I watched a Korean TV show about fathers taking their children to travel to some rural places and go on camping missions. Those fathers were Korean celebrities and were very busy doing their work. They didn't have much time to take care of their children. Besides, there was a tradition in Korea that mothers usually take care of their children and fathers usually make money for the family, which caused many fathers being absent in their families. The purpose of this TV show was to break this tradition, encouraging fathers to be present in the children's growth and showing the Korean man the importance of a father being present in the children's growth. After a period of time, both the celebrities and their children felt they were getting close, and the children felt comfortable and happy about their father taking them to travel to the different places.

The reason why mid-west America is a suitable place for us to design a travel plan to fix the bad relationship among family members is there are not as much infrastructures or convenience services as big cities have. There are a lot of opportunities for people to do things on their own, such as cook for themselves instead of ordering food through an App. It is a wonderful chance for young children to realize that the hard of life, how difficult for parents to raise a child, and to treasure the life they currently have.

Supported by the conclusion of the previous experiment, that maternal love should include love, exercise, and play, I will design a travel plan that combines some activities, like learning local music which involves a lot of muscle movement, fun, and novel things, designing activities that parents and children can exchange their roles in the family —children are signed to do specific work to make money to support their parents. Foods are provided, but require children to pick up at certain places in the morning. These activities are designed to teach children to think in another's position and be responsible. I will also invite more than one family to participate in our program. I will design some activities involving friendly and playful competition between families. The reason why I want to involve competitions in the games is that competition among those families force the family to trust each other and stick together to over come the problems. Additionally, there is low possibility for a family to face a serious problem together, I want the whole family to realize that they still love and trust each other, stick together, and that everyone is equally important for this family when facing big problems. Based on the results, I will give small rewards to the winning families which will not cause fights or jealousy among families. When they do the family game, the losing family then whose children will wake up early to prepare breakfasts for the whole groups.

Here is a plan that I recommend beaded on all the above

Day 1 — A Welcome Day

The first day is mainly about picking up the families from airports. Considering their long journey on the flight, we will encourage them to settle down at Salt Lake City without heading over to the Yellowstone National Park. In the night, we will have a welcome dinner and some icebreaker games. Before they participate in the competitions, we would like them to be friends

first. Not knowing each other and misunderstanding will easily cause the bad relationship among each family which might contribute to the bad experience of the trip. Thus, we will have some icebreaker activities that allow everyone get to know each other and be close to each other.

Game 1

Everyone is given a piece of paper. On the paper they will write their personal information that they want to share and a sentence that perfectly describe themselves. After finishing that, they fold the paper and stand in a circle as a group. I will read a dialogue about “The Wright Family,” when I read the dialogue, they will follow the key word “left” or “right” in the dialogue to pass the paper to the person who is on the right next to them or left next to them. After reading the dialogue, they will unpack the paper and announce the introduction to let everyone know each other.

The purpose of the game: The purpose of this game is to let people feel relaxed by participating in the games and get to know each other in a friendly environment not an awkward environment.

Game 2

I will divide people in several groups. Each team member will stand hand in hand to form a large circle, facing the center of the circle and remembering who the left and right hands they are holding; (2) I will play a piece of music, let the team members release their hands and randomly walk around; (3) Everyone stops moving when the music stops, they should hold the person’s hand who is originally next to them without moving their positions; (4) Without talking and

loosening their hands they should move to the original circle they had. The first groups who complete the mission win the game.

The purpose of this game is to indirectly tell everyone that everyone is important and we cannot stand to lose anyone, no matter as a family, or a group. We are all vital parts of this relationship chain, we must not be out of touch with people. Everyone is important, sometimes we have to accommodate other people's needs. Everyone is a breakthrough. The key is to find the right way to find the right person. As we cannot talk, we need to carefully observe the needs of our peers and interpret the non-verbal information conveyed by our peers. Competition allows all the group members focus on the game and force them to work together and trust each other in a very short time.

Game 3

Prepare a form with various experiences and give each person a copy. If someone has a feature matching one of the information in the forms, ask him to sign on the one block of the form. The number of options is not limited. Writing the word "verified" after some options, so that the person who meets the feature will prove first, then sign on one of the block. If you have a tattoo, let the member prove that you have a tattoo and sign the name. Informing the team members that the form must not be changed after signing, and the options for signing are not limited. In order to achieve good game results, the contents of the form should be modified according to the actual situation of the team.

The purpose of this game is to allow everyone know each other further, know more aspects of each other, it also helps them to find some friends that have common hobbies, interests or

values. The biggest feature of this game is that you can let latecomers join in at any time — in the case that everyone does not know each other.

Through these whole activities, they will not feel awkward or shy to start a conversation with newcomers, they will also feel comfortable to have dinner together.

After that, we will have a Chinese dinner together.

The whole welcome dinner takes about 3 hours from 6:00-9:00pm, considering the different arriving times of each family through the first day.

Day 2 — A Mission Day

There are two different trips designed for those families in the morning. Mothers in the family will go to the the Salt Lake City to shop without letting children and fathers know. Fathers and children will go to the Clark Planetarium with their children to learn and do some missions. The purpose of this arrangement is to increase the opportunities for fathers to hangout with their children and increase their interactions between each other by asking them to finish the missions. While they are visiting the Planetarium, we will notify them if they want to continue the following trip with their mothers, they need to complete the missions. After they finishing walking around the Planetarium, we will give them a map indicating where the hint for the puzzle is. The hints are the questions about the knowledge of astronomy that need them to find out the correct answer in the Planetarium in a limited time. Once they answered one question correctly, they will get a small piece of puzzles. Each family need to find out 2-3 puzzles and do the puzzles. Once they complete the puzzles, they will get the information from the completed puzzles, in which shows where moms are. After that, they will pick up their mothers and do an hour and a half trolley tour to explore Salt Lake City. Traveling on a replica streetcar, they will

see the city's historical districts and make several photo stops at landmarks and attractions. After that, they will head over to the State of Wyoming which takes about 4 hours on the road. It is about 8:00pm when they arrive in Wyoming,

At night, they will have some outdoor games to choose who will be the lucky one to prepare the breakfast next morning. The lucky person will be children chosen from the family who lose the games. The reason that I designed the activities after the dinner is that after knowing each other, I want family members have more opportunities to do things together to promote their relationships. When they are facing the challenges from outside world, they will automatically stick together and jointly face the challenges from outside world. I want create a relaxed, friendly, and competitive environment for them to promote friendly relations.

Game 1 lottery game (45min-60 min)

Each family member will work together in this game, they will be given a designed chart. All families should randomly write down the names of travelers in each square. After they finish the sheet, the host will announce which name is in which square. The winner will be the family who got the most correct names in the specified squares. The purpose of this game is to let everyone have fun and remember each other's names in an relaxed environment.

Game 2 Frostbite Time (45min-60min)

Materials that we need: Blindfolded, 1 parcel of building materials (such as card stock, toothpicks, glue, legos, rubber bands and ropes) for each team, and an electric fan

I will tell an imaginary story to our travelers about our situation. They are told to be an Arctic explorer who ventures through the icy tundra! I will let each family choose a leader to guide their exploration. Each family should establish a shelter within 30 minutes before the storm. However, the team leaders have frostbitten hands, so they can not help establish a shelter, and the other two team member have snow blindness and can't see anything. After 30 minutes, I will turn on the fan and see which shelter can stand the strong winds of the storm.

This game is to let every family learn to work together when someone in the family has some disabilities. Sometimes parents are behaving too strong to give children an opportunity to help them to do some of the projects. Thus, children tend to have an illusion that parents are always as strong as they were even their parents are turning around 50 years old. As a result, parents will think that children did not understand how hard they tried to make the family life easier. Children will also think their parents did not understand them. This game is designed to provide an opportunity to let children participate in the design making and task completion in a family to allow parents to see how strong, mature and smart their children are, which might be a good opportunity for parents to rethink their positions in the family, how they educate their children, and how they transform from a leader for a child to a supporter or a follower. This game also allows children to think in their parents' positions.

After finishing these two games, there is one out-standing winner family and they will be the family who wakes up every family in the next morning.

Day 3 — A Sightseeing and Mission Day (Yellowstone National Park (Yellowstone Lake —Grand Prismatic Spring—Old Faithful—Fountain Paint Pot—West Yellowstone Town)

On Day 3, we will guide travelers to do sightseeing on the bus. With the interpretation of the local guide, we will give them the crossword puzzle. I will encourage them to finish the puzzle and all the key word is related to the information on the sightseeings then have traveled the whole day. This puzzle is designed to encourage the travelers to listen the interpretation carefully. When they arrive at the attractions, they will be asked to take family pictures in the attractions. The way they can get food is to show their family picture. When they finish sightseeing and go back to the hotel, they will share their answer of the crossword puzzle. I want them to leave some memory by taking photos or shooting videos in the attractions.

Day 4 — Fishing in the Yellowstone National Park, Yoga, and Cook on their own

At 8:00 am, the family will be sent to the Yellowstone National Park to go fishing, which will take them about four hours. They will have lunch at the Yellowstone National Park. In the afternoon, they will be led to the open space to do yoga in the National Park, which takes about 2-3 hours. After that, they will be assigned to cook a dish and share with every family in the evening. Day 4 is the day for relaxing and communicating after the exhausting three days of travel. The rational for organizing Day 4 is: (1) Going fishing enriches the fishing experience abroad, and this also allows them to slow down their pace to feel the aesthetic pleasure created by nature after doing so many activities. (2) Doing yoga allows them to stretch their bodies to a relaxed status and hear what their bodies say in nature. (3) Cooking meals and sharing the meals with everyone can let the whole family stick together to finish a piece of art, and sharing it with

others create a new topic for every family to communicate from the shallower to the deeper. After that, we will have some activities and the family that loses the game will need to sing a song.

Game 1 Building A Tower

I will provide uncooked spaghetti, masking tape, string, marshmallows, glue, plastic water bottle, newspapers, and chopsticks. Each family will build a tower using those provided materials. The tower is required to be able to stand independently. At the end of this session, we will share our products and see which tower is the tallest within the specified time. In this session, family members are told to say: “let us try,” instead of negative words. Comments by family members must be positive and full of encouragement. If they cannot obey the rules, they will be disqualified in the competition. As a result, they will learn how to do creative problem solving and how to communicate using positive reinforcement.

Game 2 Minefield

In this game, we will place many items — boxes, chairs, water bottles, bags, clothes, the towers made in game 1, etc. in an empty room. There is no clear path from one end of the room to the other. Each family has their children blindfolded, parents will be the guides that instruct their children to go across from one end of the room to the other, without touching the “mines.” To make this games more challenging, all the children will go simultaneously so they must find ways to strategically communicate over each other. Additionally, each child has a hat on their heads. They must make sure when they arrive to the other side of the room, the hats are still

maintaining on their heads. The intent of this session is to rebuild trust among each family members in a fun activity.

At the end of the session, each family is invited to write down one or two silly and funny tasks they can imagine on the prepared paper; fold the paper twice and putting it in the box.

On the next day, we will show them the whole list of the information and encourage them to do as much as they can. The one who finishes the most of the tasks at the fastest speed is the winner and will get a special gift.

Day 5 — Sightseeing in Upper Yellowstone Falls, Brink of the Lower Falls, Mud Volcano, fishing bridge, Yellowstone grassland, wildlife tour in Roosevelt Country, Hayden Valley, and hot spring in the Boiling River

On Day 5, we will continue sightseeing in the Yellowstone National Park. Additionally, we will leave some flexible time for travelers to view wildlife during the way to the attractions. For example, observing bear, bison, bighorn sheep, Canada lynx ... in the sightseeing trips, while there is a local guide that introduce the animals to them. When they are traveling on the road, they are instructed to randomly choose one of the papers, prepare and finish the tasks on the papers. When everyone goes back to the hotel, they will share what they have seen in the day. They will also present at least two pictures of wildlife and share with each other after the dinner.

Day 6 — Hiking in Grand Teton National Park, Snake River Float in Grand Teton National Park

After a day of sitting on the bus, we will set up a hiking tour for travelers on Day 6; exploring the beauty of nature in Teton National Park on foot in the morning. In the afternoon, we will have a float trip for these travelers in the Snake River at Grand Teton National Park. At

night, we will have a sharing meeting. During the meeting, every traveler is supposed to participate in the fun game and share their takeaways from this trip.

Game 1: Two truths, One lie

Each person shares three statements about themselves - two of them are true, and one of them is false. Then, everyone tries to guess which is the lie. After spending six days in travel together, this game is to see whether or not they know each other well.

Game 2 : Whose story is it?

Each person is given a piece of paper and a pen. They are told to write down the silliest or funniest (but true) story on the piece of paper and put it into a box, then randomly pick one paper from the box and read it out loud. After that, everyone tries to guess which story belongs to who. This is another way to pick up fun facts about your friends.

Game 3: Finding out 10 things in common

Every child is asked to find 10 things that they have in common with their parents. This helps children to review the travel and their relationship with their parents.

Day7 — Jackson Town visiting and shopping — go back to the Salt Lake City

On Day 7, we will visit and shop Jackson town in the afternoon. While they are hanging around the Jackson town, they still have some missions to complete.

Mission 1

Each family member needs to buy postcards and write the feedback towards each other and the things they most want to express, and send it back to China.

Mission 2

Each family member should buy a gift for the other family members and write some notes to them.

Mission 3

Gathering around a table and sharing what they get through the whole seven days while eating lunch.

In the afternoon, we will go back to Salt Lake city and drop off the clients at the airport.

This is only a sample for customized travel plan.

Summary

By using Creative Problem Solving, we can find out more meaning and definition for a travel plan and make it a creative, functional and customized one. Creative Problem Solving is a great technique for travel designers to design and develop a customized travel plan for clients to enrich their travel experience. Creative Problem Solving also gives us more choices to come up with unique ideas in the area of tourism.

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