

# TRAINING COURSE FOR 21ST CENTURY SOFT SKILLS

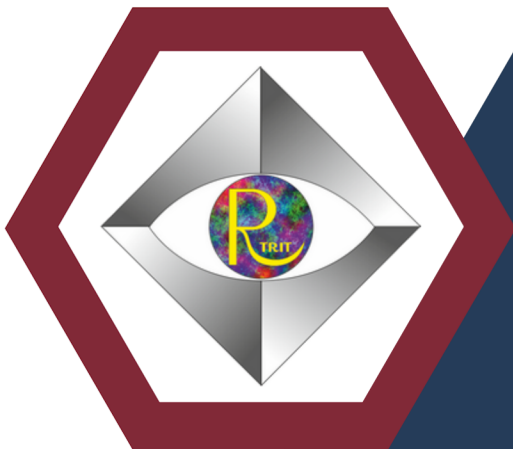
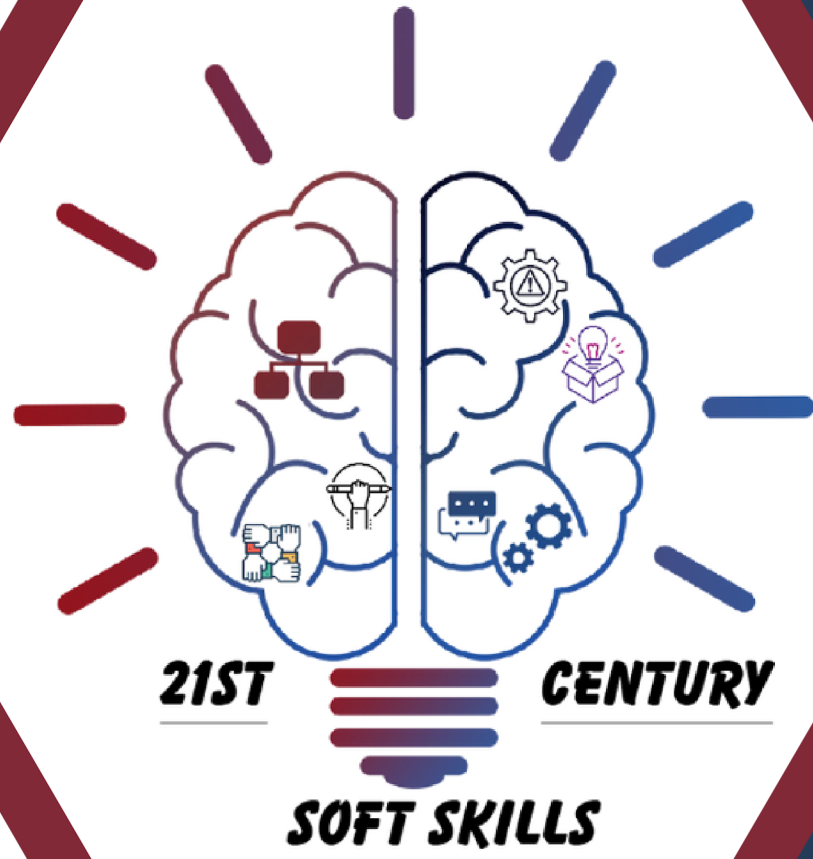
No. 2020-1-LV01-KA202-077561



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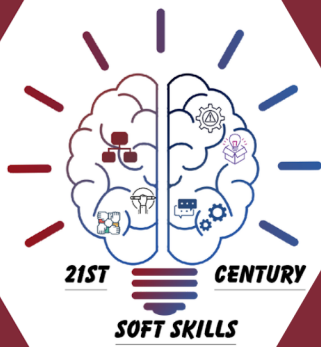


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# Creative Thinking

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# Creativity

## Opening of the day

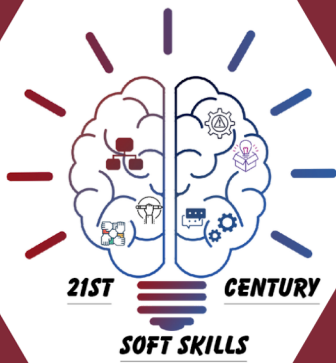
**Description:** Start the day by reflection on previous day (or weekend or any other activity). Ask the participants to describe it with one emotion or one adjective. Start with yourself. This serves as a welcome and engagement of participants; and – it is one small step to open mind and get ready for training to be creative.

**Tip:** If the group is inactive or shy, use digital tools for example <https://www.mentimeter.com/> to collect the answers. Difference when using a mentimeter (or alternative) is that same adjective might be entered by several participants, while in speaking everyone has to come up with unique word for description.

**How would you describe yesterday's training using one adjective?**



**Reflection/ feedback:** When you think about the question “how was yesterday's training?” first ideas coming up are what I learned, what I liked and not, what activities we did. It takes some creativity to sum up all the feedback in one adjective thus it shows the obvious – everyone of us can be creative.



# Introduction

**Description:** There are many definitions and explanations of creativity; and there are no single correct one. Give some of most common explanations of creativity or use your favorite.

**Sample:** Creative thinking means thinking outside the box. It is use of imagination to generate original ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others or creating something new. But most important - creative thinking is a soft skill that that can be learned and developed.





# Activity 1. Creativity for me: Name it, draw it, define it

**Resources:** Sticky notes in 3 colors, flipchart or whiteboard, pens and/or pencils.

**Description:** Hand out sticky notes in 3 colors to the participants. Ask them to put down their thoughts about creativity on the notes:

color 1 – draw

color 2 – write one word that describes creativity

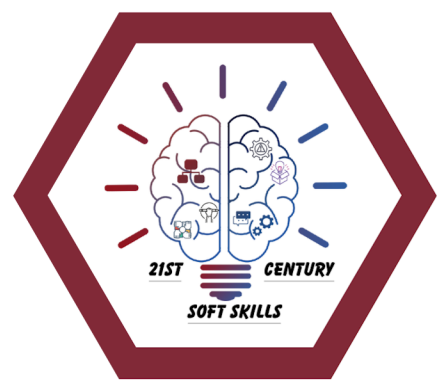
color 3 – write short definition

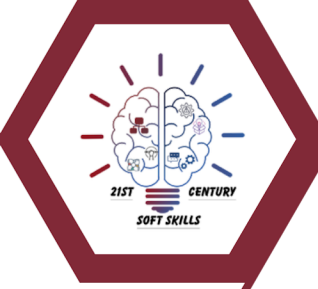


When everyone has finished the task, ask one by one to stick their notes to the flipchart while explaining their drawing, word and definition. Ask questions and give feedback to encourage the presenter to express their thoughts.

Same or very similar notes of different participants are placed together.

**Reflection/ feedback:** This activity shows how different and similar are our perceptions of creativity. Keep the flipchart until the end of the training session for feedback.





## Activity 2. Snake

**Resources:** Blindfold (scarf or alternative cloth can be used as blindfold)

**Description:** Participants is asked to line them self by date of birth (date and month) without words just with the signs. After the group confirms that they had lined themselves up the mentor check everyone from 1st in the line up to the last one.

After that participants are asked to turn in a column line and each participant receive the blindfolds & cover their ayes, except the last person in the column. Each person in the column holds their hands on the shoulder of the person in front.

Last person in the line is leader, he gives the impulses by hands while it reaches the 1st person in column, (9 physical impulses together):

1. Forward (column moves forward)
2. Backward (column moves backward)
3. Step over (column steps over an obstacle)
4. Squat down (column steps down)
5. Stand up (column stand up)
6. To stop (column stop's)
7. To the right (column moves to the right)
8. To the left (column moves to the left)
9. Pick up (The 1st in the line have to pick up an object as soon as he feels impulse.)

Aim is to organize column (Participants) as one team, one full snake when everyone moves together. The organizers place 4 different objects in the task area that have to be picked up by Snake. In the way of snake there is different obstacles (Chairs, tables, tunnels, and other)



**Tip:** Task for lining participants can be different, according to the situation (example: Participants line in column by genders, 1 female, 1 male.)

For creating a blindfold check this resource for tips:

<https://www.wikihow.com/Make-a-Blindfold>

**Reflection/ feedback:** This activity helps the participants to go out of their comfort zone and trust other team members, it brings the team together. After the task team members: Leader, 1st in column and middle members reflect by expressing the feelings of being Leader (Last person in the line), Performer (participants in the middle of column, The head of a snake (1st person)). The main question that always bring a lot of discussions is: "who is the real leader - snake head, last person in a column or maybe someone from middle? It's always good to try it more than one time in different layouts.





# Activity 3. Drawing

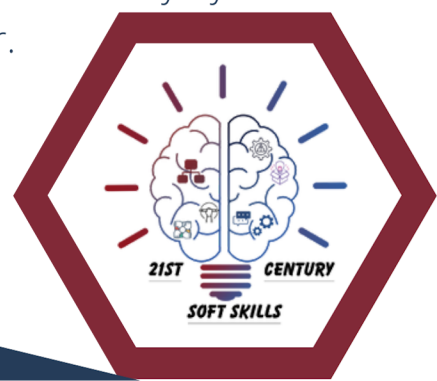
**Resources:** Printed picture of figure or piece of paper, pen.

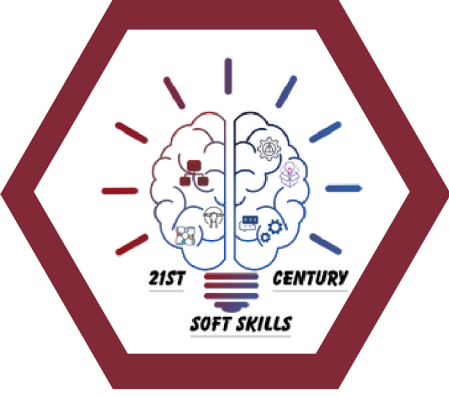
**Description:** Participants is divided in to two teams (See activity 6 for team dividing ideas) Team's stand in the column, last person in the column receives piece of paper with word or drawing that have to be drawn on a back of person standing in front. Each participant has to draw it one by one on the back of other persons standing in front. 1st person in column after the drawing was drawn on his/her back announces the result to the activity leader or draws it on a white board. Person who received the piece of paper with correct image/word announce the real drawing that was really meant. Activity leader to make the activity more intense gives two identical images for both teams at the start. The end result is surprisingly creative and different, the most of activity times the end result don't match with the expectations. At the second round each team receives different images or words for activity.



**Tip:** The task should be done without sounds or words. Line the team columns in the position where they will not see others team performance, the best position is column to column (-> <-).

**Reflection/ feedback:** During the activity participants use and perform the following soft skills: creative thinking, critical thinking, time keeping, teamworking. After task participants give feedback in reflection way by answering to questions stated by task leader.





## Activity 4. "Take a seat"

**Resources:** Chairs (the same amount as participants)

**Description:** Chairs is placed in a different place of the activity room. Participants at the start takes any seat where they like. Two players are asked to become a chair conquerors other chair keeper. Chair keepers have a task, as long as possible they must secure the chair from chair conquerors together finding the ideal strategy in motion with minimal word exchange. The task of the conquerors of chairs is to occupy vacant chairs in the shortest possible time. As soon as the chairs are occupied, instead of the existing conquerors of the chairs, two other participants remain standing is new chair conquerors. Or the leader of the activism can put forward new conquerors.



**Tip:** Chairs can be placed in a circle as well. Chose as the starting position for the chair conquerors as far from the empty chairs as possible.

**Reflection/ feedback:** This activity promotes creative thinking in the team and individual thinking outside the box, which is the basis for use of 21st century soft skills and working with them. Together with participants reflection can be done by feedback about the challenges, strategies and collaborations driven by a common goal.

# Activity 5. Doodling together

**Resources:** Markers (one for each participant) paper (A4, one for each participant).

**Description:** Everyone is Seated around a table or in a circle. Activity leader hand out a sheet of paper or postcard & a pen to each participant. Pens in identical color. Participants is introduced to the rules: "We'll create something together in the next couple of minutes.

I'll guide you through a sequence of simple tasks. Please do as directed and - especially in the last two steps - don't do more than as directed."

## Instructions for the group:

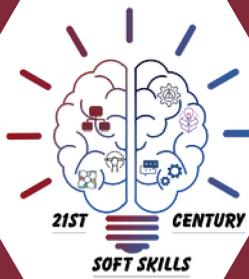
1. Write your name on a left top corner.
2. Draw a form - pass your paper on to the left (or right - stick to one direction)
3. Make something out of the form you got from your neighbor (an object or a person, an animal) - pass your paper on to the left (or right - stick to one direction)
4. Add context to the paper you got from your neighbor - pass your paper on to the left (or right - stick to one direction)
5. Add action or drama to the paper you got. Refrain from using text, this will be another step! - pass on to the left (or right - stick to one direction)
6. Add text – Pas the paper to the 1st creator
7. Creators present the end result and answers to a main question – what was your idea at the start? Is this idea improved by others?

**Tip:** As the Reflectation questions can be added different according to the Creativity training topic. If you're not using an online whiteboard, we'd recommend using a collaboration tool such as Google Docs to place and pass your images, create a heading for each participant under which they place their image. Alternatively, you can use Slack and have each player private message their image to the next player at each step.

**Reflection/ feedback:** During the activity participants work on individual and group creativity, they learn creativity presentation approach and reflect their thoughts and feelings regarding the tasks and its outcomes.





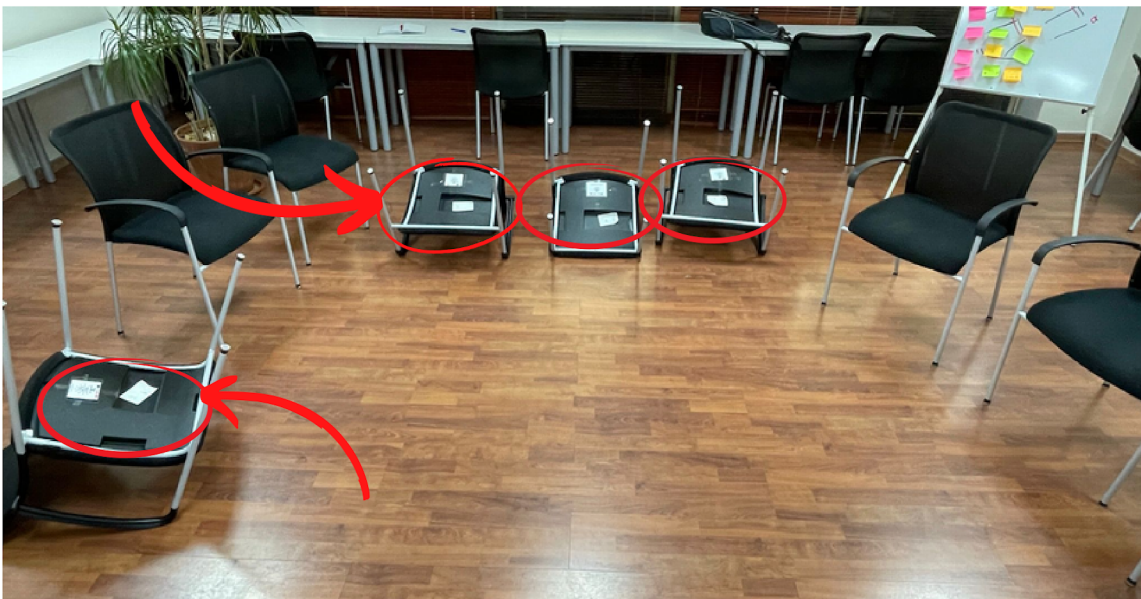


## Activity 6. How and why to mix participants in teams: Take a seat - Pick a card

**Resources:** Image cards, scissors & tape (In a case you hide them under the chairs).

**Description:** This is one of creative ways to divide the participants in teams. It is combined with activity No. 4 ("Take a seat") but can be used individually. According to the number of planned groups and persons in each group the different group of images is printed out on an image card.

Each image card groups are attached to one of team. Cards before activity 4 is labelled under the chairs and after occupying the final seats (end position) participants is asked to check the other side of chairs. Activity participants is asked to group in a group by identical images.



**Tip:** Pick a card can be done as individual activity. Check for great tips here: [5 fun ways to split people into groups \(including 20 ideas!\) \(linkedin.com\)](https://www.linkedin.com/pulse/5-fun-ways-split-people-into-groups-including-20-ideas/)

**Reflection/ feedback:** After the active creativity training and before the final activity important is to conduct a calm group division activity so that participants can catch their breath and start focus on final training session.

# Activity 7. Game. Soft Skills Tree.

**Resources:** dice, board game figures.

Liks to use:

Game manual - [IO 2 – Soft Skills Game Manual – Playing 4 Soft Skills](#)

Game printable - [ENGLISH LANGUAGE – Google disks](#)

Shortcut rules - [Annex 5 printing shortcut rules SSTree.pdf - Google disks](#)

Informative video - [\(1\) Soft Skills Tree: A cooperative game to help soft skills grow - YouTube](#)

**Description:** Creativity and creative thinking can be achieved in a variety of ways, such as playing board games. That's why board game "Soft Skills Tree" was created.

Within the framework of the Project "Playing 4 Soft Skills"

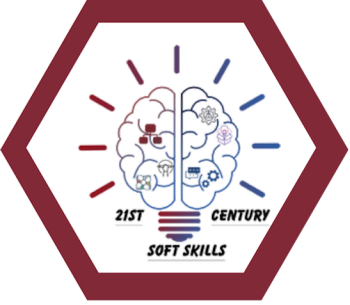
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By solving different kinds of tasks "Soft Skills Tree" allows to activate and train 5 soft skills: teamwork, dealing with stress, motivation, desire to learn and critical thinking. That is crucial to perform creative thinking.

**Tip:** If you don't have rolling dice, you can download the app on your phone. If you don't have board game figures, for extra creativity, you can make it yourself or use the random objects. The possibilities are limitless.







# Project information

## Erasmus+ KA2 strategic partnership project "21st century soft skills for vocational education teachers" No. 2020-1-LV01-KA202-077561

Today, the European economy is driven by globalization, the development of information and communication technologies (ICT) and the diversity of values in society. The future is becoming more and more unpredictable in a wide variety of areas. Students who are currently studying in schools should learn to live in a world that is constantly changing, and in the future, they should be prepared for an unprecedented economic, political, social and cultural environment.

Teachers work in a fast-paced environment that can best be described by a quote that has been widely circulated on social media; it states that teachers are "currently preparing students for jobs and technologies that don't yet exist to solve problems we don't even know are problems yet." To face the unknown, it identifies that certain skills must be developed in the educational process. But what is required of teachers? How can they contribute to the development of skills that they themselves learn only from methodological materials?

The goal of the project **"21st century soft skills for teachers in VET"** is to train and educate teachers in vocational education and practical training institutions, to prepare staff so that they are ready to work with the now needed 21st century soft skills in lessons together with students.

The partners involved in the project work on the development of training courses for vocational education teachers based on research conducted among teachers, students and employers on the key skills to be learned today.

The activities of the project include the professional development of pedagogues of professional educational institutions, thus promoting the effective acquisition of soft skills or human skills of the 21st century.

## Partners

