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S.O.F.T. LESSON PLANS



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SIX THINKING HATS



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Osnovna škola Bartola Kašića
Vinkovci
Erasmus+ project 2020-2022
S.O.F.T. – Start our future today
2020-1-PL01-KA229-081533_4

Lesson Plan

Six Thinking Hats

School: Osnovna škola Bartola Kašića, Vinkovci

Teacher: Dunja Bakoš, Osnovna škola Bartola Kašića, Vinkovci

Level: pre – intermediate

Age: 13 – 14

Aims: learn to work in teams, specify characteristics of successful entrepreneurs

Activities: speaking, writing, discussing

Outcomes: work in teams, looking at a decision from all points of view

Materials: PC, MS PowerPoint, markers, crayons, paper...

Literature: <https://www.edwdebono.com/>

http://www.debonogroup.com/six_thinking_hats.php

Blackboard:



1

Edward de Bono

- born in St. Julian's Bay, Malta on the 19th of may
- studying at Oxford University
- in 1963 joined Cambridge University and gained a Ph.D. in medicine
- on the 25th of February, 1980. he set up the School of Thinking in New York
- world expert of creative thinking and the direct teaching of thinking as a skill

2

Six thinking hats

- Six Thinking Hats is a simple, effective parallel thinking process that helps people be more productive, focused, and mindfully involved.
- Each hat is a different colour and represents a different type or mode of thinking.

Below the text are six icons representing the hats: White Hat (Objective Facts), Green Hat (Creative Ideas), Yellow Hat (Positive Benefits), Black Hat (Negative Criticisms), Red Hat (Emotional Reactions), and Blue Hat (Rational Conclusions).

3

COLOURED HAT	THINK OF	DETAILED DESCRIPTION
	White paper	The white hat is about data and information. It is used to record information that is currently available and to identify further information that may be needed.
	Fire and warmth	The red hat is associated with feelings, intuition, and emotion. The red hat allows people to put forward feelings without justification or prejudice.
	Sunshine	The yellow hat is for a positive view of things. It looks for benefits in a situation. This hat encourages a positive view even in people who are always critical.
	A stern judge	The black hat relates to caution. It is used for critical judgement. Sometimes it is easy to overuse the black hat.
	Vegetation and rich growth	The green hat is for creative thinking and generating new ideas. This is your creative thinking cap.
	The sky and overview	The blue hat is about process control. It is used for thinking about thinking. The blue hat asks for summaries, conclusions and decisions.

4

The White Hat

- calls for information known or needed
- "The facts, just the facts."
- neutral and objective in presenting information

5

The Green Hat - Creativity

- new ideas, alternatives and possibilities
- takes us out of usual patterns of thinking
- solutions to black hat problems

6

The Yellow Hat – Good Points

- benefits, values, optimism
- see the good parts of even a bad idea
- logical reasons are given
- why an idea is useful

7

The Black Hat - Challenges

- logical negative thoughts
- caution, difficulties, assessment
- quickly see why an idea will not work
- useful for identifying potential problems

8

The Red Hat - Emotional

- feelings, emotions, intuitions
- no reasons are given
- doesn't have to be logical or consistent

9

The Blue Hat – Thinking about Thinking Process

- control of the other hats and thinking steps
- sets the focus, defines the problems, shapes the questions, determines the thinking tasks
- responsible for overviews, summaries and conclusions

10

White hat	Red hat	Black Hat	Yellow Hat	Green Hat	Blue Hat
What do I know?	How do I feel about this?	What is wrong with this?	What positive features can you see?	Can you create other ways to do this?	What was the problem/how was it solved?
What do I need to find out?	What do you not like about this?	What are the weaknesses?	What are the good points?	How would you solve the problem?	What might you do next?
	What do you think best about this?	What do you dislike about this?	Why is it worth doing?	What new ideas can you think of?	
		What are the risks of this?		What other possibilities are there?	
		Will it work?			

11

Put your thinking hat on!

12

Outline

- discussion about famous entrepreneurs

Do you know some successful entrepreneurs?

5 min

What are their characteristics?

How would you define a successful entrepreneur?

An entrepreneur is a person who organizes and manages any enterprise, especially a business, usually with considerable initiative and risk. The entrepreneur is commonly seen as a business leader and innovator of new ideas and business processes. Entrepreneurs play a key role in any economy. These are the people who have the skills and initiative necessary to take good new ideas to market and to make the right decisions that lead to profitability. The reward for taking the risk is the potential economic profits the entrepreneur could earn.

- teach about six thinking hats

The six thinking hats is a method for doing one sort of thinking at a time. Instead of trying to do everything at once, we wear only one hat at a time. It's a metaphor. There are six 15 min colored hats and each color represents a type of thinking.

- assignment for students

- give students basic instructions before they start to work

Students are divided into groups of six members. They must be divided according to their characteristics. Optimist will wear the yellow hat, pessimist will get a black hat etc. Each group has the task to set up a company. They need to think about their different types of needs. They have to discuss their decision from an emotional, intuitive, creative or risk management viewpoint. Everyone explores the situation from each perspective at the same time. The leader of each group will present the pros and cons of establishing the company.

For example, every group will set up web development

25 min

company. Each hat can answer some of these questions.

The white hat - what do I know about web development?

The black hat - what are the risks of establishing the company, what are the weaknesses?

The yellow hat - what are the good points, why is it worth doing, what positive features can you see?

The green hat - what other possibilities are there, can you create other ways to do this, what new ideas can you think of?

The blue hat - what was the problem, what might you do next?

The red hat - how do I feel about this, what do I not like about this?

*When you start thinking about your business, ultimately your goal is to wear all of **the six thinking hats**. Think about every area of service and products as you work towards building success in your corporation or company.*

BUDGETING TO SAVE



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Lesson Plan:

Budgeting to Save

Teacher: Gordana Maršić

Time: 45 minutes

Level: pre-intermediate

Age: 13-14

Objectives: learn new vocabulary, learn about the importance of saving and managing money

Outcomes: students will be able to answer questions about their budget, will understand

why planning a budget can help them manage money better, will be able to create a budget, understand that managing money well can help in the future

Vocabulary: cardinal numbers, chores, budget, errand

Structures: present simple with adverbs of frequency

Activities: listening, speaking, writing

Student grouping: whole class, individual work

Materials and equipment: handouts with budgeting table

Preparation: prepare handouts with tables that students will fill in

PROCEDURE

1 Question: 10 minutes

How much money do you have on you now?

How often do your parents give you money? How much?

(every day, once a week, once a month)

Do you get money from your grandparents, uncles, aunts, etc.?

Do you get more or less than you need?

What do you usually spend money on?

Do you save money?

Do you keep it at home or do you have a bank account?

2 Story 10 minutes

Listen to the story and think to find similarities and differences between you and David:

David is 12. He lives in a small town and goes to the 6th grade of primary school. His parents give him pocket money once a week and he can make decisions about spending it. He can go to school by bike or on foot. He can buy food at school or bring a sandwich that he can make at home. He sometimes buys sweets, magazines, and CDs or goes to a fast-food restaurant with his friends. He would like to spend the summer holidays at his uncle's place at the seaside. His parents will buy him a train/bus ticket, but they will not give him any pocket money. He will need it for ice cream, juice, and other things. He expected his parents to give him money, so he didn't save enough. He offered his neighbours to do errands for them and tried to find a part-time job. In September he will start saving.

Do you save money when you know you will need it?

Can you earn some extra money?

Are there any part-time jobs for children your age in your town?

3 Income and expenses 25 minutes

Students get handouts with a table

Look at the table and fill it in:

PERSONAL BUDGET			
MONTHLY INCOME (HRK)		MONTHLY EXPENDITURE (HRK)	
POCKET MONEY SAVINGS			
CHORESSWEETS			
GIFTSTOYS			
OTHER TRANSPORT			
OTHER OTHER			
TOTAL INCOME			
TOTAL EXPENSES			
BALANCE (total income minus total expenses)			

Do you have any money left at the end of the month or are you in the red?

How many students in the class have a positive balance?

Is it good to have such a table for planning?


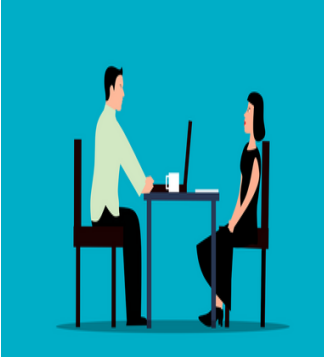
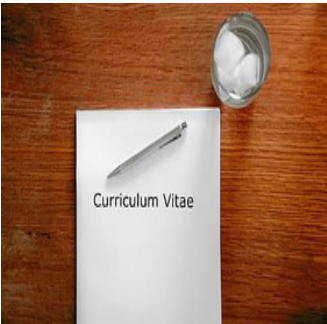
How much money would you like to save every month?

Find expenses in the table that are unnecessary and change the amounts you will spend as to create that amount of savings. (classmates can help each other by giving advice)

Will you try to stick to the plan?

EUROPASS CV AND JOB INTERVIEW

CV and Job Interview lesson plan

	<p style="text-align: center;">Objectives</p> <p>To reflect on the different parts of a CV.</p> <p>To organize the information about their studies and work experience.</p> <p>To create their own CV.</p> <p>To write questions about a job interview.</p> <p>To roleplay a job interview.</p>
 	<p style="text-align: center;">Actions</p> <p>Situation: The students must think about a big international company, where they will apply for different jobs.</p> <p>Investigation stage: research different types of CV (paper and digital) taking into account the countries and the international CV.</p> <p>Production stage:</p> <p>A- CV (small groups)</p> <ol style="list-style-type: none"> 1- Create a different CV digital model. 2- Create your profile depending on the job you are looking for. 3- Choose the business/enterprise your CV will be addressed to. 4- Choose the app to create and send the CV <p>B- Job interview (pairs)</p> <ol style="list-style-type: none"> 1- Watch job interview samples. 2- Write possible questions in an interview. 3- Practise a job interview (candidate- interviewer) <p>Communication-dissemination stage:</p> <p>Students share their different CVs taking into account the type of professional profile needed for the specific job they will apply for.</p>

Students represent their role-play to the class.


RESOURCES



<https://europa.eu/europass/es/create-europass-cv>
<https://www.coolfreecv.com/>


<https://www.youtube.com/watch?v=nhTcuUvLGOE>

PRODUCTS




- My digital CV and my personal profile.
- The most frequents questions in a job interview
- Role-play a job interview

WHO



- Teachers give instructions and share the links the students need. Students write their personal profile and digital CV. Prepare and perform the interview
- Family helps students in the task of the CV and the role-play preparation (practising questions and answers)

EVALUATION



Group worksheet (speaking & cooperative rubric) Autoevaluation and coevaluation.

Editar rúbrica		Oral presentation			
	Excelent	4 Good	3 Acceptable	2 Poor	1
Content Is the content of the presentation appropriate to the topic?	the topic is presented during the whole presentation.	the topic is only presented in some parts.	the topic is not well presented.	the topic is presented slightly.	
Structure Does the presentation have an structure to facilitate the comprehension?	The different parts of the presentation are well planned inside the global structure.	The parts of the structure are in order.	The sequence is correct but the parts of the structure appeared un disorder.	the structure of the presentation is very slight.	
Organization Has the team organized the content efficiently?	Appropriate tone of voice and specific language.	Fluidity. The audience follows the presentation with interest.	Clear and easy to understand in general.	Difficult to follow.	
Teamwork Is the team cohesive?	In the presentation there is a good planification and teamwork.	All the members of the team control the global presentation.	In the presentation there is some planification.	It does not show teamwork.	



COMMUNICATION CHANNELS

School web or school blog.

Social networks.

School radio.

Communicative talks.



europass

It offers you a set of online tools and information for you to manage all the phases of your learning and your professional career.

- Helps you reflect on the skills and experiences you already have.
- Offers you a job and apprenticeship.
- Opportunities throughout Europe.

<https://europa.eu/europass/es>



JOB INTERVIEW

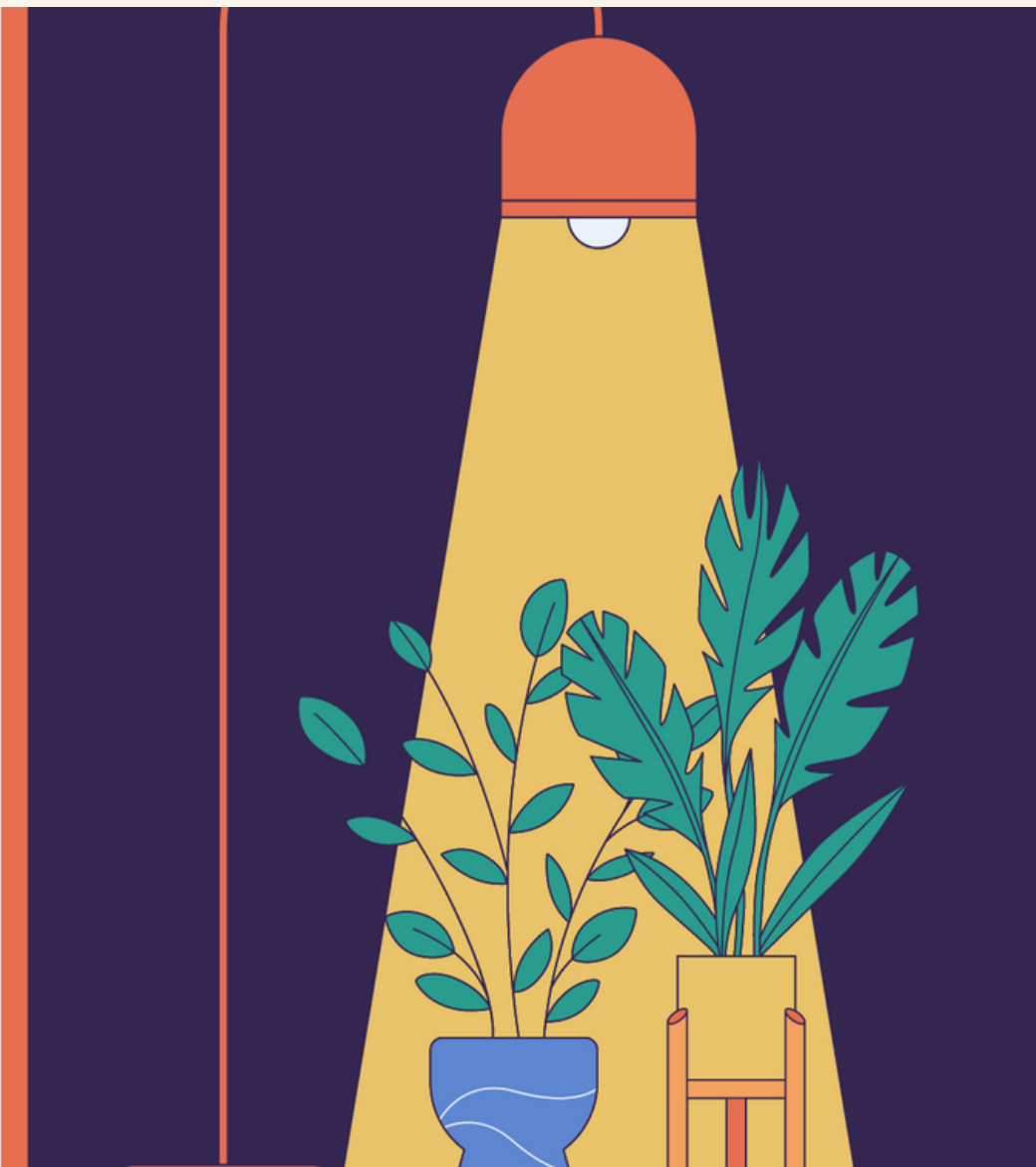
- Project confidence.
- Stay positive.
- Be able to share examples of your workplace skills and your qualifications for the job.
- Listen carefully and give the best answer.



IMPORTANT

- It is a good idea to focus on your communication skills in particular, so you can speak clearly and concisely about the assets you can offer the employer.
- Even the most well-prepared response will fall short if it does not answer the exact question you are being asked.

- 1** Practice and prepare
- 2** Research the company
- 3** Get ready ahead of time
- 4** Be on time (early)



Practice + Repeat

Get ready ahead of time



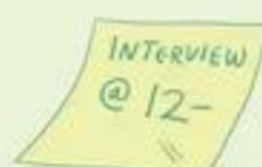
Try to stay calm.

Top Interview Tips

Research the company.



Be on time—that means early!



Follow up after the interview.





QUESTIONS

✓ Good Questions to Ask in Your Job Interview	✗ Questions You Shouldn't ask in Your Job Interview
 <p>"How much travel is expected?"</p>	 <p>"What does this company do?" (Do your research ahead of time!)</p>
 <p>"Would you like a list of references?"</p>	 <p>"Can I take these days off?"</p>
 <p>"How does one advance in the company?"</p>	 <p>"So, did I get the job?" (Don't be impatient.)</p>



Social media can be both your best friend and your worst enemy in your job search.

- Not posting anything at all
- Excessive status updates.
- Bad grammar and poor etiquette.
- Bad language.
- Be smart and social
- Unprofessional photos.



- Negative remarks about a past/current employer or colleague.
- Reference to illegal activity
- Controversial comments
- Whinging and whining



HOW TO DRESS

Different industries have different expectations of how candidates and employees should dress. The appropriate dress code can vary greatly depending on the company, industry and location.

If you're interviewing remotely, it's best to avoid very bright colors, stripes, and wearing the same color as your background.



POSTURE

Posture is the first clue and impacts the way we are heard, regardless of how great our stories are.

- Make sure that you sit up straight, no slouching or hunching.
- Using gestures helps you come off as engaged and helps your audience understand what you are saying better.
- Make eye contact.
- Position your hands and arms mindfully. Avoid crossing your arms.





How to Sit During an Interview
 Could how you sit during an interview impact your chances of being hired? Your body language has a significant impact on how others perceive your competence and abilities.
 LucasGroup / Sep 21, 2018



Job Interview Tips That Will Help You
 The best job interview tips and advice to help you succeed, including how to practice, how to get ready, and how to follow up.
 The Balance / Dec 16, 2003

What Not to Share on Social Media When Job Searching
 Social media has become a big part of every day life, including in your job search. Here are some tips on what not to share on social media.
 Flexjobs Job Search Tips and Blog / Aug 4, 2020

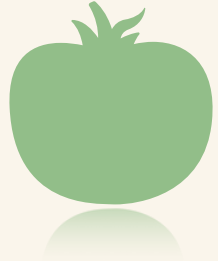


How to Dress for a Job Interview
 How to dress for a job interview, including appropriate attire for an interview for employment for men and women for both formal and casual job interviews.
 LiveAbout / Apr 19, 2006

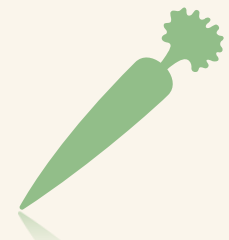


LESSON PLAN 4

The students will participate in the garden school project to be conscious about self supply food and learn about growing and planting different seeds according to the season.



SCHOOL GARDEN PROJECT



OBJECTIVE

Development of students environmental awareness that will allow them to take a critical view against human actions that create imbalances in the environment and promote appropriate behaviors for eco responsible consumption, sustainable and proper use of resources.

ACTIONS

Investigation stage: Current problems, what does a sustainable garden consist of, what products we want to grow, measures we adopt to carry out eco-responsible production, disadvantages over foods that are excessively packaged and are treated with chemicals, contribution to the environment (graphic designers)

Production stage: Seedbeds creation, transplantation, watering and care (based on the information obtained).

Collection and distribution stage: Collection of cultivated vegetables, products distribution (small market, family collaboration).

Communication-dissemination stage: Informative talks, results and impressions of the pupils after the experience of getting involved in this project.

ASSESSMENT

- **Assessment instruments:** Presentations (Power Point), productions and documents, tests (Kahoot)
- **Assessment techniques:** peer evaluation, co-evaluation and self-evaluation.
- **Assessment tools:** learning journal, portfolio and reports.

SCHEDULE

January:

- Activation (visit to farms).
- Investigation.

February:

- Research communication.
- Seedbeds.
- Broadcast on social networks, radio and websites.

March:

- Land preparation.
- Planting.
- Elaboration of infographics and diffusion.
- Monitoring and extension of publications.

April:

- Webquest, kahoot.
- Exchange of perceptions and experiences.
- Guided visits.
- Garden maintenance.

May:

- Maintenance.
- Market planning.
- Exchange.

June:

- Product collection.
- Product distribution.
- Diffusion.
- Informative talks.

WHO?

Students: They are active agents in their own learning, so all actions must be properly structured.

Teachers: They have the responsibility of the organization and monitoring of the project, in addition to encourage students to achieve a meaningful learning and meet the objective.

Family members: The involvement of families will make the proposal reach the local society and have a huge impact.

PRODUCTS

- **Presentations** (PowerPoint, Movie Maker...).
- **Infographics** (will help us in the dissemination of the project).
- **Garden** (where most of the activities will take place).
- **Market** (school, municipal market...)-

RESOURCES

Web: Symbaloo and Kahoot.

Classroom: Registration sheets, panels for infographics, newspapers, consumables, bibliography, etc.

Personal: Teachers, students, families.

Materials: Land, garden and horticulture tools, seedbeds, seeds.

COMMUNICATION CHANNELS

- Web or school blog.
- Social networks.
- Local radio.
- Communicative talks.
- Guided visits.



ADVERTISING PRODUCTS



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Lesson Plan

Advertising products

Teacher: Gordana Maršić

Time: 90 minutes

Level: intermediate

Age: 14-15

Objectives: learn new vocabulary, learn about the importance of advertising, types of advertisements, learn about target consumer groups

Outcomes: students will be able to name different types of advertisements, will be able to identify target consumers for their product, explain how they want to advertise it, make a slogan and design ad for their product

Activities: listening, speaking, writing, drawing

Student grouping: whole class, small groups

Materials and equipment: magazines, leaflets, photographs, paper, glue, pencils, computer

with internet access, Powerpoint presentation

Literature: Biserka Džeba, Maja Mardešić: Way to go 5 plus, Školska knjiga, Zagreb, 2013

Preparation: find magazines and advertisements, take photos of billboards, prepare Powerpoint presentation

PROCEDURE

1: 25 minutes

You all have school mini companies or you can pretend that you have a small company and produce something. If the product is new, people do not know about it. If you want to increase sales, what must you do? We must advertise the product or service

Do you need much money for it?

What is the difference between advertisements and commercials?

Advertisements (or ads) are in newspapers, magazines, on big boards on buildings or by the

side of the road, on your computer

(I show students magazines, leaflets, photographs,...)

Commercials are advertisements of radio, TV, internet

There are numerous advertising strategies:

(For every strategy I ask students if they can name examples, then I show them examples

in Powerpoint presentation)

a) a scientific approach

a person in a white coat (an expert) tells us about the product, how good it is for us (usually toothpaste)

b) famous persons' recommendations: a famous person recommends a product, maybe people will believe what famous people are saying simply because they are successful, rich and beautiful (athletes, actresses,...)

c) comparison : the advertiser compares the product with the similar one on the market, their product is usually better, faster, tastier or more comfortable (usually detergents)

d) a story around the product: advertisers create a story in which a product has an important role, the story is interesting, funny or has a surprising end, groups of friends, families in stories are usually perfect, good looking, happy, get on well with each other (a boy and a girl – story about love and Coca cola)

e) a free gift: by buying the product we get a free gift (chocolate and a toy, coffee and a mug,...)

f) a catchy slogan: a commercial repeats a catchy slogan several times, good music makes it easier to remember

Exercise: Match the slogan to the product -

Nike- Just do it! LG – Life is great

Nokia - Connecting people. McDonalds – I'm lovin'it!

L'Oreal – Because I'm worth it! Red Bull – It gives you wings!

Skittles - Taste the rainbow. KFC – Finger lickin' good.

Mr Muscle – Does the job you hate.

There are lots of pages named Free slogan maker on the internet.

2: 5 minutes

some Characteristics of different types of advertisements and commercials

- commercials on the radio need more humor than the ones on TV

- some products are advertised more before holidays (toys, perfumes,...)

- billboards must not have a lot of text

- advertisements in magazines - Z pattern advertising

design based on theory that people will scan images from left to right, and top to bottom.

(Example photos)

3: 10 minutes

Advertising principles:

AIDA principle

A – attention – we must first attract the reader's or viewer's attention

I – interest – we give some information to create interest

D- desire – something is used to make you desire the product

A- action – we must urge the customer to act, go and buy the product

Discussion about the principle: do we really behave in the way advertisers want us to behave.

4: 10 minutes

Identifying target group

Who are you going to sell your product to?

You must identify your target consumers:

Male or female, children, teenagers, adults, married or single, living in cities or villages, lower class, middle class or upper class,...

Questions: Who would you try to sell beer, new mobile phone, skin cream, washing powder, expensive car, pain relief gel, high heeled shoes, running shoes , ...to

5: 10 minutes

Choosing the target group and the ideal type of advertising for a product:

I show students advertisement, they say who it is for, where it is published, and then

I show them the magazine (e.g. lawnmower – middleaged family people, magazine My beautiful garden; car tyres – men, magazine for automobile club members)

How would you advertise cough syrup?

ad or commercial on TV (when – during the day, in the evening, late at night,...), who is target buyer (mother buying for children)

How would you advertise cereals, sweets, toys, cars, pots and pans,...?

6: 30 minutes

Group work:

Students are divided into groups of 4 and they are given a picture of a product.

They think of a name for the product and how they want to advertise it:

They can design a logo or write a slogan

(they can use free slogan maker on the internet)

- name of the product or company
- logo
- target consumers
- advertisement design / description of a commercial

Groups present their work to other groups

ASSERTIVENESS



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LESSON PLAN

TOPIC	Assertiveness
KEY LANGUAGE	Assertiveness, behaviour, assertive techniques, I-messages, „broken record“
PURPOSE	Pupils will learn the term assertiveness and the advantages of assertive behaviour.
TEACHER	Gordana Maršić

OUTCOMES

LEARNING OUTCOMES skills Taking a stand

Pupils will be able to Pupils will apply the right Positive attitude towards describe the term assertive techniques in assertive behaviour and its assertiveness, distinguish everyday communication. application in everyday between different types of communication with peers Practice of individual work, behaviour (assertive, and adults. group work (collaborative passive and aggressive), give examples of basic work, making conclusions forms of behaviour and together) and practice the conclude about ability to notice and advantages and conclude. disadvantages of basic forms of behaviour.

TEACHING FORMS Frontal, individual and group work

TEACHING METHODS Conversation, writing, presentation

Board, worksheets, sheets with the rules of the workshop,

TEACHING AIDS pencils, magnets, LCD projector, computer, Powerpoint presentation

O Cooper, S. (2009.). Braniti se riječima. Buševac:

Ostvarenje

O Miljković, D., Rijavec, M. (2002). Kako se zauzeti za

LITERATURE sebe. Zagreb: IEP-D2

O Pregrad, J.(2007.) Priručnik – Projekt Za sigurno i poticajno okruženje u

školama. Zagreb: Ured UNICEF-a za Hrvatsku



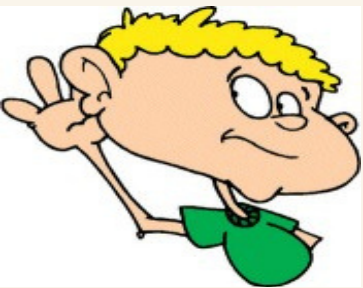

COURSE OF THE WORKSHOP	TEACHING METHODS AND WORK FORMS TEACHING AIDS TIME (in minutes)
<p>INTRODUCTION</p> <p>Before the beginning of the workshop, chairs are placed in a semi-circle around the board. Students are told about the things they will need for the workshop and about the rules of the workshop. Teacher places the sheets with the rules of the workshop on the board and explains them. (Pupils sit in a circle; raise their hand when they want to say something; Everyone is listening while one pupil is talking; Everyone has a right to express their opinion, even if it differs from the opinions of others).</p> <p>Teacher invites the pupils to shortly introduce themselves: Everyone will say their name and what they expect from today's workshop.</p> <p>Aim is for everyone to introduce themselves and create a relaxing and positive atmosphere.</p>	<p>Frontal Conversation Sheets with the rules of the workshop 5'</p>

<p>MAIN PART</p>	<p>After the introductory part, pupils are given the „Do I stick up for myself?“ worksheets and are informed how they are to be done.</p> <p>There are ten statements on the worksheet. For each statement you will determine to which extent it refers to you (1 - it doesn't refer to me at all, 2 - it doesn't refer to me often, 3 - it often refers to me, 4 - it refers to me completely). At the end of the workshop we will check the results.</p> <p>Teacher starts the presentation and invites the pupils to explain the term if they can or introduces them to the term and the goal of the workshop:</p> <p><i>Have you ever heard the word assertiveness?</i></p> <p><i>Today we will learn what assertiveness is and why it is useful for us.</i></p> <p>Then the teacher explains three basic models of behaviour.</p> <p>„Can I recognize the reactions of others?“</p> <p>The teacher will hand out worksheets to the pupils to practice given situations and possible answers. Pupils will sort out given answers in three groups: passive, aggressive and assertive answer.</p> <p>„What is assertiveness?“</p> <p>The teacher will invite pupils to try and define assertiveness based on the previous activity. The benefits of assertive behaviour and application of assertive techniques („I“ - messages, denying other people's requests, „broken record“) will be explained to the pupils. Teacher will give a simple example for each assertive technique.</p> <p>Practice: I - messages</p> <p>Teacher will divide pupils into five groups. Each group has their own worksheet. Each group decides who their representative will be.</p> <p>Each group creates an „I - message“ based on a „you - message“ with the help of a possible model „When you... (I feel) ... because ... and I would like ...“.</p> <p>Teacher monitors the pupils' work and helps if necessary. After groups finish their work, chosen representatives present the given „you - messages“ and possible „I - messages“, and try to think of an example of an „I - message“.</p> <p>„Am I assertive?“</p> <p>Pupils are presented with the meaning of achieved results from the first activity, and then, through guided conversation, comment on the results.</p> <p>Aim is to familiarize the pupils with the term assertiveness and the benefits of its application through practice and group work.</p>	<p>frontal individual conversation worksheet 6'</p> <p>PowerPoint presentation frontal conversation 5'</p> <p>frontal individual conversation worksheet 5'</p> <p>PowerPoint presentation frontal conversation 4'</p> <p>Group work conversation worksheets 10'</p> <p>PowerPoint presentation frontal conversation 5'</p>
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FINAL PART	<p>After the presentations, pupils are given evaluation sheets and are invited to express their impressions on the workshop.</p> <p>In the end, teacher thanks the pupils for their participation.</p> <p>Aim is to end the workshop on a positive note.</p>	<p>individual conversation worksheets 5'</p>
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ATTACHEMENTS:

1. Workshop rules

 <p>1. We sit in a circle.</p>	 <p>2. We raise a hand when we want to say something.</p>
<p>3. We listen while someone is talking.</p> 	 <p>4. Everyone has a right to express their opinion, even if it differs from the opinions of others.</p>

2. Worksheet **Do I stick up for myself?**

1. If I don't like what someone is asking of me, I can say <i>no</i> .	1 2 3 4
2. When I have a lot of homework, I can tell my friend I don't have time for <i>League of Legends</i> .	1 2 3 4
3. If someone interrupts me while I am still talking, I can say it bothers me	1 2 3 4
4. If someone repeatedly gives me a hard time, I complain about it.	1 2 3 4
5. If someone I respect has an attitude I don't agree with, I express my opinion.	1 2 3 4
6. I think I apologize too much in general.	1 2 3 4
7. If my peers criticize me unjustifiably, I can express my opinion about it	1 2 3 4
8. I avoid unpleasant situations because of the fear I wouldn't be able to deal with them	1 2 3 4
9. I stay calm in stressful situations.	1 2 3 4
	1 2 3 4
10. I can deal with criticism I get.	1 2 3 4

3. Worksheet **Can I recognize the reactions of others?**

SITUATIONS	ANSWER	Aggressive	Passive	Assertive
1. Ema is upset because Mia made fun of her in front of everyone. Ema says:	a) Mia, I am upset because you made fun of me.			
	b) Mia, you are so mean and I will get you back as soon as I can!			
	c) ... „Ah...“			
2. A shop assistant offers Ema some candy bars at the cash register. Ema doesn't want to buy them. Ema says:	a) OK, thank you!			
	b) Thank you, but I don't want them. a) Thank you, but I			
3. Marko invited Mia to go with him to the cinema. Mia doesn't want to go with him. Mia says:	don't want to go to the cinema.			
	b) To the cinema? I don't want to go with you.			
	c) OK...			
4. Marko's friend Patrik wants to copy his book report. Marko says:	a) Can't you do anything yourself?			
	b) If you have to...			
	c) I don't think it's a good idea because everyone should write their own impressions about the book.			

4. Worksheet I -messages

You -message	I -message
--------------	------------

You -message	I -message
--------------	------------

MUM You come home from school late every day, but today you overdid it!	
--	--

TEACHER This isn't the first time you don't have your homework.	
--	--

You -message	I -message
--------------	------------

SHOP ASSISTANT Why do you spend so much time looking at displayed products? The products mustn't be touched.	
---	--

You -message	I -message
--------------	------------

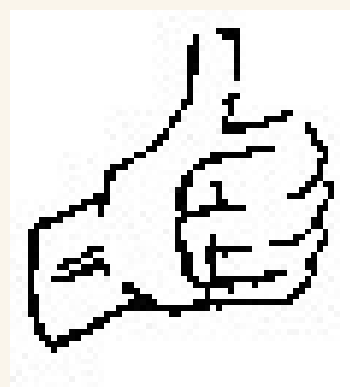
CONDUCTOR Take you feet off that seat! Do you do that at your home?	
--	--

You -message	I -message
--------------	------------

GIRL I've been waiting for you for half an hour!	
---	--

5. Evaluation sheet

If you liked the workshop, circle the thumbs-up picture, and if you didn't like it, circle the thumbs-down picture.



Thank you!

TEAM WORKSHOP



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2020-1-PL01-KA229-081533_4

TEAMWORK , workshop

Age, grade: 14, grade 8

Teacher: Gordana Maršić

Time: 45 minutes

Language : expressing opinion, agreeing, disagreeing, making suggestions

Outcomes: pupils know what advantages of teamwork are, they can determine their role in a team

Success indicators: pupils have positive attitude towards teamwork

Life skills: creativity, giving instructions, following instructions, working in a team

Grouping: whole class, group work

Material needed: blackboard and chalk, a prize for the winning team, each group has: wooden sticks, marshmallow cookies, a piece of thread

Procedure:

a) Introduction (7')

What do you prefer: doing things all by yourself or working in a team?

Why?

Do you often work in groups/teams?

What is the difference between groupwork and teamwork?

(Group: there is a manager that coordinates all the work

Team: people work towards a common goal, they coordinate the work among themselves)

b) Advantages and disadvantages of teamwork (13')

What do you think that advantages of teamwork are?

(Pupils share their ideas and teacher adds to the list if necessary)

Advantages / Benefits:

- more work can be done
- increased motivation
- pupils learn faster
- increased innovation/ creativity
- building trust
- greater satisfaction
- pupils learn to overcome conflicts
- pupils have fun working in a team
- improving social skills
- better self-confidence

Are there any disadvantages?

Disadvantages:

- unequal participation
- avoiding the task
- time wasting: too much talk, not enough work
- blame and responsibility issues
- leadership issues
- there are people who work better independently
- problems with organisation of work

In a team there are different roles: you can be a leader, a person who coordinates the work, you can be an innovator (have the best ideas), resource investigator or a person who does the work.

Which one are you?

Teamwork activity (25')

Pupils are divided into teams of 4 members, each team gets the same number of wooden sticks, marshmallow cookies and a piece of thread. The task is to build the highest freestanding structure of any shape which must stand for at least 10 seconds.

Winners will get a prize!

Discussion after the activity:

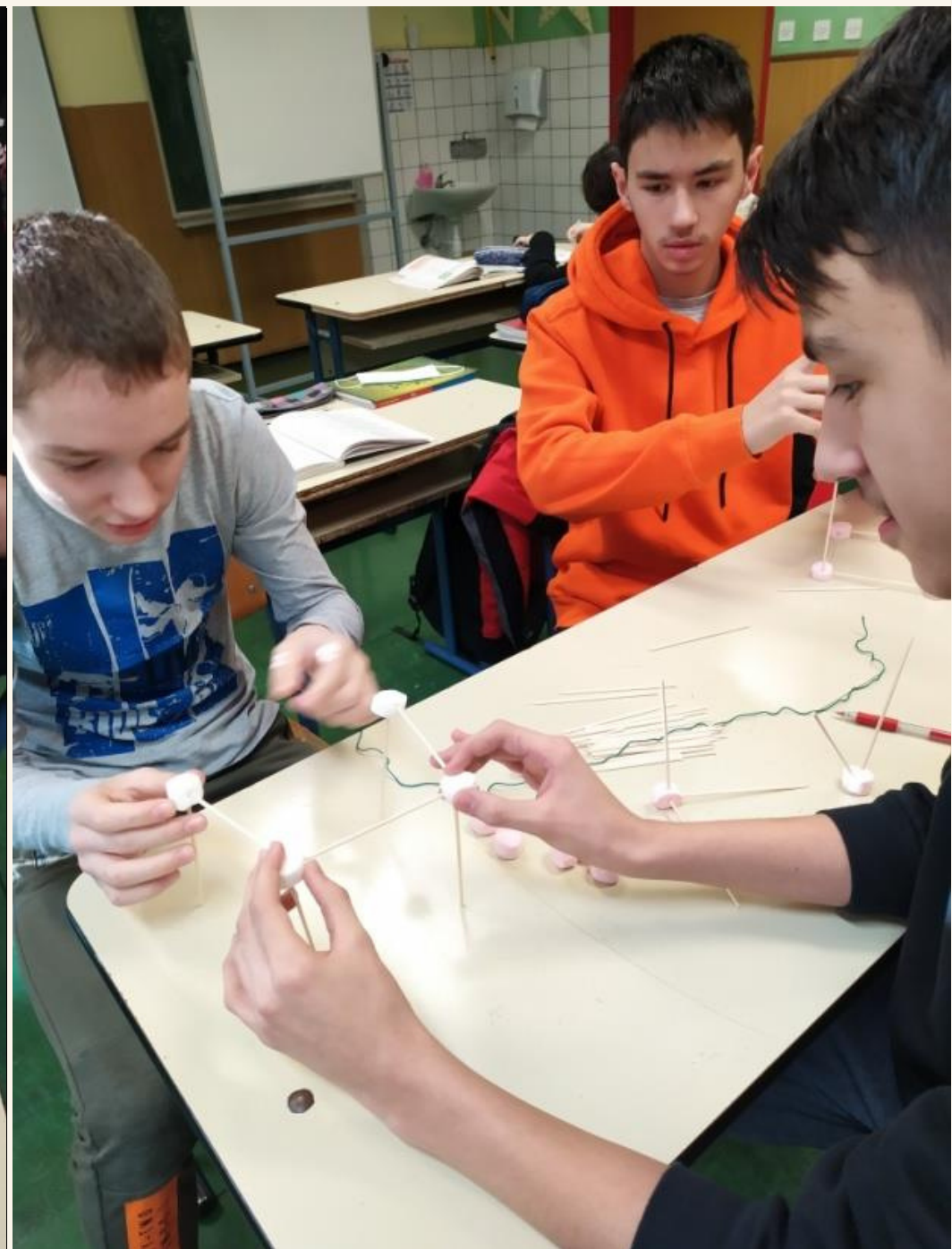
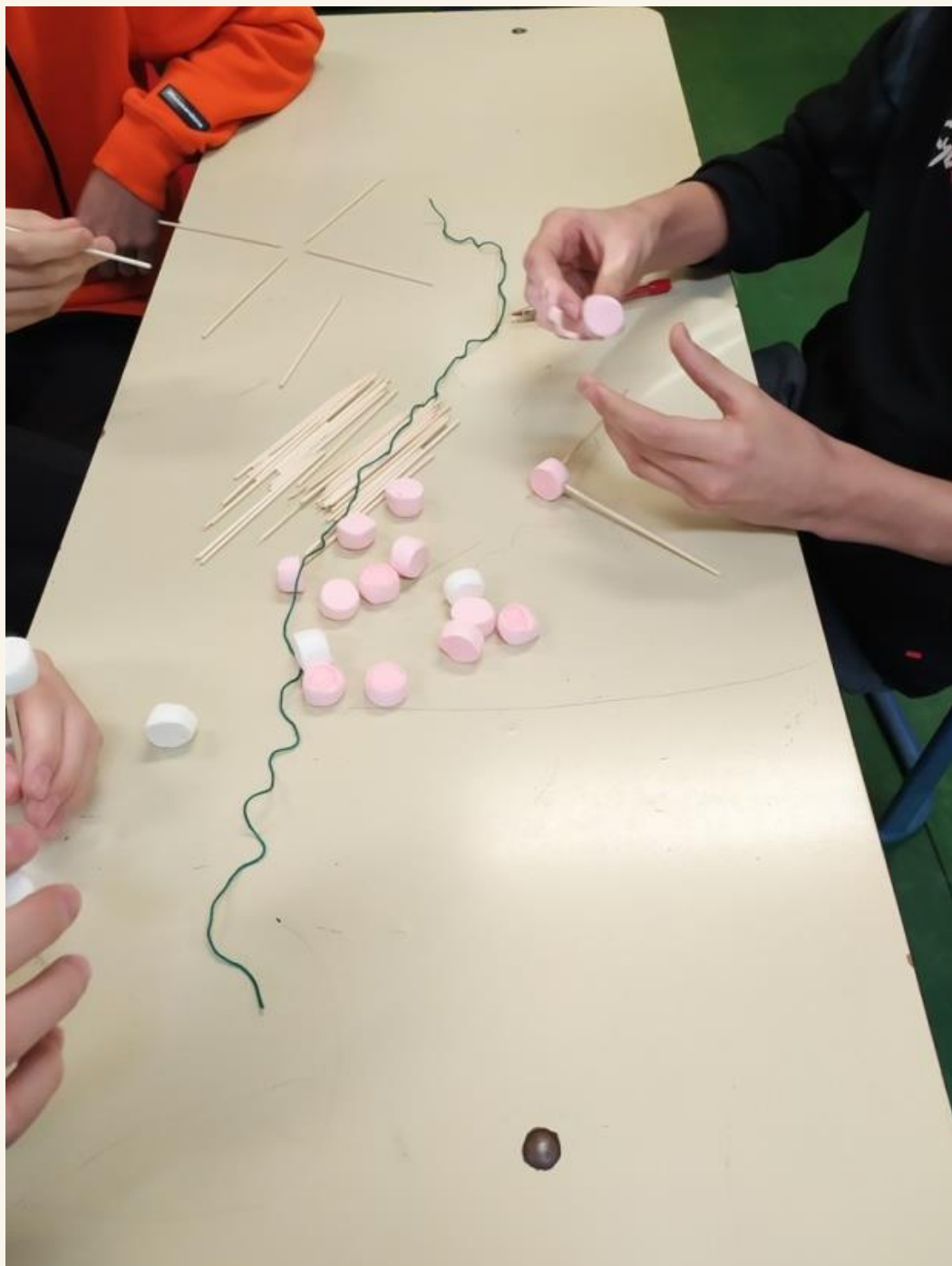
Could one person have built the structure?

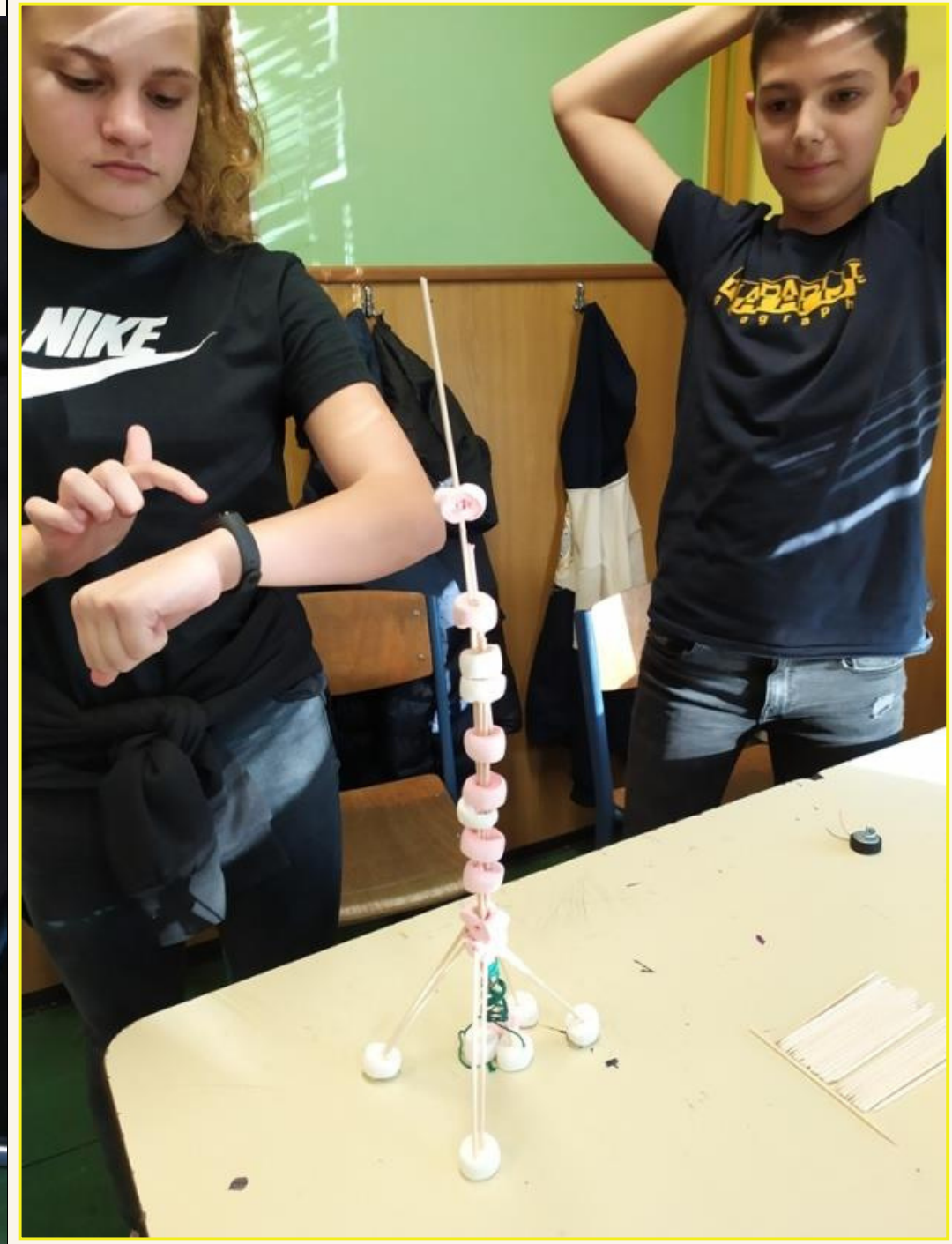
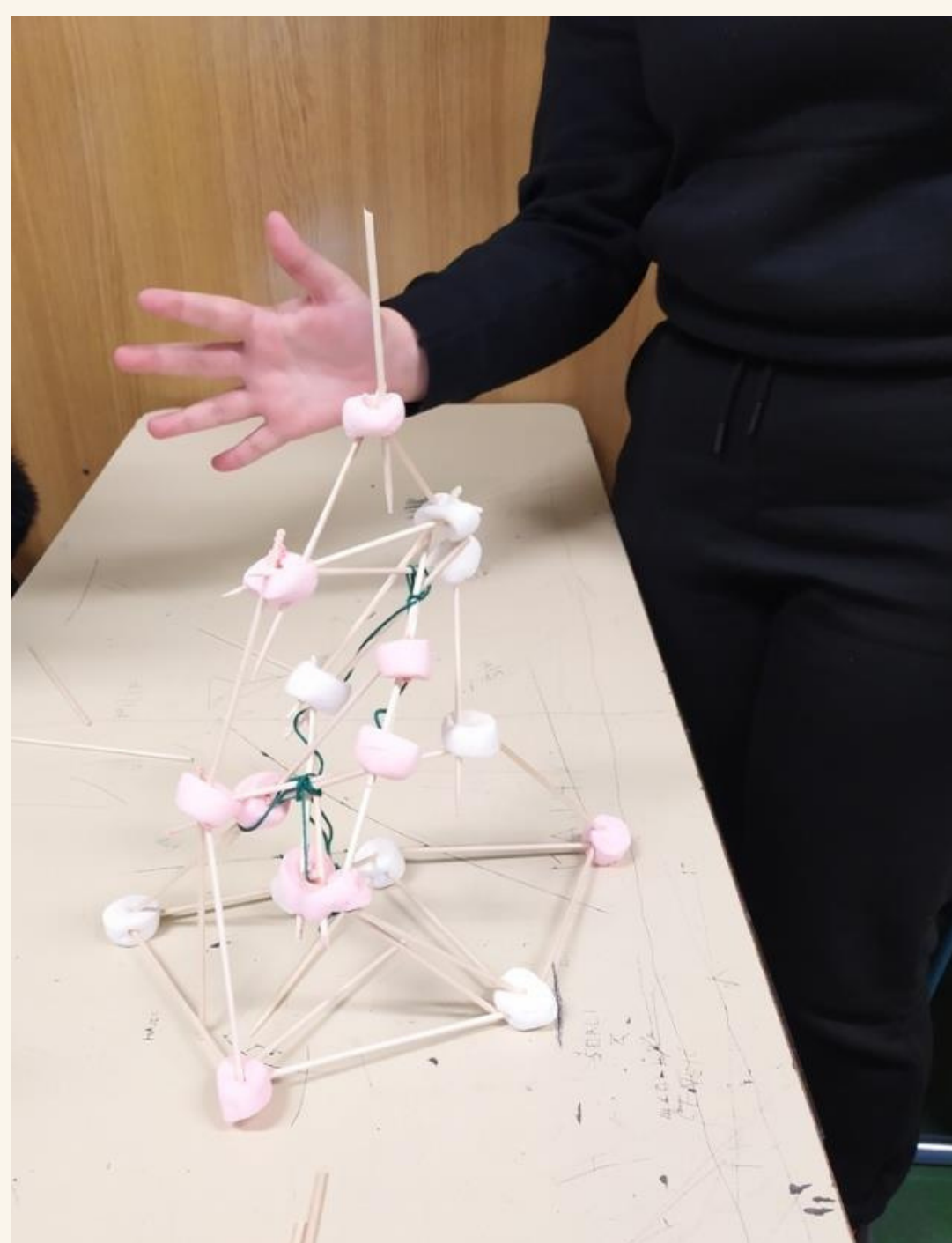
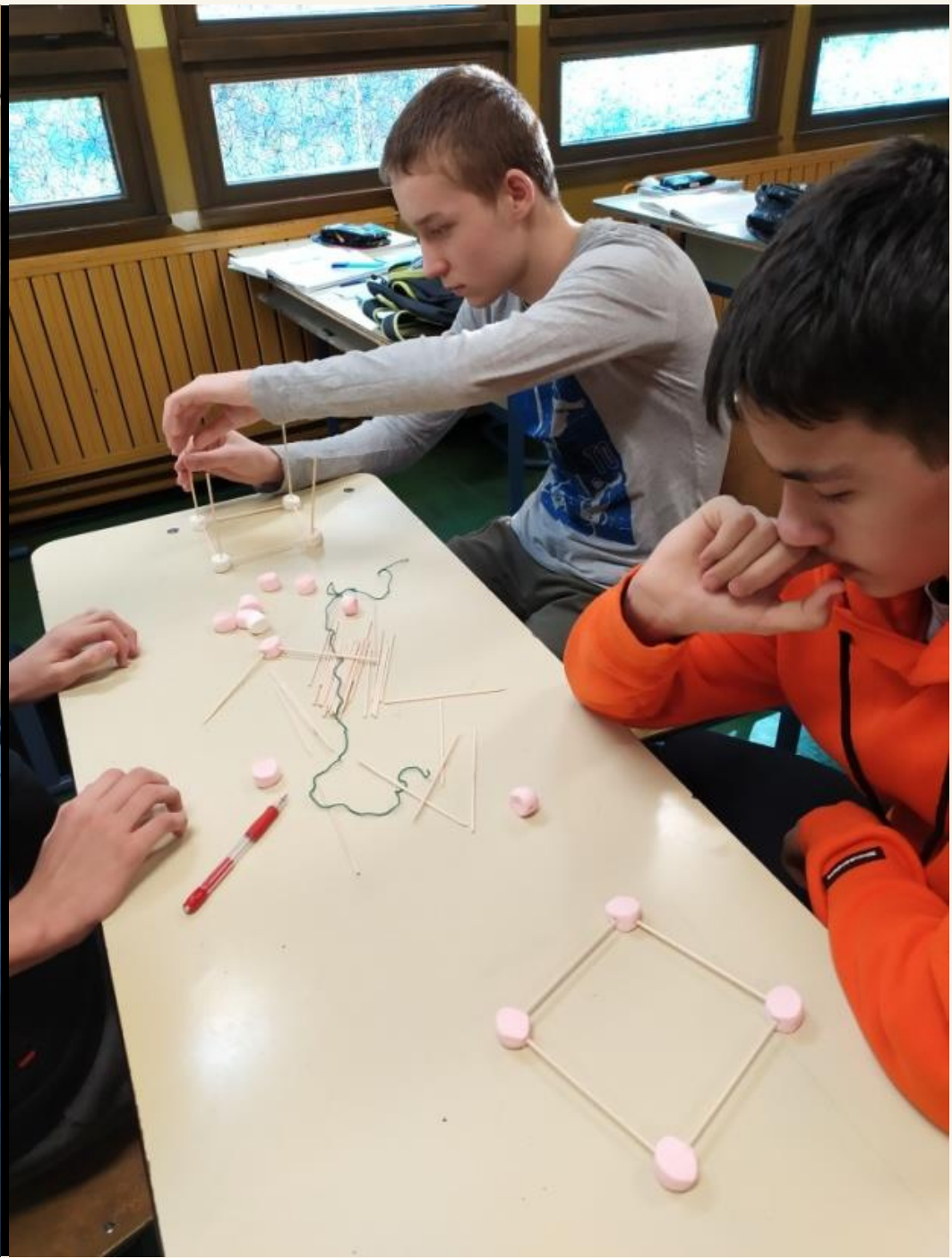
Were you satisfied with the organization of work?

Who was the leader of the team?

Whose ideas were best?

Were there any conflicts between team members?





TIME MANAGEMENT



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2020-1-PL01-KA229-081533_4

TIME MANAGEMENT, workshop

Age, grade: 13, grade 7

Teacher: Gordana Maršić

Time: 45 minutes

Language : expressing opinion, agreeing, disagreeing, modal verbs – must, can, should, might

Outcomes: pupils can determine what time wasters are, they learn to determine what activities must be done, they are aware that they need time to rest, they can organise time better

Success indicators: pupils analyze their use of time and efficiency, they create a simple plan to improve their time management

Life skills: critical thinking, flexibility, problem solving, time management

Grouping: whole class, individual work, group work

Material needed: worksheet, notebook, pencil, poster paper, felt pen

Procedure:

Introduction (10')

~~We talk about~~ what pupils were doing yesterday, pupils get a worksheet and fill it.

Discussion (15')

Did you have enough time for everything?

Do you have too many activities and tasks to do?

Are you often tired?

Do you think that you know how to organise your time well?

What are your main distractions and time wasters?

How much time do you spend on them?

How much time would be enough?

Can you minimize them?

What do you spend most of your time on?

What should your priorities be?

There is a saying „Everyone has 24 hours in a day.“ (Everybody has the same 24 hours and that makes us equal, but the question is what do you do with your 24 hours.)

Is it important and useful to create a schedule for each day/for the whole week?

Do you do that?

Do you stick to the plan?

Does creating a schedule help you?

There is also a saying: Don't put off until tomorrow what you can do today?

What do you think about it?

Could it be your moto?

Making a plan of activities for the weekend (20')

Do task b) from the worksheet

Make a plan for the weekend in your notebooks:

SATURDAY	SUNDAY

Was is hard to make a plan?

Is it different from your usual weekends?

Were you able to make a good and realistic plan?

Will you stick to it?

Exit slip: 3-2-1

pupils write 3 things they learned in today's lesson.

pupils write 2 things they liked

pupils write 1 question they still have about the lesson

WORKSHEET

HOW DO I USE MY TIME?

a) Think about the last 24 hours and write how much time you spent on the following activities (add other categories if needed):

I spent

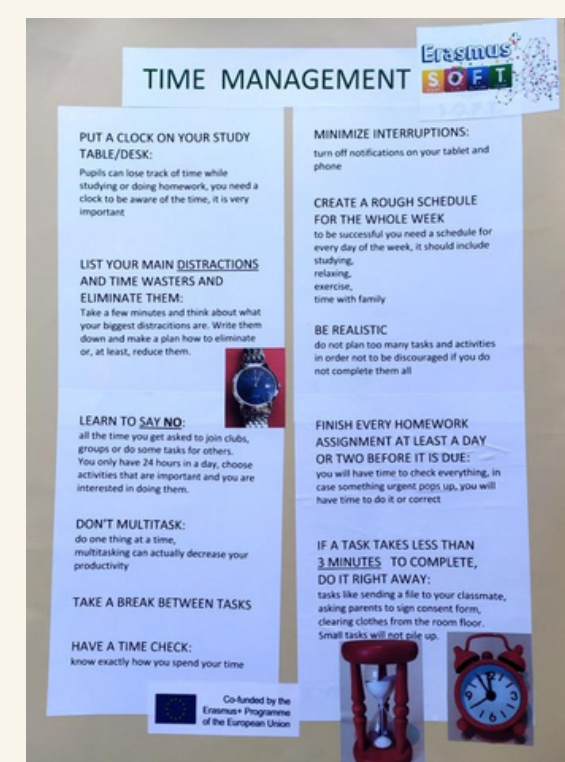
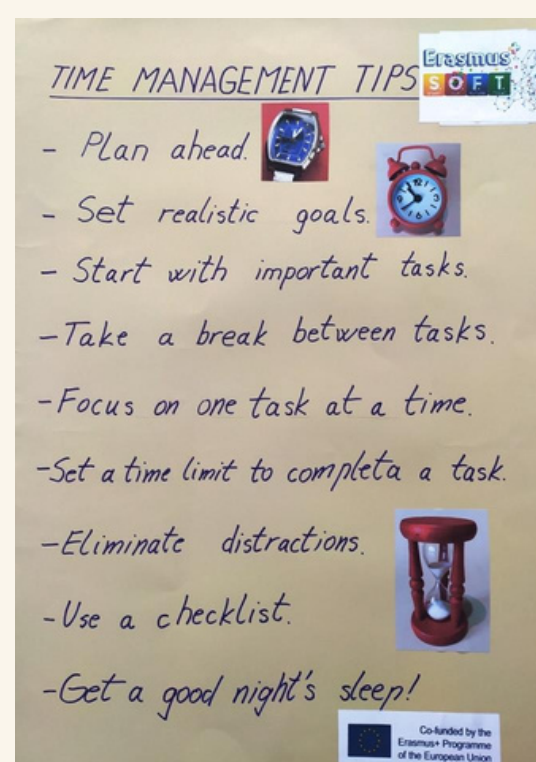
- _____ hours on sleeping.
- _____ hours eating.
- _____ hours talking to my friends.
- _____ hours with my family
- _____ hours on TV , video games, social networks
- _____ hours at school
- _____ hours doing my homework
- _____ hours practising sports, music school
- _____ hours _____

How many hours is that all together?

Do you need more hours in a day?

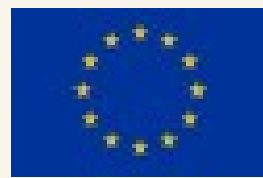
b) Which tips will you use in your future planning:

- Set realistic goals.
- Set a time limit for tasks.
- Plan ahead.
- Have a To-do-list.
- Eliminate distractions.
- Turn off notifications on your phone.
- Focus on one task at a time.
- Start with your most important tasks.
- Take a break between tasks.
- Get a good night's sleep.
- Learn to say NO.



Homework: groups of pupils make posters with tips for time management

BEING A GOOD MEMBER



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Prof.ssa Giovanna Lascari



Lesson plan

Time 1,1/2

Teacher Pollaccia Francesca

Title: Being a Good Team Member

Level: intermediate

Age: 13+

Objectives: Students will be able to explain the quality of a good team member and list skills related to teamwork.

Materials: Blank paper, writing utensils.

Before reading

Warm-up activity:

1. **Introduce the topic of teamwork**
2. **Invite the students to share examples of teams they have been members of or are aware to share of in sports, school, their community, and so on.**
3. **The teacher decides which words to pre-teach focusing on those that will**

enhance

comprehension as students read the interviews. Vocabulary to consider:

Teamwork communication belittle

Workplace crux perspective(s)

Self-contributor conflict(s)

4. **Reinforce the understanding of key vocabulary with a quick game:**

List words from the interviews on chart paper or the board. Provide clues, one at time,

for

one of the words (without identifying it). Have students identify the word as soon as they have enough information.

Example words:

Words> thoughts> sounds> signs> expressions (communication)

Reading the interviews about "Teamwork"

1. Explain the students that the interviews present role models talking about the importance of teamwork in the workplace. Let students know that they can use what they learn to improve their teamwork skills and prepare for future careers.
2. The students read the interviews on their own. The teacher encourages students to refer to the words they reviewed in the Warm-Up Activity.

1st interview: *Teamwork is so important in the workplace today. There is, to my knowledge, no area that you work where you're a self-contributor. You really have to work with others as a team.*

2nd interview: *Communication is the crux of teamwork. So being able to listen to someone who's not like you, or who knows something you don't know, and use that information, it's something you need to develop in yourself.*

3rd interview: *You have to be able to resolve conflicts without belittling the other person. Because they're still on your team. You have to do it in a way where the issue is resolved without any hurt feelings.*

4th interview: *Understand that different people communicate in different ways, and different people receive information in different ways.*

5th interview: *You have people with differing perspectives and differing strengths. And as a team, you're able to do more.*

6th interview: *We really do rely on everyone in the circle to kind of do their part and be responsible.*

7th interview: *We all have to take our little slice of the pie and bring it together to make the project work.*

After reading

1. Ask students to offer questions, comments, reactions and responses to the interviews.
2. Ask: "What did you learn about teamwork that you didn't know before? "What are the qualities of a good team member?"
3. Use questions to encourage deeper understanding. Remind students to refer back to the interviews in their responses. Sample questions:
Why are listening skills so important to teamwork?
What is one thing to keep in mind when trying to solve disagreement?
How can understanding differences help a team be more successful?
Why is it important for each person to do his or her part on a team?

Activity

1. Students' pair work. Give one minute for each pair to list as many skills related to teamwork as they can. Bring the class together to discuss the skills each pair listed and compile a class list of teamwork skills.
2. Revisit the last sentence in the interview: "We all have to take our little slice of the pie and bring it together to make the project work." Ask students to think about a pie and bring it together to make the project work". Ask students to think about "a pie that has been cut into slices". (Draw a picture on the board). Have students explain how members of a team are like slices of pie.

Extension Activities:

Discuss with students the idea that a team produces or achieves more than what individual team members can contribute on their own activities.

Test this out with a simple activity:

a) Group the students team of 4-5 students each. Working independently (not sharing with the team), have students write a list of as many careers as they can think of in one minute.

b) Follow-up by having students on each team combine their individual lists of careers into one team list, eliminating duplication.

c) Ask: *How many careers did you come up with on your own? How many careers did you come up with as a team?*

d) Bring teams together to combine their lists into one class list.

e) Ask: "Do you think a good team can produce more than each team member can individually?"

Related question to explore

- One interview says, "Communication is the crux of teamwork." What is another way to say this?"

- Think about working on a team-such as with a group project, a team sport, or the school play. Do you agree or disagree with the statement, "Differences are more valuable than similarities?"

- True/false. An important part of a team work is having a leader who makes all the decision. Explain your answer.

- How do the following qualities contribute to team work?

dependable patient careful calm outgoing enthusiastic polite persuasive confident

JOBS AND JOB NAMES



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1. Educational stage and class:

- primary school - grade VII

2. Subject:

- a modern foreign language - English

3. Topic of the course:

Jobs - job names

4. Duration of classes:

45

5. Justification for the choice of topic:

Implementation of the core curriculum for the second stage of education (grades IV-VIII): I.

The student uses the basic lexical resources (lexical, grammatical, spelling and phonetic), enabling the implementation of other general requirements for the following topics: professions and related activities and duties, place of work, choice of profession);

6. Justification for the use of technology:

Coggle - allows you to create mind maps in an attractive way for students; facilitates the classification of ideas and solutions and sharing them with other users of the application

- LearningApps - allows you to transform the material into educational games; enables immediate verification of the correctness of students' answers; makes the learning process more attractive and activates students;

- Kahoot - allows you to check the students' mastery of the new material; motivates students to obtain the best results (willingness to be on the podium); provides teachers with data reports that enable more informed work planning that meets students' needs

7. General purpose of the lesson:

Students consolidate vocabulary related to the labor market and shape the ability to express themselves about the choice of profession and their professional predispositions.

8. Detailed objectives of the classes:

- The student knows the English names of popular professions and is able to name the features that are needed to perform them well.
- The student is able to use the learned vocabulary in statements, for example: look for a job, get a job, get a raise, get a promotion, retire.
- The student understands the interview text in English and is able to discuss the discussed problems.

9. Methods and forms of work:

Methods: talk, practical (activating) exercises with the use of ICT (mind map, quiz and interactive test, multimedia educational game).

Forms: collective work (work with the whole class)

10. Teaching aids:

- interactive quiz in the Kahoot application
- educational game and LearningApps
- mind map in the Coggle app
- interactive test in the Liveworksheets.com application

11. Technology requirements:

- computers
- tablets / smartphones
- permanent access to the Internet,

12. Course of classes:

Activity No. 1

Topic:

Revision - revises the message from the previous lesson

Duration:

10min

Activity description:

The teacher explains to the students that the lesson will begin with a short revision of the vocabulary. Then he asks the students to prepare their smartphones and reminds them of the website address to access the game (kahoot.it) and gives them the generated pin.

Students take a quiz called "Jobs": <https://create.kahoot.it/share/jobs/48cd729f-b45f-4d5b-8a03-6bf4f605033f>

JOBS - VOCABULARY REINFORCEMENT AND REVISION



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1. Educational stage and class

primary school - grade VIII

2. Subject

modern foreign language - English

3. Topic of the lesson:

Jobs - vocabulary reinforcement and revision

4. Duration of classes

45 minutes

5. Justification for the choice of topic

Consolidation of lexical material - names of professions, vocabulary related to employment.

Discussion of the topic necessary in preparation for the eighth-grade exam.

6. Justification of the technology application

classes conducted using distance learning techniques (Google Classroom Meet)

7. General purpose of the course

Students know and are able to use basic vocabulary related to work and the employment process (names of professions, jobs, work relationships, vocabulary related to forms of employment and remuneration, unemployment)

8. Detailed objectives of the classes

- the student knows the professions, can characterize each and define the predispositions necessary to perform them
- the student is able to apply the learned lexical structures
- the student understands and reacts to the listened text
- the student reacts, undertakes discussions on a given topic

9. Methods and forms of work :

Work methods: audiolingual, cognitive, grammatical - translation
 Work forms: individual, group work, group work

10. Teaching aids:

edesk platform, virtual desktop - presentation of a textbook and exercise book, flashcards

11. Technology requirements:

Lesson conducted using distance learning techniques -

Google Classroom Meet

12. Course of classes :

Activity no. 1

Topic:

Experience Duration 7 min.

Description of the activity

Welcoming the students. Checking the attendance

Checking the homework from the previous lesson

www.eslflow.com/wp-content/uploads/2018/10/Computer-and-technology-Vocabulary-2018-with-answers.pdf



Activity No. 2 Topic

Reflection Duration 8 min.

Description of the activity

The teacher introduces the students to the topics of the classes, acquaints the students with the goals

2

students match the professions and activities that their performers deal with

www.liveworksheets.com/sy112608, www.quizlet.com/251747200/learn

students learn about the types of professions and forms of work - they watch the video and answer teacher's questions (questions based on the film's content)

www.liveworksheets.com/md1363600yu, www.liveworksheets.com/ga120301

Activity No. 3

Topic

Presentation and language exercises

Duration :

20 min.

Description of the activity

1. Presentation: Language warm up - students answer the teacher's short questions and ask themselves questions (N-U, U-U, U-N interactions):

What job would you like to have in the future?

What do you think is the most interesting occupation? Can you name any interesting or boring job?

Justify your answers.

2. The teacher presents the students with the help of flashcards, jam board vocabulary - students identify professions with personality traits

3. Presentation of multimedia material - short film, job interview www.youtube.com/watch?v=o-xSoVbKc0I

4. Discussion, role playing

5. Consolidation of the acquired vocabulary www.play.kahoot.it

Activity No. 4

Topic

Summary and homework assignment

Duration:

10 min.

Description of the activity

A round reminding the lexical issues learned, consolidating vocabulary - worksheet

www.learnenglishteens.britishcouncil.org/vocabulary/beginner-vocabulary/jobs/ homework - crossword www.busyteacher.org/5773-jobs-crossword-puzzle.html

13. Method of evaluation of classes 3

summary of classes, pluses for activity, evaluation of students participating in kahoot.

14. Tips for other teachers using this scenario

Classes can be conducted in a stationary mode

15. Form of conducting classes: remote

WHAT'S YOUR JOB?



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Lesson plan

What's your job?

Teacher: Daniela Gaydarska

Time: 45 minutes

Students: primary-age pupils, 5th grade

Objectives: learn new vocabulary – words about jobs and adjectives describing jobs

Outcomes: students will be able to name and describe different jobs and to talk about jobs of the people in their families

Activities: speaking, listening, writing

Materials and equipment: Student's book, vocabulary notebook, classwork notebook

Speaking activity 1: I start the lesson by asking questions:

What can you see? What is the man's job? Expected answer: An astronaut.

Would you like to be an astronaut and go into space? Why? or Why not? (I give example: I don't want to go into space because it's scary. I would definitely prefer to do my job – teacher's job.)

What is the man doing? Students answer. If it appears difficult for them I explain in English that the astronaut is outside the spaceship or space station, on a spacewalk to do repairs. If necessary I can mime so that the pupils understand.

What job would you like? Students answer. If problems with the name of some job in English appears I help. If they haven't thought about this, I write suggestions on the board – waiter/waitress, chef, lawyer, nurse, journalist, television presenter, firefighter, gardener, plumber, electrician, construction worker and so on. If problems with the vocabulary appear I explain the word or translate using the student's native language.

Would you do any of these jobs? Why? or Why not? (I give example: I would like to be a firefighter. They help save people. or I would not like to be a TV presenter.)

Listening activity 1:

You are going to hear a man – Mr Jones, talking about his job. You have to answer some questions. First read the questions carefully to know what you have to listen to. (I check if the students understand the questions correctly.)

Answer using full sentences, not one-word answers. (Then I play the disk, give them time to write down the answers and play it again.)

Compare the answers with your partner. Now lets compare them together(I ask students at random to read the questions and answers to compare with the whole class)

Listening activity 2:

You are going to hear some sounds and sentences. Listen carefully to guess which job from the yellow box you hear.(I play the CD once, than second time, pausing after each sound or sentence.) Raise hand to give an answer.(I ask for class agreement before confirming each answer is correct. If somebody answers incorrectly, I invite somebody else to correct it.)

Which of these jobs you would like to do? Why? or Why not? Students answer.

Speaking activity 2:

Now let's talk about your parent's jobs. What jobs does your family do? Who wants to share with us? (I give an example and write it on the board: My father works in a factory and my mother is a nurse. My brother is an engineer and my sister is a shop assistant. I encourage all the students to participate.)

Game: Guess our job

To review the jobs and to exercise teamwork and cooperation the class plays a game. I write a list on the board – astronaut, waiter/waitress, chef, lawyer, nurse, journalist, TV presenter, firefighter, gardener, plumber, electrician, construction worker, teacher, musician, footballer, shop assistant, driver, hairdresser, factory worker, engineer, architect, etc. I can add also jobs that students invent. Then I divide the students into teams. Each team has a few minutes to decide which job they will describe. Then in turns the teams describe the job without saying its name and other teams have to guess it. The team which guesses the most answers correctly is the winner.

Homework

Choose three jobs and describe them in your notebooks. Say if you would like to do them or not.

WHAT DO YOU WANT TO BE?



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Lesson plan

What do you want to be?

Teacher: Daniela Gaydarska

Time: 45 minutes

Students: primary-age pupils, 5th grade

Objectives: revision and solidification of vocabulary, connected with jobs, describing jobs, training to present preferred job

Outcomes: students will be able to describe jobs and will train how to present a preferred job and themselves

Materials and equipment: Student's book, vocabulary notebook, classwork notebook

Listening activity 1:

You are going to listen to an article as you read it about a woman who does an unusual job. Can you guess what it is? Student's answer - rattlesnake catcher.

Do you like snakes? Would you like to have a snake as a pet? (I encourage all the students to express an opinion.) As you listen and read you have to answer:

What does a rattlesnake catcher do? (I play the disc once and ask the class to supply the answer.) Student's answer - Catches rattlesnakes and takes them to the wild.

Group work:

I divide the class in groups of four and explain the task.

You have six pictures in this page, each one showing a job, and a word bank with adjectives describing jobs. You have to match each picture with two of the words in the word bank. Then you choose a speaker of the group who will give the group's answer. (I accept any logical answer.)

Listening activity 2:

You are going to listen to the people in the pictures from the previous activity. As you listen you should number the pictures.(I play the CD once for the students to listen and discuss and then second time for the teams to check.) Then we check the answers together.

Combined listening and reading activity:

You can see three photos. Discuss in groups and decide what jobs the young people in the pictures might want to do in the future. The speaker of the group will tell group's decision. (I accept any reasonable ideas.)

Now you are going to read the three texts while you listen to the young people talking on the CD. You have to complete the sentences in the dialogues with the correct name of the job and in this way we will check the group's guesses. (I play the CD once, than again pausing after each recording for students to check their answers.)

Writing activity:

(I give the students handouts with a gapped text in which a boy is talking what he wants to be when he grows up and describes the job.)

You will complete the following task individually. Look at the gapped text. Read it once for a general information and second time to write one word in each gap. When you are ready we will check the task together.(I accept all possible answers.)

Now open your notebooks and write a similar paragraph about a job you would like to do when you grow up. If it is difficult for you to decide about that, than you can write about your parents' job or simply about some job that you just find interesting even if you wouldn't like to do it. You can look back at the texts that we have just used or look for some extra information to make your writings more interesting.(I go around the classroom, monitor the process and help if it is necessary.)

Homework - Project activity:

Your project task is to prepare an illustrated job profile. You will need sheets of paper (preferably not white), photos or drawings of people doing the job, glue, scissors, pen, coloured pencils, a dictionary.

Think of places, clothes, tools and activities related to the job. Cut out some items to illustrate your job. Stick your photo or drawings on the sheet of paper. Write the names of the chosen items. Write a short description of the job. If you need help with the vocabulary you can use a dictionary.

Next time we will make an exhibition of your projects and all the students that want can present their work to the others.

EXPLORING CAREER CHOICES & ENTREPRENEURSHIP



Co-funded by the
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of the European Union



Prepared By: Anil TOROS / Turkiye

Title: Exploring Career Choices and Entrepreneurship

Grade Level: 7th Grade

Time Required: 45 Minutes

Objective: Students will be able to understand the concept of entrepreneurship and the importance of choosing a career path that aligns with their passions and interests.

Materials:

Whiteboard or chalkboard

Markers or chalk

Handouts

Laptop/computer

Projector

Access to the internet

Introduction:

*Ask students to share their current career aspirations and why they are interested in pursuing those paths.

*Explain to the students that it is important to choose a career path that aligns with their interests and passions, as it can lead to a fulfilling and rewarding career.

Direct Instruction:

*Define entrepreneurship as the process of creating or starting a new business venture in order to make a profit.

*Discuss the characteristics of successful entrepreneurs, such as creativity, perseverance, problem-solving skills, and risk-taking.

*Use real-life examples of successful entrepreneurs, such as Steve Jobs, Oprah Winfrey, and Mark Zuckerberg, to illustrate the concept of entrepreneurship.

*Discuss the characteristics of successful entrepreneurs, such as creativity, perseverance, problem-solving skills, and risk-taking.

*Use real-life examples of successful entrepreneurs, such as Steve Jobs, Oprah Winfrey, and Mark Zuckerberg, to illustrate the concept of entrepreneurship.

*Discuss the benefits of entrepreneurship, such as being your own boss, having control over your own schedule, and the potential for financial success.

Guided Practice:

*Have students work in small groups to research and present on different careers that align with their interests and passions.

*Each group should research the education and training required for their chosen career, the average salary, and potential job growth.

*After presenting their findings to the class, have students discuss the pros and cons of each career and whether they align with their own interests and passions.

Independent Practice:

*Have students complete a worksheet where they reflect on their own interests and passions, and research careers that align with those interests.

*Have students write a short essay on their chosen career path and why they believe it is the right choice for them.

Closure:

*Discuss with the students the importance of following their passions and interests when choosing a career path, and how entrepreneurship can be a viable option for those who are interested in starting their own business.

*Encourage students to continue exploring their interests and passions, and to consider entrepreneurship as a potential career path.

Assessment:

*Assess student participation during the small group research and presentations.

*Evaluate student worksheets and essays on their chosen career path and whether it aligns with their interests and passions

ENTREPRENEURSHIP 101



Co-funded by the
Erasmus+ Programme
of the European Union



Prepared By: Anıl TOROS / Türkiye

Lesson Plan Title: Entrepreneurship 101: Exploring the Basics

Grade Level: 7th Grade

Time Required: 45 Minutes

Objectives:

Define entrepreneurship and its role in the economy.

Identify and describe the characteristics of successful entrepreneurs.

Analyze examples of successful entrepreneurs and their businesses.

Develop a basic business plan for a hypothetical entrepreneurial venture.

Materials:

Whiteboard and markers

Projector and computer

Handouts (including a list of successful entrepreneurs and their businesses, a template for a basic business plan, and a worksheet for analyzing entrepreneurial characteristics)

Internet access

Procedure:

Introduction (10 minutes):

Greet the students and introduce the topic of entrepreneurship.

Ask the students if they know what entrepreneurship means.

Write the definition of entrepreneurship on the board: "Entrepreneurship is the process of starting and running a business venture in order to make a profit."

Explain that entrepreneurs play an important role in the economy by creating jobs, developing new products and services, and driving innovation.

Body (30 minutes):

Distribute the handout of successful entrepreneurs and their businesses.

Divide the students into small groups and assign each group one entrepreneur to research and analyze.

Lesson plan

Provide each group with a worksheet for analyzing entrepreneurial characteristics and ask them to identify and describe the characteristics that their entrepreneur possesses.

Have each group present their findings to the class, highlighting the characteristics of their entrepreneur.

Using the projector, show examples of successful entrepreneurial ventures and discuss how they started and what made them successful.

Distribute a template for a basic business plan and explain the different sections (e.g. executive summary, market analysis, product/service description, financial projections).

Have the students work in pairs or small groups to develop a basic business plan for a hypothetical entrepreneurial venture, using the template provided.

Conclusion (10 minutes):

Ask the students to share their business plan ideas with the class.

Summarize the key points discussed during the lesson.

Encourage the students to continue exploring entrepreneurship and to think about how they can develop their own entrepreneurial ideas and skills.

Assessment:

Completed worksheets analyzing entrepreneurial characteristics (20 points)

Group presentation on successful entrepreneur (30 points)

Completed basic business plan (30 points)

Participation and engagement in class discussion (20 points)

Total points: 100

CAREER PLANNING



Co-funded by the
Erasmus+ Programme
of the European Union



Prepared By: Anıl TOROS / Türkiye

Lesson Title: "Career Planning: Mapping Your Future"

Grade Level: 7th Grade

Time Required: 45 Minutes

Objective:

Students will understand the importance of career planning and explore various career options.

Students will develop a career plan by identifying their interests, skills, and goals.

Materials:

Whiteboard and markers

Career exploration worksheets

Career cluster handouts

Internet access

Procedure:

Introduction (10 minutes):

Begin by asking students what they think career planning is and why it is important. Write their responses on the whiteboard. Explain that career planning is the process of exploring different careers and developing a plan to achieve their career goals.

Career Exploration (10 minutes):

Provide students with career exploration worksheets that include questions such as "What are your interests?", "What are your strengths?", and "What are your career goals?". Have them fill out the worksheet to identify potential career paths. Then, distribute career cluster handouts and ask students to choose a cluster that interests them. Have them research different careers within that cluster and write down what they find interesting about each career.

Group Discussion (10 minutes):

Ask students to share their career interests and what they found out about their chosen career cluster. Encourage them to ask questions and provide feedback to their peers.

Creating a Career Plan (10 minutes):

Have students use their career exploration worksheets to develop a career plan. They should identify their career goals and create a plan that includes the steps they will take to achieve those goals. Students should include education or training requirements, experience or internships they will need, and any other steps necessary to achieve their goals.

Conclusion (5 minutes):

Recap the importance of career planning and encourage students to start thinking about their future career goals. Provide them with resources and tools to continue exploring career options on their own.

Assessment:

Students' career plans will be assessed based on whether they have identified specific career goals, the steps necessary to achieve those goals, and the relevance of the steps identified.

Extension:

Encourage students to interview professionals in their desired career field to gain further insight and understanding of what their future career may entail.

PLAY A GAME



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Dirigente Scolastica: **Prof.ssa Giovanna Lascari**

"S.O. F.T". Start Our Future Today - soft skills training in introducing the labor market in students

Activity: Let's play a little game... what do I want to be when I grow up?

Time: 1/2 hour

Objective: Students will identify personal interests and use those interests to determine what they want to be when they grow up

Students age 10-13

"To answer the question 'what do I want to be when I grow up', we propose a test you can take in a few minutes, to find out more about your personality. Are you more 'technical', 'sporty', 'practical', 'creative' or

'communicative'? For each profile, you will find a brief description.

1. What subjects are you most passionate about?

- A. Italian and history
- B. Mathematics
- C. Technical education and science
- D. Physical education
- E. Art and music

2. Your homework is usually?

- A. In my mind
- B. Perfect
- C. A bit messy but I always do them all
- D. Boring
- E. Useful for marking the rhythm of the afternoon

3. How would you define yourself?

- A. Curious and inquisitive
 - B. Practical and concrete
 - C. Creative and artistic
 - D. Sporty and dynamic
 - E. Imaginative and sensitive
-

4. You have a free hour choose to:

- A. Read a book
 - B. Design applications for the web
 - C. Making clothes and objects
 - D. Practising physical activity
 - E. Listen to music or draw
-

5. What is your dream in the drawer?

- A. To write a novel
 - B. To contribute to an important scientific discovery
 - C. Host a prime-time talk-show
 - D. Coaching the national football team
 - E. Painting a work of art
-

6. Imagine yourself in your future workplace: how do you see yourself?

- A. With a pen, sitting at a desk
 - B. In a lab, wearing a white coat
 - C. With his hands "in the dough"
 - D. Always on the move
 - E. With a paintbrush, a musical instrument in hand
-

7. Your classmates ask you for help most often for:

- A. Correct grammar mistakes
 - B. Do the maths
 - C. Fixing something that is broken
 - D. Training
 - E. Read notes from the score or draw a detail
-

8. In which of these statements do you most recognise yourself?

- A. I make friends easily
 - B. I like challenges
 - C. I have good manual dexterity
 - D. I have a highly developed sense of direction
 - E. I have a highly developed sense of aesthetics
-

9. Your classmates ask you for help most often for:

- A. Correct grammar mistakes
 - B. Do the maths
 - C. Fixing something that is broken
 - D. Training
 - E. Read notes from the score or draw a detail
-

10. The best teaching comes from:

- A. The great historical figures
- B. From study, study and more study
- C. From realising something
- D. From within myself, always challenging myself
- E. The great composers and artists

Well, now count the letter you have chosen several times and discover your

profile. If the answers

correspond to more than one more than one profile, don't worry... everyone is undecided! indecisive!

A. =

B. =

C. =

D. =

E. =

Letter A - COMMUNICATIVE

Your main skill is the ease with which you connect with others. It is the typical skill of politicians, but also of teachers, educators, counsellors, etc. 'Communicate' is a verb you can conjugate in all sauces. Your personality emerges from your relationships with family and friends. Of course, you could not be a hermit. Exchanging, i.e., giving and receiving, is an absolute necessity for you. You are easy-going, you can speak in public and you enjoy doing so. Your communication skills leave no one indifferent. And you can use it to negotiate and persuade, to mediate and inform, to train, help or cure people.

Aptitudes: communication, persuasion skills, diplomacy, tenacity and willpower.

Sectors: all jobs or almost all jobs in companies are open to communicators! It all depends on your nature. If for you communicating rhymes with dialogue, you can go into teaching, social research, diplomacy or human resources. If you like to advise and help others, you can choose between health, social work or guidance. And if, above all, you want to convince others? Then public relations and commerce are the sectors for you! Finally, if what you want is to share and exchange, the professions of communication or advertising are suitable for you

Letter B - TECHNICAL

Your strength is logic: reasoning, calculating, counting, ordering the world. It is a skill typical of mathematicians, scientists, engineers, lawyers... Deductive, rigorous and methodical are the adjectives that best define your way of thinking. You like observing and analysing. You juggle ideas and symbols rather than

words. You like to exercise your intelligence in the abstract while keeping your feet on the ground. You are concrete and above all well-organised. You are often gifted of a detachment capacity that allows you to have

a global vision and the ability to anticipate.

Aptitudes: self-confidence, logic and organisational skills.

Fields: you can bring your skills to bear in many fields. If you have a mentality scientific mindset, with a passion for experimentation, you can opt for professions in research and development, in companies or the public sector. If you like figures, you can banking or finance, statistics or accounting or even computer science,

information technology. Finally, those with a flair for organisation will choose the fields of sales, marketing and administration.

Letter C - PRACTICAL

You enjoy reading, keeping up to date with the topics you are passionate about, engaging with those who share your interests. You have a rich vocabulary and can juggle the nuances of language to express what you

think. You do not have You have no difficulty memorising a lot of information and have excellent synthesis skills. You enjoy working with data and numbers, you are at ease in office work, you love to linger and details,

because you know that in your profession it is the details that can make the difference. make the difference.

You do not feel the need for autonomy: you are perfectly capable of make decisions when needed, but you are comfortable following the instructions of others. For this you are recognised as an excellent partner within a team work where precision, punctuality and constant awareness of one's own work and role are indispensable qualities. your own role are indispensable qualities.

Aptitudes: precision, method, punctuality and reliability.

Sectors: it is not surprising that technicians are often oriented towards the world of mechanics, engineering,

chemistry and physics. Within their offices and laboratories, they calmly and accurately analyse and process data and information. information; they also plan and carry out processing according to the needs, constraints and deadlines imposed from outside. In public administration they are clerks and counter clerks,

but also officials who, with method and constancy, handle practices and carry out assigned tasks reliably and

on time. They are found also in publishing and communication: graphic designers and photocomposers; in logistics warehouse workers and couriers; in administration: accountants and bookkeepers.

Letter D - SPORTIVE

Yours is a physical ability. You express yourself best through your body, its movements or manual dexterity. This aptitude is particularly developed in actors, dancers and athletes, but also in doctors and craftsmen.

You

are sporty and a lover of "do-it-yourself". It is through this 'doing' that you get to know the world around you.

You usually have your feet firmly planted on the ground. You are concrete and do not waste time fantasising.

This does not prevent you from living in harmony with nature, in fact... your ideal job is outdoors! Mostly you don't spare yourself, you like to challenge yourself and you also have a certain recklessness with regard to danger.

Aptitudes: physical and manual dexterity, dynamism, mobility and adaptability

Sectors: among the practical types there are different trends. You can put your skills in the medical and

paramedical professions (nurse, physiotherapist...) or in sports. Alternatively, you may favour professions

related to the environment, animation, sales or even action (rescue, security, etc.). Lastly, if you are not very

good at contact with the public, you can put yourself forward for professions in arts and crafts or construction.

Letter E - CREATIVE

Your main skill lies in visualising mental images, a skill developed by architects, painters, sculptors, filmmakers, etc. You have an eye, you enjoy drawing and, above all, representing objects around you. For

you, an image is more effective than many speeches. You are creative, but you are not interested in aesthetics

as an end in itself. On the contrary, you like to imagine and create useful objects, the functioning of which

you are interested in. You are passionate about new technologies. You are certainly not indifferent to fashion:

appearance is not a superfluous detail. For you, form and substance are inseparable. You are intuitive, seek

out innovation and love to work and move freely.

Aptitudes: imagination, creativity, powers of observation, practical sense.

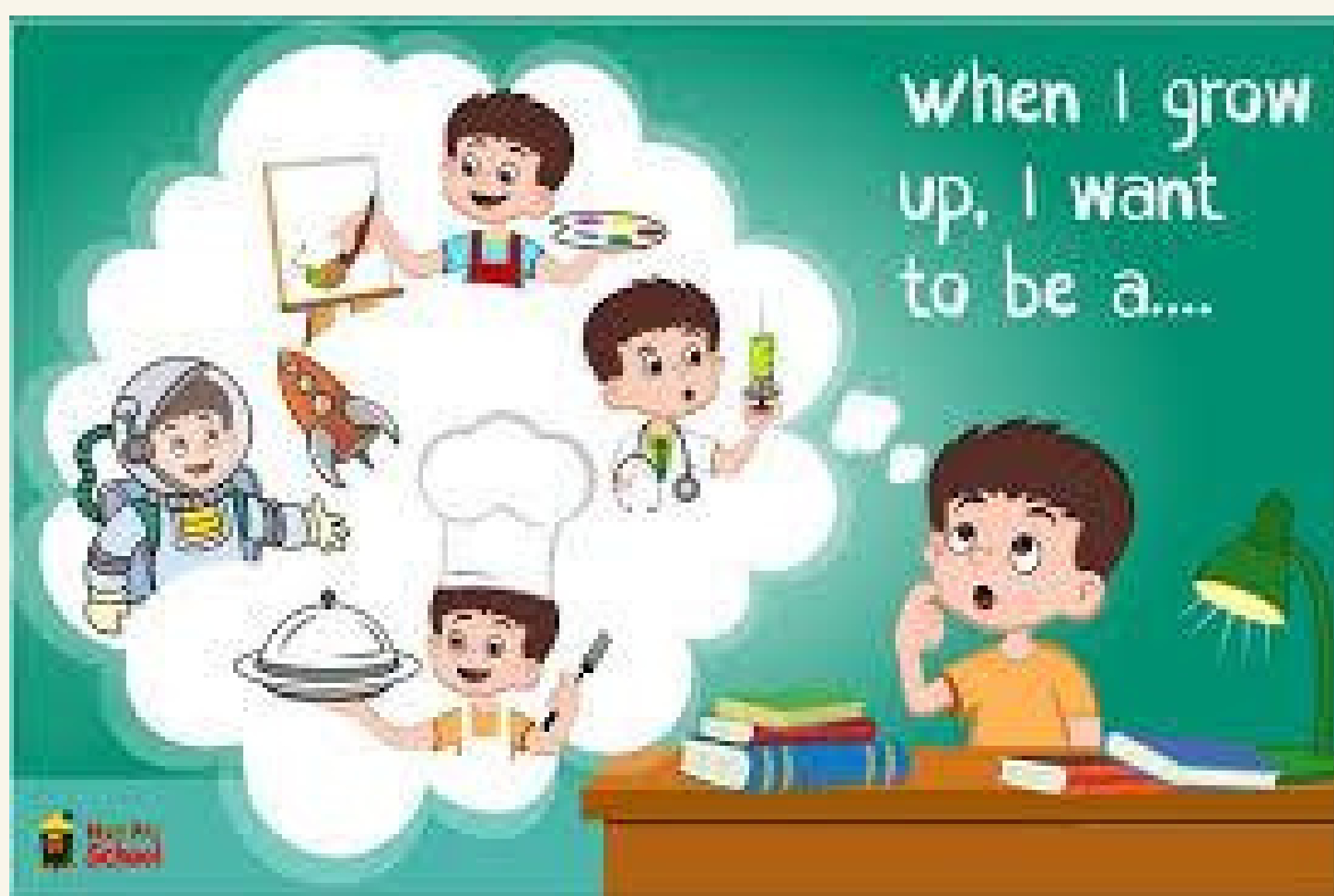
Sectors: all creative and, at the same time, concrete activities are for you. Sectors can range from engineering

to design, from graphic design to urban planning, from photography to filmmaking. It all depends on your

disposition. For example, if you are attracted by the idea of developing and fine-tuning a project, you can be

an engineer. If you have artistic nature and are interested in working with volumes, objects and materials,

you can be an architect, decorator or become an architect, a decorator or a craftsman.



ACTIVE LISTENING



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Osnovna škola Bartola Kašića
Vinkovci
Erasmus+ projekt 2020-2023
**S.O.F.T. – Start our future
today**

RADIONICA **Asertivnost (aktivno slušanje)**

Učiteljica: Gordana Maršić
Učenici: 7. 8. razred

Motivi: ono što je rečeno nije ono što se čulo, aktivno slušanje

Cilj: uočiti važnost aktivnog slušanja, temeljne zakonitosti komunikacije i shvatiti kako ono što je izrečeno nije ono što se čuje. Vidjeti kako nenamjerno dolazi do šumova u komunikaciji.

Tijek:

donošenje pravila radionice	5 min
uvodna aktivnost (Panto Pletikosa)	7min
središnji dio – izlaganje (komunikacija)	2 min
- rad u grupi	3 min
- izlaganje (neslušanje, aktivno slušanje, tehnike aktivnog slušanja)	10 min 25min
- rasprava	5 min
- pravila aktivnog slušanja	6min
završna igra – crtanje u paru	5min
evaluacija	2 min

1. pravila radionice (5min)

Voditelj i sudionici donose pravila radionice koje će poštivati na svakoj sljedećoj, ali i životu. Ukoliko nitko ne spomene, voditelj izražava želju za poštivanjem načela tolerancije, slobode, ravnopravnosti i diskrecije.

2. priča Panto Pletikosa (7min)

- Nekoliko osoba izađe iz prostorije. Ostalima se ispriča priča. Jedna od osoba u prostoriji prepričava priču osobi koju pozovemo unutra, ona sljedećeoj i tako do kraja. Na kraju se opet ispriča originalna priča.

-razgovor sa sudionicima kakve su greške nastale u prepričavanju priče, koji su se detalji zapamtili, što misle zašto se to dogodilo; kako nastaju tračevi, povezati to s iskustvom grupe o tračevima i ogovaranju.

Najava teme *Komunikacija*.

U čekaonici Doma zdravlja u Copocabani sjedi osamnaestero ljudi. Na vratima sobe

ispred koje sjedi najviše ljudi piše "dr. Panto Pletikosa, psihijatar, medicinska sestra Pavica Marić". U čekaonici sjedi general u civilu, čovjek u crnim cipelama, bijela žena s

malim trogodišnjim crnčićem, žena s uvijačima u glavi, nekoliko djevojaka i mladića te

čovjek sa velikim nosom. Odjednom se hodnikom začuje oštar zvuk ubrzanih koraka i

u čekaonicu ulazi zgodna četrdesetogodišnjakinja, a za njom kaska debeljuškast, ali namršten čovjek. Žena šmrca. Ulaze u ordinaciju bez kucanja. Izvana se čuje zvuk automobila i šum vjetra. Jesen je. General u civilu upravo je glasno zakašljao kad se jednom od mladića u čekaonici učinilo da čuje pucanj. Crvenokosa

četrdesetogodišnjakinja bijesno izlazi iz ordinacije. Za njom trči Pletikosa držeći se za

glavu. Mali crnčić je zaplakao.

2. središnje aktivnosti 25min

KOMUNIKACIJA

Voditelj zajedno sa sudionicima definira pojam *komunikacija*. Sudionici navode vještine ključne za uspješnu komunikaciju. Voditelj prikazuje 5 vještina i najavljuje temu radionice *Aktivno slušanje*.

RAD U GRUPI

- Sudionici sjede u trojkama. Jedna osoba u grupi govori, druga sluša, a treća

promatra. Osobe koje govore i koje slušaju dobivaju kartice sa zadatkom. Nitko osim

osobe kojoj je dana kartica ne smije pročitati tekst s kartice. Za razgovor grupe imaju

1min. Nakon 1 min voditelj proziva promatrače da prepričaju razgovor – koja je tema

razgovora bila, što je osoba koja je slušala radila, kako se osjećala, po čemu je to zaključio. Nakon što je nekoliko promatrača prepričalo voditelj daje uputu neka svi u

grupi podijele svoje kartice s ostalima. Slijedi rasprava jesu li slušači uspjeli izvršiti svoj

zadatak.

VRSTE NESLUŠANJA

Voditelj najavljuje 7 vrsta neslušanja. Za svaku ponudi naziv, a sudionici daju

objašnjenja i povezuju sa svojim zadacima. Voditelj za svaku vrstu neslušanja traži i/ili daje primjer.

OTIMANJE RIJEČI – slušatelj sluša tek toliko kako bi ugrabio priliku za vlastiti govor bilo da je nastavljanje rečenice govornika ili preuzimanje cijele teme
Da, da i meni se to dogodilo. Jednom sam tako...

OBRAMBENO ILI DEFENZIVNO SLUŠANJE – slušatelj je osjetljiv i ima općeniti stav da ga se napada pa i neutralne i dobronamjerne izjave shvaća kao napad na sebe
Što ti misliš? Da ja nemam prijatelja?

SLUŠANJE U ZASJEDI – slušanje radi napada na sugovornika. Slušatelj ne obraća pažnju na glavnu misao i cijeli kontekst već samo pazi na propust ili nejasnoću onome što govornik iznosi kako bi ga mogao napasti
E samo sam čekao da to spomeneš.

PSEUDOSLUŠANJE – slušatelj se doima kao da sluša, ali je mislima daleko
Da, da. Slušam ja tebe. – govori muž ženi dok gleda nogomet

JEDNOSLOJNO SLUŠANJE – slušatelj prima samo jedan dio poruke (npr. verbalni), a drugi (npr. neverbalni) potpuno zanemaruje
Dobro sam. – odgovara djevojka plačuci

SELEKTIVNO SLUŠANJE – slušatelj sluša samo ono što ga zanima, a oglašuje na ostalo
Da, da, da. Pusti sad kako ti je bilo na putovanju, reci mi koliko ti je trebalo do tamo?

SELEKTIVNO ODBACIVANJE – slušatelj prati sve što se događa, ali „ne čuje“ dijelove koje ne želi čuti
Čula sam da si dobio tri petice, ali ne želim o tome. Rekao si da si dobio jedan? Iz čega?

Sudionici zaključuju koji su razlozi neslušanja i na koji način se postaviti ili

postupiti

kada prepoznaju neki od oblika neslušanja. Zaključujemo da je u svakom obliku komunikacije od neizrecive važnosti govoriti jasno i sažeto.

AKTIVNO SLUŠANJE – tehnike aktivnog slušanja

Voditelj potiče sudionike da definiraju pojam *aktivno slušanje*. Nakon toga

voditelj

iznosi tehnike aktivnog slušanja. Sudionici za svaku tehniku daju primjer.

POSTAVLJANJE OTVORENIH PITANJA – Kada? Tko? Gdje? Koliko? Kako? Što?; izbjegavati Zašto? jer zvuči agresivno i napadački

OHRABRIVANJE – ohrabriti osobu da iznese vlastito mišljenje *Možeš li mi reći više o tome?*

EMPATIZIRANJE – dati do znanja osobi da ju razumijemo *Vidim da ti je ova situacija bila vrlo zahtjeva. Sretan sam zbog tebe.*

ZRCALJENJE - pokazati razumijevanje za osjećaje sugovornika, pomoći mu da procjeni

vlastite osjećaje *Izgledaš umorno. Doimaš se ljutim.*

SAŽIMANJE – grupirati važne činjenice i ideje skupa *Ovo su glavne ideje koje si naveo.*

PREOBLIKOVANJE – potvrđuje sadržaj poruke tako da se uočavaju potrebe, osjećaji i vrednote skrivene u poruci i izraziti ih pozitivno i nedvosmisleno –

voditelj

sudionicima daje primjere, a sudionici nastoje preoblikovati

Vraćamo se zaključku da je u svakom obliku komunikacije od neizrecive važnosti govoriti jasno i sažeto.

RASPRAVA

Voditelj počinje raspravu pitanjem *U kojoj mjeri ovo primjenjujete u svom životu?* (školi, kod kuće, s prijateljima; kada, s kim i gdje najčešće? ako uopće da)

PRAVILA AKTIVNOG SLUŠANJA

Sudionici donose pravila i preduvjete za aktivno slušanje. Ispisuju ih na zajednički plakat ili ih voditelj upisuje na slikokazu.

Voditelj potiče sudionike na razmišljanje zbog čega je potrebno primjenjivati tehnike aktivnog slušanja.

4. crtanje u paru (5min)

Sudionici se podijele u parove i sjede okrenuti leđima jedno drugom. Jedan par dobije crtež koji mora opisati svom paru (koji ne smije vidjeti crtež) kako bi ga što vjernije nacrtao na svom praznom papiru. Ne smiju se gledati crteži - niti jedan par i crtači ne smiju postavljati pitanja već samo slušaju upute od svoga para koji ima original crtež. Podsjećamo se na svrhovit i sažet govor – jasne upute. Nakon što je crtač dobio sve upute od govornika, pokažu svatko svoju sliku jedno drugom - crtači što su nacrtali, govornici koju sliku su opisivali. Proglašavamo najuspješniju suradnju

5. evaluacija

Voditelj daje uputu sudionicima da stave oznaku X ispod osjećajnika koji prikazuje kako su se osjećali tijekom radionice. Zahvaljuje im na sudjelovanju i aktivnom slušanju.

Literatura:

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5. Marušić, S., Pavletić, Z., Ptiček, R. Razvoj komunikacijskih vještina. Preuzeto 10. ožujka 2017.

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CREATIVITY WORKSHOP



Co-funded by the
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S.O.F.T. – Start our future today
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CREATIVITY, workshop

Age, grade: 13, grade 7

Teacher: Gordana Maršić

Objectives: to learn that creativity can be developed, to learn several techniques of creativity development

Language: agreeing, disagreeing, suggesting

Vocabulary: creativity, develop, method, idea, we could, why don't we, I think that...

Outcomes: pupils know that creativity can be developed, they are ready to try different methods, raised self-confidence

Grouping: whole class, individual work, group work

Material needed: notebook, pencil, story cubes, different objects from the classroom

Time: 45 minutes

Sources:

<https://www.verywellmind.com/how-to-boost-your-creativity-2795046>

<https://www.edutopia.org/article/4-ways-develop-creativity-students>

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<https://www.entrepreneur.com/article/311870>

<https://www.creativelive.com/blog/what-is-creativity/>

[https://www.cornerstone.edu/blog-post/what-is-creativity-and-why-do-you-
need-it/](https://www.cornerstone.edu/blog-post/what-is-creativity-and-why-do-you-need-it/)

Procedure

Introduction (4')

Do you know what creativity is?

How would you describe a creative person?

Are you creative? (if yes: What good ideas did you have?

if no: Why do you think so?

Do you know anyone who is creative?

Can creativity be developed?

Explaining creativity (23')

Creativity is the use of imagination or original ideas to create something, inventiveness, originality.

Some people believe that creativity is an inborn skill and that it cannot be developed. They think that because they see that children are usually more creative than adults, children use less of their creative abilities as they grow up and they become more conventional.

Creativity can be developed by learning and applying creative thinking processes, teachers must value creativity, celebrate it and reward it.

Components of creativity:

- expertise (knowledge)
- creative thinking skills
- motivation

Some methods we can use to develop creativity:

a) Brainstorming

a group of pupils should generate as many new ideas as they can in a relatively short span of time

b) Unfinished stories

pupils get a story without an end and they must write an end

c) Imitation method

it is often used in business, we find flaws or shortcomings of an existing product and give ideas for its improvement

d) Metaphors:

we try to create connections between seemingly incompatible concepts

e) Input-output method:

reach the desired state with available resources (we must create a product that

our school cooperative can sell, but we have only...)

f) SCAMPER method:

we get a product and must change it , we must:

SUBSTITUTE (part of a product, steps in a process,...)

COMBINE

ADAPT

MODIFY (change, size, material, colour,...)

PUT TO OTHER USE (for example: use a pencil as a ruler)

ELIMINATE (or minimize)

REARRANGE/REVERSE

g) Association:

we form five associations to a given word into an idea for a product

h) Story cubes:

story cubes are a set of 9 dice with pictures on each side used to prompt a conversation or story. It provides a random input allowing you to think outside your habitual thought patterns.

i) Six thinking hats:

Developed by Edward de Bono in the early 80s, this technique is used by businesses all over the world. A group of pupils want to produce something or organise something. Each hat represents a different direction of thinking, they look at the problem from 6 different perspectives:

Black Hat: Use a negative perspective. Which elements of the solution won't work?

Blue Hat: Think broadly. What is the best overall solution?

Green Hat: Think creatively. What are some alternative ideas?

Red Hat: Look at the situation emotionally. What do your feelings tell you?

White Hat: Look at the situation objectively. What are the facts?

Yellow Hat: Use a positive perspective. Which elements of the solution will work?

Pupils' creative activity (13')

Depending on their age and language level, classes can be given different tasks:

Individual work:

Story cubes - write a short story using the given words

Group work (groups of 6 pupils)

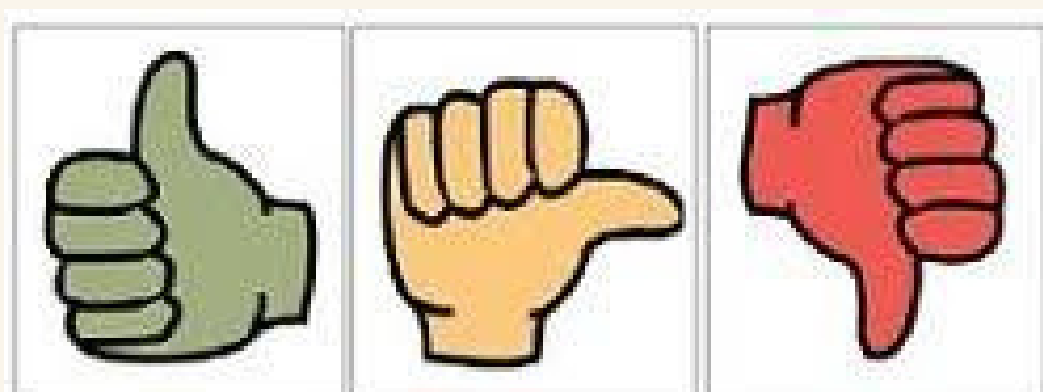
SCAMPER - pupils get an object (pencil, umbrella, pencil case, chair, etc.)

Six thinking hats - our school cooperative wants to take part at Health fair with our products

Presentation of works (5')

Evaluation:

Show me what you think about the workshop and its usefulness:





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