

# Project Result 3 - SKILLS PATHWAY

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## 12 ADDITIONAL ACTIVITIES for teachers and students



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**ADDITIONAL ACTIVITIES for Innovative  
thinking – Creativity – Active listening –  
Teamwork**



## SKILL



### Innovative thinking



**ACTIVITY NUMBER: 1**

### Innovation incubator

**Time: 120 min.**



## 01 What are the objectives of the activity?



- To develop innovative thinking skills through a rapid problem-solving exercise.
- To promote teamwork and collaborative problem-solving.
- To enhance presentation and communication skills.
- To foster adaptability and the ability to refine ideas based on feedback.
- To encourage creative risk-taking and experimentation.

## 02 What will teachers and students learn?



Students will learn how to quickly generate and refine innovative ideas.

Teachers will observe students' creative thinking processes.

## 03 Tasks and procedure



### Activity implementation:

#### 1. Problem identification (15 minutes)

Introduce a specific challenge or problem statement to the class. Encourage students to quickly grasp the essence of the problem.

Examples: Reducing plastic waste in our school; enhancing physical activity during breaks; promoting inclusivity in the classroom; revitalizing a neglected outdoor space, etc.

#### 2. Express ideas (20 minutes)

Ask students to individually brainstorm and write down as many solutions as possible. Emphasize quantity over quality at this stage.

#### 3. Idea presentation (15 minutes)

Students present their top ideas to the class in quick, concise pitches (1-2 minutes each). Encourage feedback and questions.

#### 4. Idea selection and development (15 minutes)

In small groups (divided by the teacher or by idea similarity), students select the most promising idea(s) from the presentations. They refine and flesh out these ideas.

#### 5. Prototype or plan (25 minutes)

Depending on the nature of the challenge, students either create a basic physical prototype or develop a detailed plan on paper.

#### 6. Presentation of prototypes/plans (15 minutes)

Each group presents their final prototype or plan to the class. Allow time for questions and brief feedback.

#### 7. Reflection and discussion (15 minutes)

Lead a class discussion on the innovative thinking process. Ask students to share insights gained from the activity.



## 04 Materials



- Whiteboard and markers (for problem statement and brainstorming)
- Basic craft supplies (for physical prototypes, if applicable)
- Paper and writing implements

## 05 Tips



- Encourage a lively and open atmosphere to stimulate creativity.
- Emphasize the importance of quick idea generation at the start.
- Remind students to focus on refining one or two promising ideas, rather than spreading themselves too thin

## SKILL

### Creativity



## ACTIVITY NUMBER: 2

### Creative expression gallery

Time: 80 min.



## 01 What are the objectives of the activity?



- Encourage students to explore and express their creativity through various art forms.
- Promote self-expression, imagination, and originality.
- Develop an appreciation for diverse forms of creativity.

## 02 What will teachers and students learn?



Teachers will observe students' unique creative abilities, gaining insights into their individual strengths and styles. Students will learn to appreciate and respect different forms of creative expression.

## 03 Tasks and procedure



### Activity implementation:

#### 1. Preparation (10 minutes)

Briefly explain the activity and its objectives to the class. Arrange a selection of art supplies in accessible stations.

#### 2. Creative exploration (30 minutes)

Invite students to move between the stations and choose the materials that resonate with them. Encourage them to create anything that comes to mind, without specific guidelines or themes. Emphasize that there are no right or wrong answers in this activity.

#### 3. Gallery setup (15 minutes)

Allocate a space in the classroom where students can display their creations. Provide materials like tape, strings, boards, and hooks for mounting or hanging the artwork.

#### 4. Gallery walk and reflection (20 minutes)

Instruct students to walk around the gallery, observing each other's work. Provide guided reflection questions.

#### Optional: Creative Expression Showcase (5 minutes)

If time allows, students can briefly present their work to the class.

## 04 Materials



- Drawing and painting: Sketchbooks or drawing paper, Pencils (graphite and colored), Erasers, Watercolor paints and brushes, Acrylic paints and brushes, Oil pastels, Markers

- Mixed media: Collage materials (magazines, newspapers, old books), Glue sticks or Mod Podge, Scissors, Fabric scraps, Buttons, beads, and other small embellishments.
- Sculpture and 3D Art: Air-dry clay or modeling clay, Sculpting tools, Wire, Papier-mâché materials (newspaper strips, flour, water),
- Found object art: Assorted found objects from nature (leaves, twigs, stones), Recyclables (bottle caps, cardboard, plastic containers)
- Textiles and fiber arts: Fabric scraps, Needles and thread, Yarn or embroidery floss, Fabric markers or paints
- Additional supplies: Aprons or old t-shirts to protect clothing, Disposable gloves (for messy activities), Plastic tablecloths or tarps (to protect surfaces)
- Display materials: Boards or cardboard for mounting, Hooks, strings, or clips for hanging

## 05

### Tips



- Encourage students to explore and express their creativity through various art forms.
- Promote self-expression, imagination, and originality.





## SKILL



### Active listening



**ACTIVITY NUMBER:** 3

### Story chain

**Time: 40 min.**



## 01 What are the objectives of the activity?



- To develop active listening skills in both teachers and students.
- To enhance the ability to retain and relay information accurately.

## 02 What will teachers and students learn?



Teachers will refine their listening skills by paying close attention to details.

Students will practice clear and concise communication.

## 03 Tasks and procedure



### Activity implementation:

#### 1. Start the story (5 minutes)

Begin with a simple, engaging story relevant to the curriculum or subject matter.

#### 2. Start the chain (1st Round) (5 minutes)

The teacher begins by sharing the first sentence or paragraph of the story. The teacher then selects a student to continue the story.

#### 3. Continue the chain (Subsequent Rounds) (15 minutes)

Each participant, teacher or student, adds a sentence or paragraph to the story. The catch: they must include a detail or keyword from the previous person's contribution.

#### 4. Reflect and recap (10 minutes)

After the story is complete, ask participants to recap the entire narrative, ensuring all details are included.

## 04 Materials




- No specific materials are needed for the implementation of this activity

## 05 Tips



Model active listening: As the teacher, demonstrate focused listening by incorporating elements from the previous person's contribution into your own.



Encourage detail retention: Remind participants to pay close attention to the story to ensure accuracy in their contributions.

Maintain a supportive atmosphere: Encourage a non-judgmental environment, where participants feel comfortable sharing their contributions.

Outcome: This activity promotes active listening, attention to detail, and clear,

## SKILL

### Teamwork



**Note:** These activities are developed within the framework of the PR3 – Skills Pathway. These



**ACTIVITY NUMBER:** 4

### Jigsaw puzzle

will be integrated as added value to the PR3 Handbook. The benefits brought by these activities are demonstrated by the efforts made by the partnership to create new activities that can be used b

**Time: 80 min.**



## 01 What are the objectives of the activity?



- Promote teamwork, communication, and patience.
- Develop problem-solving skills in a collaborative setting.

## 02 What will teachers and students learn?



Teachers will observe and facilitate teamwork dynamics, honing their skills in guiding group activities.

Students will practice effective communication, critical thinking, and adaptability.

## 03 Tasks and procedure



### Activity implementation:

#### 1. Preparation (3 minutes)

Set up the designated area with the jigsaw puzzles, making sure each team has one puzzle. Briefly explain the activity and its objectives to all participants.

#### 2. Team formation (5 minutes)

Divide the participants into teams. Ideally, each team should have roughly the same number of members.

#### 3. Introduce the challenge (2 minutes)

Explain that the goal is to complete the jigsaw puzzle within a set time frame. Emphasize that each team will have only a portion of the puzzle pieces.

#### 4. Distribute puzzle pieces (10 minutes)

Give each team their designated portion of the puzzle. Ensure that no team has all the pieces necessary to complete their puzzle. Depending on the complexity of the puzzle and the available time, set a reasonable time limit for completion.

#### 5. Begin the challenge (30 minutes)

Start the timer and let the teams work on their puzzles. Encourage communication and collaboration within each team to solve their part.

#### 6. Introduce trading phase (5 minutes)

After the initial work period, announce the trading phase. Each team can now negotiate with other teams to exchange pieces.

#### 7. Continue puzzle assembly (20 minutes)

Resume the timer and allow teams to continue working on their puzzles with the new pieces they acquired.

#### 8. Reflection and debrief (10 minutes)

Stop the timer when the time limit is reached. Gather all participants for a

debriefing session. Discuss the experience, focusing on teamwork strategies, communication effectiveness, and problem-solving approaches.

## 04 Materials



- Several jigsaw puzzles (complexity and pieces can vary based on age or preference)
- Timer or stopwatch
- Space large enough to spread out the puzzles and accommodate teams

## 05 Tips



- Encourage teams to strategize before making trades. They should identify which pieces they need most and negotiate accordingly.
- Emphasize the importance of clear communication. Effective description of pieces can make or break the success of the activity.
- Remind participants that patience is key. Frustration may arise, but staying calm and focused is crucial.



**ADDITIONAL ACTIVITIES for  
Resilience and stress management–  
Positive attitude– Passion and self-  
motivation – Effective communication**

## SKILL



### Resilience and stress management



### ACTIVITY NUMBER: 1

**Time: 20 mins**



**The three senses activity**

## 01 What are the objectives of the activity?



The objectives of this task are:

- ✓ To evoke a mindful state even in stressful situations
- ✓ To cultivate a mindful awareness of different body parts

## 02 What will teachers and students learn?



This activity will give teachers and students the chance to pay attention to what they observe and feel while using their different senses one at a time.

This is a technique that can help in moments of stress or tension.

## 03 Tasks and procedure



The procedure for this activity makes it easy to quickly assimilate the necessary steps as follows.



**Step 1:** Students are asked to look around and SEE three things that they would not normally pay attention to (your shadow for example).

**Step 2:** Students are asked to look around and notice one thing that they can TASTE.

**Step 4:** Here the teacher has to make various noises to make it difficult to hear the same thing. Students are asked to look around and notice THE SAME thing that they can all HEAR. This technique will help them in stressful moments in the future.

## 04 Materials



Objectives around

## 05 Tips



- Encourage students to discover unusual things following the three senses activity.
- Encourage them to do this even when they are stressed to relax from negative emotions

## SKILL

### Positive attitude



**ACTIVITY NUMBER:** 2

**Time: 20 mins**



**Compliments to all activity**

## 01 What are the objectives of the activity?



The objectives of this task are:

- ✓ To adopt a positive attitude in the inside and outside classroom
- ✓ To be able to express smiles of joy
- ✓ To demonstrate positive thinking in sharing a compliment with a classmate

## 02 What will teachers and students learn?



This activity will give teachers and students the chance to express a positive attitude by sharing compliments with classmates. They will have the chance to enrich themselves with positive thoughts from the others being in a circle of happiness.

## 03 Tasks and procedure



The procedure for this activity makes it easy to quickly assimilate the necessary steps as follows.

**Step 1:** Students are seated in a circle, on chairs.

**Step 2:** Students share a compliment with the classmate next to him and highlight a quality that starts with the initial of his/her first name. It can be verbal or written. Once someone has received a compliment, they cross their legs to show they received one.

**Step 3:** The activity is done when everyone gets their turn.

## 04 Materials



Chairs

Paper

Pen

## 05 Tips



- Encourage but do not force the children to do this if there are misunderstandings between them and the person next to them.
- Make sure all students are involved.

## SKILL



### Passion and self-motivation



**ACTIVITY NUMBER:** 3

**Time: 20 mins**



Acts of kindness activity

## 01 What are the objectives of the activity?



The objectives of this task are:

- ✓ To make full use of motivational skills
- ✓ To explore creativity, passion and validate personal strengths

## 02 What will teachers and students learn?



This activity will give teachers and students the chance to reflect on their passion and self-motivation through acts of kindness. It will enable them to spread positivity and to develop a positive thinking.

## 03 Tasks and procedure



The procedure for this activity makes it easy to quickly assimilate the necessary steps as follows.

**Step 1:** Students are divided into two groups. They are asked to perform small acts of kindness for their colleagues, and teachers.

**Step 2:** These acts can range from writing thank you letters to drawing something beautiful for the other person, creating ornaments, etc.

**Step 3:** At the end, the teacher can keep the letters, drawings, ornaments, creations in the class to remember the positivity of the activity.

## 04 Materials



Paper

Pencils

Scissors

Ornaments

Crepe paper

## 05 Tips



- Encourage the reaction of positivity within the classroom.
- Motivate students to continue spreading positivity beyond the classroom walls.

## SKILL



### Effective communication



**ACTIVITY NUMBER:** 4

**Time: 30 mins**



**Mime activity**

## 01 What are the objectives of the activity?



The objectives of this task are:

- ✓ To be able to communicate effectively and appropriately using non-verbal communication.
- ✓ To practice mime skills.

## 02 What will teachers and students learn?



This activity will give teachers and students the chance to practice mime skills by using non-verbal communication. Their non-verbal communication skills in class or blended learning will also be improved.

## 03 Tasks and procedure



The procedure for this activity makes it easy to quickly assimilate the necessary steps as follows.

**Step 1:** Students are asked to pick an object and hide it.

**Step 2:** Each student has 30 seconds to communicate non-verbally and mime the chosen object, while the others must guess the object.

**Step 3:** At the end, the teacher must use non-verbal language to express feedback about how the children did the activity.

## 04 Materials



Objectives around

## 05 Tips



- Give the children the freedom to choose their favorite object around.
- Make sure they want to participate in the activity and don't force them if they don't want to.
- Make sure there is a safe space for the activity.





# **ADDITIONAL ACTIVITIES for Empathy– Adaptability–Organisation- Problem solving**





## SKILL

### Empathy



### ACTIVITY NUMBER: 1

**Time: Min 30 mins**



## 01 What are the objectives of the activity?



The objective of this activity is the daily work of empathy through simple actions such as paying full attention to conversations, showing sincere interest in what the other person expresses.

## 02 What will teachers and students learn?



Teachers will practice empathy through the exercise of mindfulness in conversations, learn to observe gestures and movements that may reveal hidden feelings, and learn to accept and validate the feelings of others, even if they are different from our own.

## 03 Tasks and procedure





The implementation of this activity is simple but effective for the development of empathy, it is that while participating in the conversation, (either with another teacher, with students etc....) pay special attention to what that person feels. The steps are very simple but it is about being aware that we are carrying them out:

- 1- Focus on listening. Control both distractions and your own feelings, which could easily capture your attention, and strive to stay emotionally attuned throughout the conversation, paying full attention to the conversation, showing sincere interest in what the other person is expressing.
- 2- Body Language Analysis: Observe gestures and movements that may reveal hidden feelings. Observe body language cues. This may include tone of voice and subtle changes in energy.
- 3- Practice nonverbal empathy: Nonverbal empathy is important because it allows us to connect with others in a deeper way. People may not be able to express their feelings in words, but nonverbal empathy allows us to read and understand their emotions anyway. Some of the ways you can practice nonverbal empathy is to consider for example:

Body posture, which can tell a lot about how a person is feeling, if someone is hunched over with their head down, they are probably feeling sad or depressed. If someone is standing with their shoulders back and head up, they are probably feeling confident and happy. Eye contact is an important form of nonverbal communication; if someone is avoiding eye contact, they may be feeling uncomfortable or embarrassed. If someone is maintaining eye contact, they are probably feeling comfortable and confident.

Tone of voice can tell a lot about a person's emotional state, if a person speaks with a monotone and emotionless tone of voice, they are probably feeling sad or depressed. If someone speaks with a loud, enthusiastic tone of voice, they probably feel happy and

motivated.

Facial expression is one of the most obvious forms of nonverbal communication; someone smiling is likely to feel happy and cheerful. If someone has an angry expression on their face, they are probably feeling anger or frustration.

- 4- Emotion Recognition: Accept and validate the feelings of others, even if they are different from your own.
- 5- Personal Reflection: try to be aware of your own emotional reactions during interactions with that person.

## 04 Materials



No materials are necessary to carry out this activity, but it would be important for you to make a kind of checklist to see if in the interactions you have had with students or teachers you have been aware that you have put into practice these five points.

## 05 Tips



Improving your empathy requires regular practice, and over time, you will find that your ability to understand and relate to the emotions of others becomes stronger. If you consciously put this exercise into practice, trying in your conversations and interactions to appreciate if you follow the 5 points will help you become a more empathetic person in your interactions with students and other teachers.

## SKILL



### Adaptability



### ACTIVITY NUMBER: 2

**Time: 30 mins**



## 01 What are the objectives of the activity?



The objective of this activity is to enable them to develop the ability to adjust to new situations and changes in the environment, whether at work, in their personal life or in any other context.

## 02 What will teachers and students learn?



Teachers will learn to evaluate available options and make informed decisions in problem solving. They will also develop the ability to anticipate possible outcomes and evaluate their consequences.

It will also help them to stimulate the generation of new and creative ideas to

address problems. Develop the ability to think "outside the box" and find innovative solutions.

## 03 Tasks and procedure



Step 1. the objective of the session:

Establish a vision of the near future, then define action steps to achieve it.

Sitting comfortably, with paper and pen, close your eyes and imagine that there are 6 months to go. Imagine that you have accomplished everything you set out to do. Think about what you have done and achieved in these six months. What your job is like. How are your relationships. What makes you happy.

Now draw your vision of the future on the right side of the paper. Narrow it down to 4 or 5 different themes that make up this vision, using as few words but as many visual elements as you wish.

Step 2:

Across the top of the page to write at least 5 helpful factors that will support you to realize their vision. These might be people, opportunities, technologies, situations, etc.

Step 3:

Across the bottom of the page, to write at least 5 supporting factors that will support you to realize their vision. Again, these might be people, opportunities, technologies, situations, etc.

Step 4:

Now define the action steps, draw three boxes from the left of the paper to the vision on the right. These will be the three big steps you need to take to achieve their vision.



Write one step in each box, concisely, but with as much detail as you need

## 04 **Materials**



Markers Notebooks & pens or you can also do it in digital format using a computer.

## 05 **Tips**



This activity can be done individually or it can be done in a group as a way to see the different ways in which each participant solved the conflict or problem.

## SKILL

### Planification/Organization



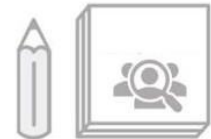
### ACTIVITY NUMBER: 3



Time: 30-50 min



## 01 What are the objectives of the activity?



Following the GROW model teachers can define goals or objectives by analysing their current situation; and by weighing the options they have, design an action plan and carry it out with will and commitment. GOAL-OBJECTIVE: Define and establish the goal to be achieved.

## 02 What will teachers and students learn?



The GROW model is a simple yet highly effective framework that can be used in any setting. It can be adapted to fit into any setting where decisions need to be made, or where obstacles need to be overcome. The benefit of having

structure is that the person-chosen topic can move forward on their terms. It helps set an agenda, and open-ended questioning allows teachers to be open to the possibilities that might be revealed.

The GROW model makes the process a little more structured.

## 03 Tasks and procedure



GROW is an acronym that stands for Goal, Reality, Obstacles/Options, and Will.

Step 1:

ESTABLISH THE GOAL (aspiration)

Goals are essential, and the more aligned teachers are in moving towards those goals, the more committed they will be to participating in actions that make those goals a reality.

Ask yourself to describe what their goal/aspiration(s) is.

Some examples

What do you want to achieve?

What new skills do you want to learn or develop?

What would you like to focus on today?

What's important to you at the moment?

What challenges are you facing at the moment?

Step 2:

EXAMINE THE CURRENT REALITY

Next, ask yourself to describe your current reality.

This is an important step. You must have a starting point. This area is an





invitation for self-assessment.

As you analyze your current reality, clues may begin to emerge.

Useful questions to ask in this step

What is working well at the moment?

What do I need?

What excuses have you always used for not reaching your goals?

Have you already taken any steps towards your goal?

Does this goal conflict with other goals or objectives?

What fears do you have?

What are you passionate about?

Step 3:

EXPLORE THE OBSTACLES/OPTIONS

Once you have explored the current reality, it is time to determine what the chances are of achieving your goal.

Brainstorm as many good options as possible. Then decide which ones are the best.

Typical questions you can use to explore options are the following:

What obstacles stand in my way?

If you had 50% more confidence, what would you do differently?

What could you do?

What would you do differently?

What if this obstacle were removed, would it change anything?

What are the pros and cons of each option?

What would you do if you answered to no one?

What is the most efficient use of your time right now?

## Step 4:

### ESTABLISH THE WILL

The way forward (personal responsibility and actions) (What, When and the WILL to do it)

Having established their current reality and explored the options, the teacher will have a fairly clear idea of how they can achieve their goal. Impressive, but it may not be enough. The final step is to get the teacher to commit to specific actions to move towards their goal. This step helps them to activate their willpower and gives them a boost of empowerment.

Effective questions to ask include

On a scale of 1 to 10, how motivated are you to achieve your goal?

What does it take to get that motivation close to 10?

Whatever your first step is, can you think of anything that might prevent you from taking it?

How committed are you to achieving this goal?

How do you want to be held accountable for this goal?

How will you celebrate when you have achieved your goal?

What are you going to do in the next 24 hours?

What will you do when you have reached your goal?

Who do you need to include in your journey towards this goal?

What else do you need to consider before you start?

Decide on a date by which you will review your progress. This will provide you with some accountability and allow you to change your approach if the original plan is simply not working.



## 04 Materials



Markers Notebooks & pens

## 05 Tips



One of the many advantages of the GROW method is that you don't need to be a coach to apply it. Anyone can use it to guide themselves towards a goal using the GROW method. Following the steps proposed by this technique can be a great help in planning towards your goals.

## SKILL

### SOLVING PROBLEM



### ACTIVITY NUMBER: 4



**Time: 20 minutes**



## 01 What are the objectives of the activity?



Foster the ability to analyze situations, identify problems and evaluate possible solutions. Improve the ability to think logically and reflectively.

## 02 What will teachers and students learn?



Teachers will learn to evaluate available options and make informed decisions in problem solving. They will also develop the ability to anticipate possible outcomes and evaluate their consequences.

It will also help them to stimulate the generation of new and creative ideas to address problems. Develop the ability to think "outside the box" and find

innovative solutions.

## 03 Tasks and procedure



### Step 1:

Think about conflicts or problems you have experienced. They can come from within or outside the current team, and from within or outside the organization.

Identify as many significant conflicts or problems as possible, going back several years if necessary. Write them down in your notebooks.

### Step 2:

From the historical conflicts you noted, rank each one from 1 to 3.

1 = Conflict or problem I handled well

2 = Conflict or problem that I handled more or less well

3 = Conflict or problem I handled poorly

### Step 3:

Reflect individually, on the following questions:

Which responses were exhibited during the conflicts or problem I identified?

What behaviors and actions were effective at resolving the conflicts?

What behaviors and actions were not effective at resolving the conflicts?

### Step 4:

From the reflections, develop 2 or 3 guidelines for effectively managing conflict.

Write down the guidelines and try to put them into practice each time you are faced with the same problem or conflict.



## 04 **Materials**



Markers Notebooks & pens or you can also do it in digital format using a computer.

## 05 **Tips**



This activity can be done individually or it can be done in a group as a way to see the different ways in which each participant solved the conflict or problem.