The most effective face to face methods, approaches, tools.

Aleksandra Leštšuk
Olga Feldman-Magsumova

Aleksandra

Digital promotion & advertising specialist & business consultant, Ida-Virumaa Business Center

AromaGames, EkendiaGardend brands owner

Scent of Narva, Scent of Estonia project initiator

Member of the Estonian Association of Aroma Specialists

Olfactory specialist, aroma psychologist, specialist at psycho-symbolism

Master of Technology

Educational Technologist and project manager, teacher of IT and multimedia arts,

IT systems developer, Fujitsu/Mandator & CellTelecom

Olga

Estonian and English language teacher

Master of Arts in Humanities (Linguistics)

Founder of Felola Language School

Learning and development manager, East-Viru Central Hospital

Yoga and Aerial Yoga instructor

Founder of Terra Sport fitness club

Schedule

01.03.2022		02.03.2022		03.03.2022	
09.00-09.30	Welcome	09.00-12.15	Face to face methods	09.00-12.15	Face to face methods
09.30-12.15	Face to face methods	12.15-13.00	Lunch	12.15-13.00	Lunch
12.15-13.00	Lunch	13.00-16.00	Face to face methods	13.00-14.30	Evaluation and reflection /
13.00-14.00	Face to face methods	16.30	End of	Celebration	
14.15-16.30	Face to face methods	the day		14.30	End of the Day
16.30	End of				
the day					

Top 10 skills of 2025

1 Analytical thinking and innovation

2 Active learning and learning strategies

3 Complex problem-solving

4 Critical thinking and analysis

5 Creativity, originality and initiative

6 Leadership and social influence

7 Technology use, monitoring and control

8 Technology design and programming

9 Resilience, stress tolerance and flexibility

10 Reasoning, problem-solving and ideation

Type of skill
- Problem-solving
- Self-management
- Working with people
- Technology use and development

Source: Future of Jobs Report 2020, World Economic Forum.

1 Lecture

Teacher represent new information to students

2 Survey

Teacher asks students their opinion or asks to answer the question

The question might be answered "Yes" and "No" and students show it with their hands.

(2)

Survey (10 min)

EXAMPLE agreements:

3 **THE BOARD of DECISIONS (Timeline)**

Teacher puts big sheets of papers to the wall and defines the main topics or key goals of the lesson to archive in timeline.

At the end of each task participant
thinks and writes /puts stickers with his/her opinion to the board. Also briefly explains his/her opinion.
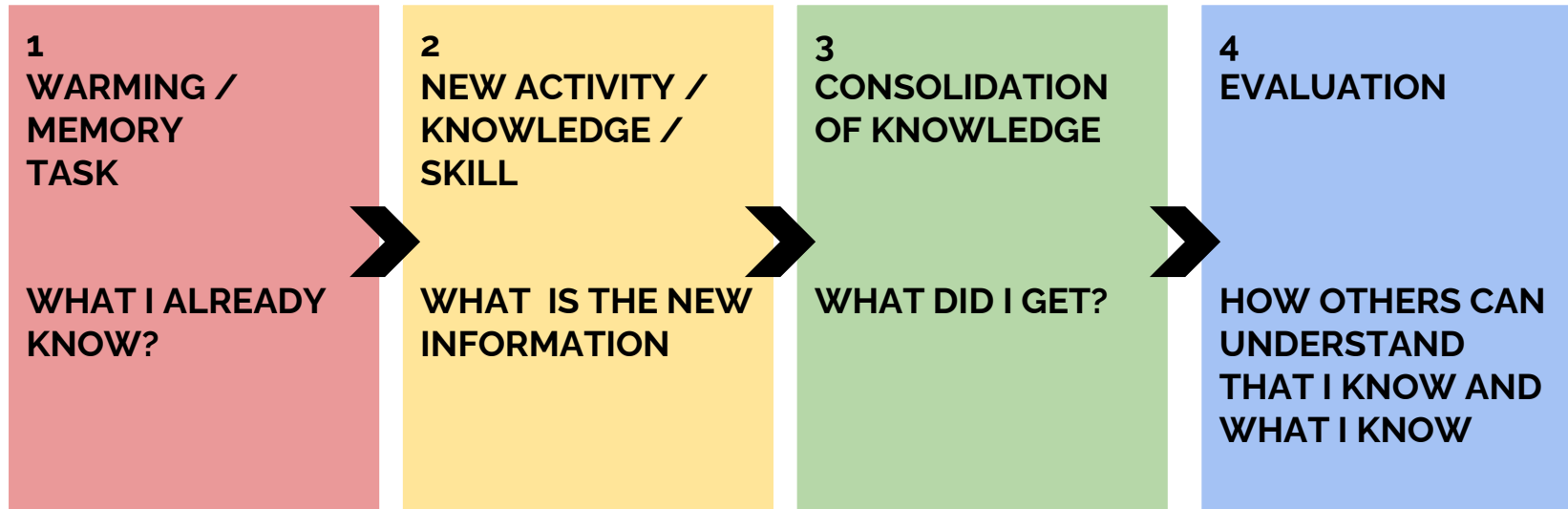
1	2	3	4

3

THE BOARD of DECISIONS (10 min)

EXAMPLE 4 parts of studying process

for which part of the lesson this method is suitable for...

(put sticker with number after each method was used)

during 3 days...

1
WARMING /
MEMORY
TASK

WHAT I ALREADY
KNOW?

2
NEW ACTIVITY /
KNOWLEDGE /
SKILL

WHAT IS THE NEW
INFORMATION

3
CONSOLIDATION
OF KNOWLEDGE

WHAT DID I GET?

4
EVALUATION

HOW OTHERS CAN
UNDERSTAND
THAT I KNOW AND
WHAT I KNOW

Inventors (15 min)

(3 min) STEP 1   Each participant **invent a method to present his/her name (dance, song, 3D model, poem, gestures, etc). The main goal is to make others remember your name.**

(12 min) STEP 2   Make circle of participants. **Each participant takes place in the center of the circle and explains his/her name and involves others in the process of remembering**

HELLO, MY NAME IS ____

4

HELLO,
MY NAME
IS _____

Inventors **(15 min)**
EXAMPLE

(3 min) STEP 1

Each participant **invent method to present his/her name (dance, song, 3D model, poem, gestures, etc). The main goal is make others remember your name.**

(12 min) STEP 2

Make circle of participants. **Each participant takes place in the center of the circle and explains his/her name and involves others to the process of remembering**

5 Business card (20 min)

(5 min) STEP 1   Each participant chooses materials to ==**create individually a business card to present themself**==.

(14 min) STEP 2   ==**Then participants make pairs randomly and during 2 min. presenting themself to each other, asking and answering questions. Then they exchange business cards.**== Repeat and repeat STEP 2 till signal.

(1 min) STEP 3   ==**The goal is to find and give away the card to the owner**==. **Who is the fastest?**

JAMES SMITH
SALES MANAGER

☎ 123 123 123
✉ james.smith@spc.com
🌐 www.spc.com

5 Business card & memory game (20 min)
EXAMPLE

(5 min) STEP 1 ==**Make individually a business card to present yourself**== .

(14 min) STEP 2 Present yourself to someone and answer to his/her questions. Exchange business cards. Repeat and repeat STEP 2 till signal.

(1 min) STEP 3 ==**Look at card on your hands. Find and give away to card owner**==. **Who is the faster?**

JAMES SMITH
SALES MANAGER

📞 123 123 123
✉ james.smith@spc.com
🌐 www.spc.com

6 Ranks (10 min)

Teacher says the criteria.

Students make ranks by criteria

6 Ranks (10 min)

EXAMPLE

Make a rank...
1. by **size of shoes** from smallest to biggest one
2. by **age** from biggest to smallest one
3. by **name** in ascending order

7 Collection of data (15 min)

Teacher prepares a working sheet **with different facts** and each student gets one. Choose interesting and unusual facts to know each other better and to get input to the topic of the day.

Teacher pleases people to fill the gaps with participants' names. The winner is the fastest one, BUT he/she should answer the additional questions.

The **teacher checks the validity of the performance by asking tricky questions.**

Who... ?

Find a right person and put the name to the gap

likes to sing	sorts garbage lovely	likes to read books	travels each year to different countries

knows more than 4 languages	wears different socks	likes extreme	is crazy gamer

likes red color	is an entrepreneur	is a bitcoin owner	doing some sport each day

knows who is Alar Karis	slip on the floor	is changed his/her name	IT guru

TikTok user	sweet tooth	do not eat carrots	project manager
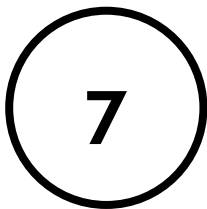
7 Who... ? (15 min)
(Find a right person and put the name to the gaps)

likes to sing	sorts garbage lovely	likes to read books	travels each year to different countries
Sing something	Color of container for paper	last book you read	Name (age) countries

knows more than 4 languages	wears different socks	likes extreme	is crazy gamer
say hello in these langs	why	tell story	

likes red color	is an entrepreneur	is a bitcoin owner	doing some sport each day
show		are you really teacher?	cool

knows who is Alar Karis	slip on the floor	is changed his/her name	IT guru
	use an opportunity		What is context menu?

TikTok user	sweet tooth	do not eat carrots	project manager

8 **MAP** (20 min)
EXAMPLE

Take your place on the world map on the floor where would you like to be now and why?

Tell some interesting facts about this place.

Metaphorical thinking

A metaphor is a thinking method which connects two universes of meaning. Examples: Food chain or flow of time. **Metaphorical thinking is based on Similarity**.

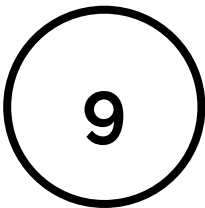Our mind tends to look for similarities.

9 Philosopher (20 min)

Teacher prepares a list of words listed by numbers.

Students choose randomly numbers. Then the teacher says words according to the number [additional word].

Then the teacher names the main word or topic of the lesson.

Student have to write metaphor by template:

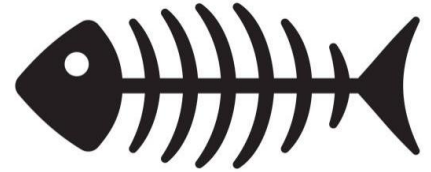[MAIN WORD] <is like> [ADDITIONAL WORD] <why?>

9

Philosopher (20 min)

1 APPROACH	2 TREE	3 CONTACT	4 LOVE	5 SHINE
6 GOAL	7 CLASS	8 CHOICE	9 MUSIC	10 DANCE
11 SMILE	12 TRIP	13 SUN	14 SUCCESS	15 ROAD
16 WATER	17 KNOWLEDGE	18 FLOWER	19 RAINBOW	20 STAR

Write metaphor by template:

LESSON <is / is like> [ADDITIONAL WORD] <why?>
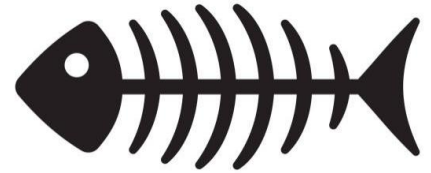
10 Fishbone (15 min)

Draw a fish skeleton.

Put the main topic to the head of fish. It might be a goal, effect, or term.

On the other bones write reasons, options or associations connected to main topic (as much as you want)

10 Fishbone (15 min)

Draw fish skeleton.

Think wich roles do play in your life (teacher, friend, etc).

Which role is more important for you then you are here? **Place the main role to** the head of fish bone and others to other bones in order of importance.**.**

LUNCH

11 | User story (10 min)

User stories are short, simple descriptions of a feature told from the perspective of the person who desires the new capability, usually a user or customer of the system.

They typically follow a simple template:

As a < **type** of user >, **I want** < some **goal** > **so that** < some **reason** >.

Students should use this template to describe their goals and reasons for activities.

11 **User story** (10 min)
example

Use user story template to tell us about your goal for this course (put sticker to the GOAL wall).

As a < type of user >, **I want** < some goal > **so that** < some reason >.

12 Polarities (sheep and wolves) (20 min)

Teacher asks the question, which needs to be answered "Yes" or "No".

Students should be divided into 2 parts by their answers.

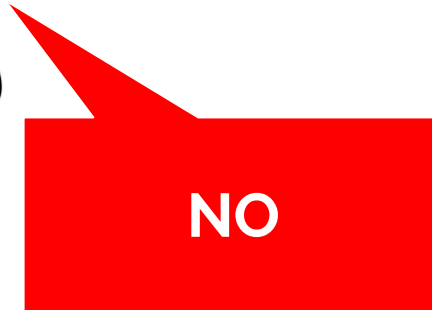Each student should **bring an argument against his/her own opinion.**

4 stages of knowledge

DO YOU KNOW

I KNOW THAT I KNOW (boring)	**I KNOW THAT I DON'T KNOW (making and achieving goals)**
I DONT KNOW THAT I DONT KNOW	**I DONT KNOW THAT I KNOW (wonder, however boring)**

13 Groups

Prepare some cards or object to divide people into groups (sweets, playing cards, fruits, spices, computer interfaces, sport equipment or spices etc)

Students should randomly choose object and make groups by color, shape, number, image, sweets, dolls, etc

13 **Making groups**

Choose a sweet

Make a groups by wrapper of the sweets

Brainstorming

Brainstorming is group discussion to produce ideas or solve a specific problem by gathering a list of ideas spontaneously contributed by its members.

In other words, brainstorming is a **situation where a group of people meet to generate new ideas and solutions around a specific domain of interest by removing inhibitions.** People are able to think more freely and they suggest as many spontaneous new ideas as possible. **All the ideas are noted down** without criticism and after the brainstorming session the ideas are evaluated.

Brainstorming

Make groups and write all possible solutions for question

HOW TO RESOLVE THE PROBLEM WITH FACE TO FACE STUDING LEARNING?

#DAY2

Negative brainstorming

This is another example of creative techniques. It uses brainstorming to **generate bad solutions to the problem** and then see how those could be transformed into good solutions. The method is a two-step process, that consists of generating the worst ideas first and then transforming them into good solutions.

The process is the same as described above.

For example, you are trying to solve the question 'How to make teamwork more effective'.

These are examples of bad solutions:

- To build a wall between team members so they never meet each other.
- To put them in 5 different buildings.

A transformed bad solution can be:

– To move to another building/office with the common space where all the team can gather together and discuss ideas.

Feedback

Learning out of classes (nature)

Learning at working places

Modeling and teamworks at virtual reality

15

Six Thinking Hats

The Six Thinking Hats technique **gets you to look at a problem in six different ways.** It takes you and your team beyond any instinctive positions, so that you explore a range of perspectives. That way, you can carefully consider each one, without having to argue your case or make snap decisions about what's "right" or "wrong."

By the time **you've tried out all six hats, you should have a rich collection of insights that will help you to decide your next steps**.

Use real or printed hats.

Six Thinking Hats has been specifically designed so that everyone thinks in parallel using only one hat at a time. The process works best with a time limit (5 minutes maximum) for each hat. This encourages the group to 'try on other hats' and specifically helps people who may have very entrenched views to consider the idea from different perspectives.

- **White Hat – Facts and Information**

This covers facts, figures, information needs, and gaps. It looks at what is known and what information could be missing. The association is with paper, on which 'facts' are recorded.

- **Red Hat – Feeling and Intuition**

This covers intuition, feelings, and emotions. It focuses on what people feel about the issue under discussion. Importantly, there's no need to rationalize or explain.

- **Black Hat – Caution and Problems**

This is the hat of judgment and caution. It is the most valuable hat. The focus here is on problems, risks, and challenges that this idea might pose.

- **Yellow Hat – Benefits and Advantages**

This is the logical positive— why something will work and why it will offer benefits. It can be used in looking forward to the results of some proposed action, but can also be used to find something of value in what has already happened.

- **Blue Hat – Managing Thinking**

This is the overview or process control hat. Could you summaries the findings so far? What needs to happen next?

- **Green Hat – Creativity and Solution**

This is the hat of creativity, alternatives, proposals, what is interesting, provocations and changes. This hat is often used in a brainstorm to generate ideas.

15

FACTS
Facts & information

FEELINGS
Feelings & Emotions

CAUTIONS
Negative

BENEFITS
Positive

CREATIVITY
New Ideas

PROCESS
"The Big Picture" & Managing

Edward de Bono's Six Thinking Hats Model for Critical Thinking and Problem Solving

	Hat	Keywords	Description
	WHITE HAT	· Objectivity · Fact-finding	Wear the white hat to focus objectively on the available facts and figures.
	RED HAT	· Passion · Intuition · Emotions	Wear the red hat to look at the problem using intuition, gut reaction, and emotion.
	BLACK HAT	· Caution · Pessimism · Somberness	Wear the black hat to be vigilant and consider the negative sides of the event, issue, or problem.
	YELLOW HAT	· Hope · Optimism	Wear the yellow hat to think positively. Consider all the benefits of the circumstances.
	GREEN HAT	· Creativity · Inventiveness	Wear the green hat to get creative and invent new approaches.
	BLUE HAT	· Direction · Synthesis · Organization	Wear the blue hat to perform meta thinking. Scrutinize and direct discussion. Synthesize all viewpoints.

http://www.rightattitudes.com/

Reference: Edward de Bono's *Six Thinking Hats*

Six hats help to

- **Create** a productive atmosphere minimising counterproductive and negative behaviours that would otherwise lead to conflict between team members in the meeting environment.
- **Avoid** protectionism and egos that may affect decision making
- **Create** more productive and efficient meetings that are energised and highly focussed
- **Encourage** innovation and empower people to challenge the status quo. People will start to see problems as opportunities, a much more positive outlook
- **Improve** problem solving efficiency and effectiveness, by analysing problems from all perspectives and seeing beyond the obvious to find the right solution
- **Make** thorough evaluations of problems for proper root cause analysis

15 Six Thinking Hats
EXAMPLE

FACT

Goverment made desicion - tomorrow all humans-teachers will be replaced with robots.

Please use 6 thinking hats to discuss this topic and decide what should do human-teachers today?

15 Six Thinking Hats

The Sequence of Hats – What is Your Strategy?

Which order should be used when we conduct an analysis?

Depending on the goal:

- **Initial Ideas** – Blue, White, Green, Blue
- **Choosing Between Alternatives** – Blue, White, (Green), Yellow, Black, Red, Blue
- **Identifying Solutions** – Blue, White, Black, Green, Blue
- **Quick Feedback** – Blue, Black, Green, Blue
- **Strategic Planning** – Blue, Yellow, Black, White, Blue, Green, Blue
- **Process Improvement** – Blue, White, Yellow, Black, Green, Red, Blue
- **Solving Problems** – Blue, White, Green, Red, Yellow, Black, Green, Blue
- **Performance Review** – Blue, Red, White, Yellow, Black, Green, Blue

16 StartUp / project (30 min)

StartUp is the action or process of setting something in motion.

Startups are founded by one or more entrepreneurs who want to develop a product or service for which they believe there is demand.

Teacher please to find an idea (or gives) and develop some product and present it to others

CHECK LIST

CLIENTS	PRODUCT
Problem	Solution
Client profile (how much)?	What does the product look like and how does it work?
How do they solve this problem now?	Advantages of the product

16

StartUp (30 min)
EXAMPLE **Moving to other planets**

You have to invent / develop new technology of teleportation of humans to other planets through space continuum by two interactions in teams. To stay alive you should keep space and time contour as well.

STEP 1 (5 x 2 min)

Use one sheet of paper (time and space), scissors (device of teleportation)

The main goal is to go through a sheet of paper all together by holding hands, BUT NOT to break the contour of paper.

Please demonstrate your working technology to others and explain the advantages.

STEP 2 (15 min)

CLIENTS	PRODUCT
Problem	Solution
Client profile (how much)?	What does the product look like and how does it work?
How do they solve this problem now?	Advantages of the product

17 RECIPE (15 min)

Teacher chooses a topic or problem and pleases students to make a good recipe to find a solution.

Students discuss problem in the groups, make poster and present to others.

17

RECIPE

EXAMPLE "**Write a recipe of the ideal lesson of blended teaching and learning in VET schools ?**"

Ingredients

Equipment

Directions

Notes and facts

Cooking time

Nutrition Facts

Present your ideas

3 key points on interest

idea- emotion
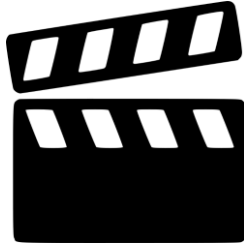
scenarium thinking and result feedback

new facts (interesting information)

TYPES of PERCEPTION

Kinesthetic 35% (40 / 20%)

Visuals 35% (30 / 60%)

Auditors 5% (10 / 20%)

Digitals 25% (20 / 0%)

Elements of Personal Communication
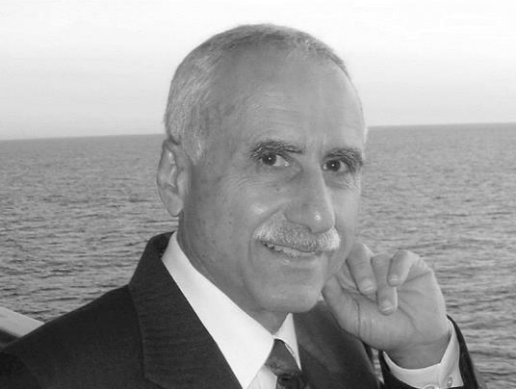
Albert Mehrabian

proved that communication is **93**% non-verbal.
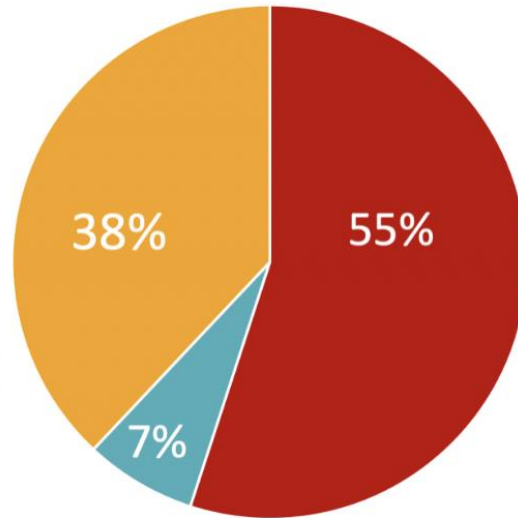
7% spoken words
38% tone of voice
55% body language

Binocular and peripheral vision
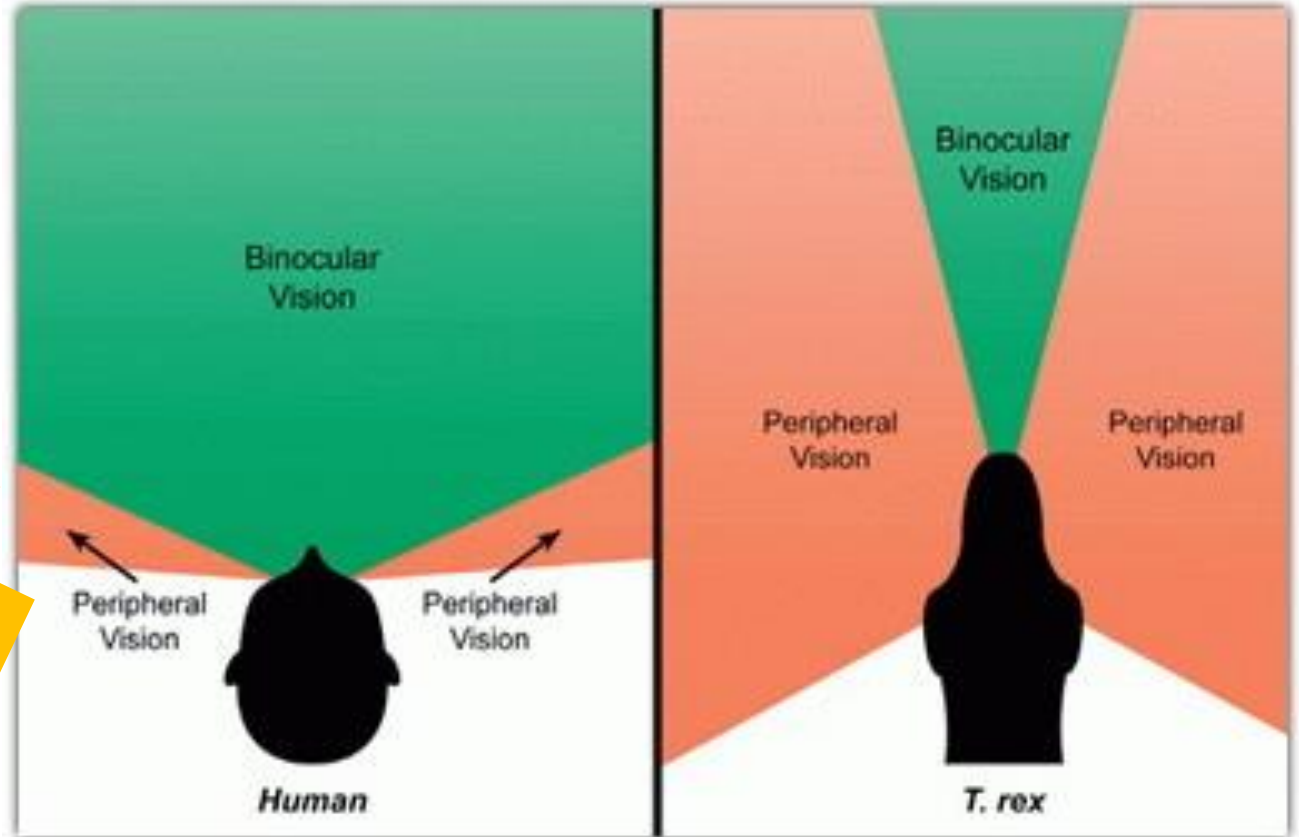
DEFINES NEW POINT OF FOCUS

RECOGNITION OF EMOTIONS

Binocular Vision

Peripheral Vision

Peripheral Vision

Human

Binocular Vision

Peripheral Vision

Peripheral Vision

T. rex

3 ROOM

Teacher draws some space (class, lake, shop etc)

Students have to draw additional objects or white words and name it.
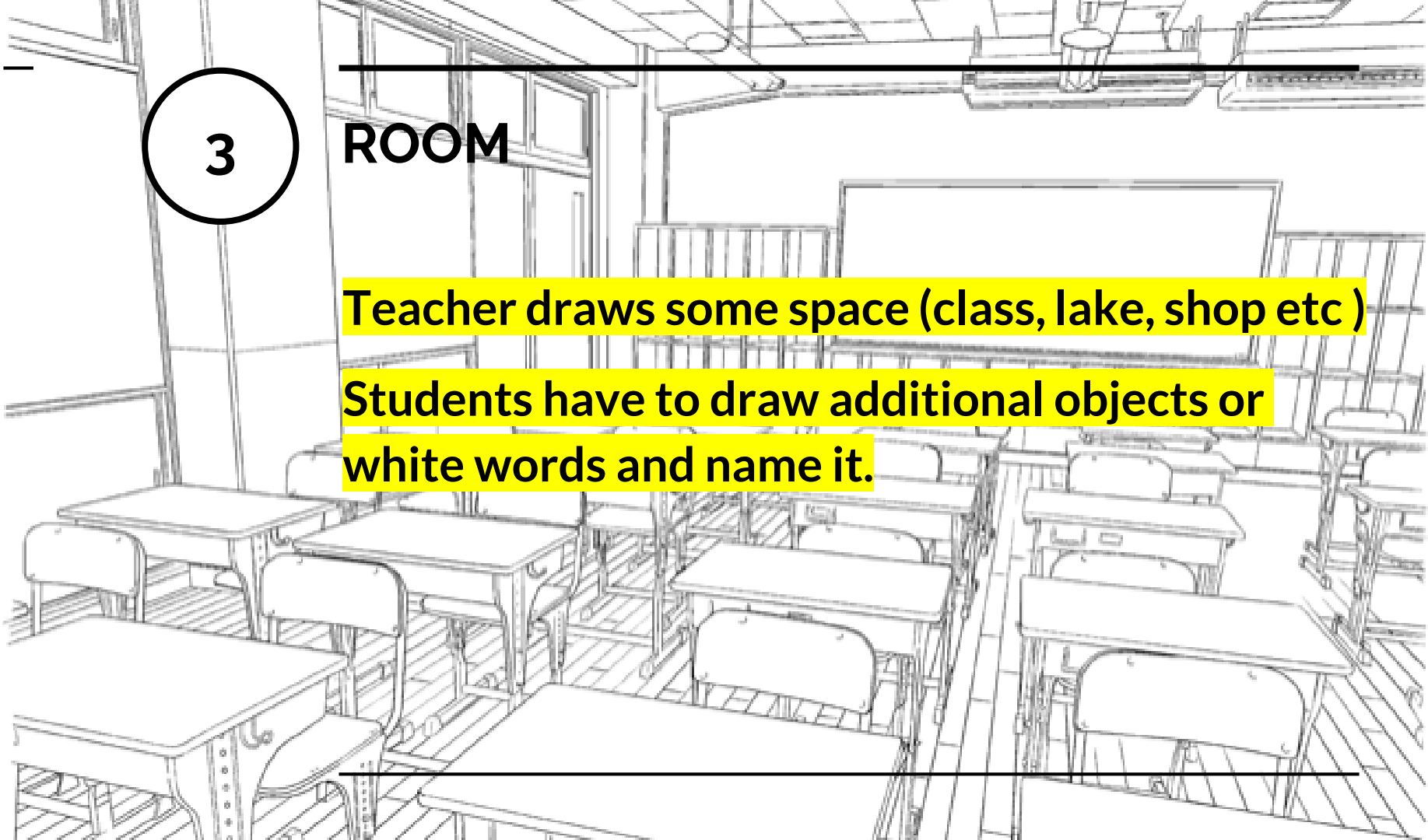
3 ROOM
EXAMPLE

Please draw / write how to improove each object for contact - learning in class room
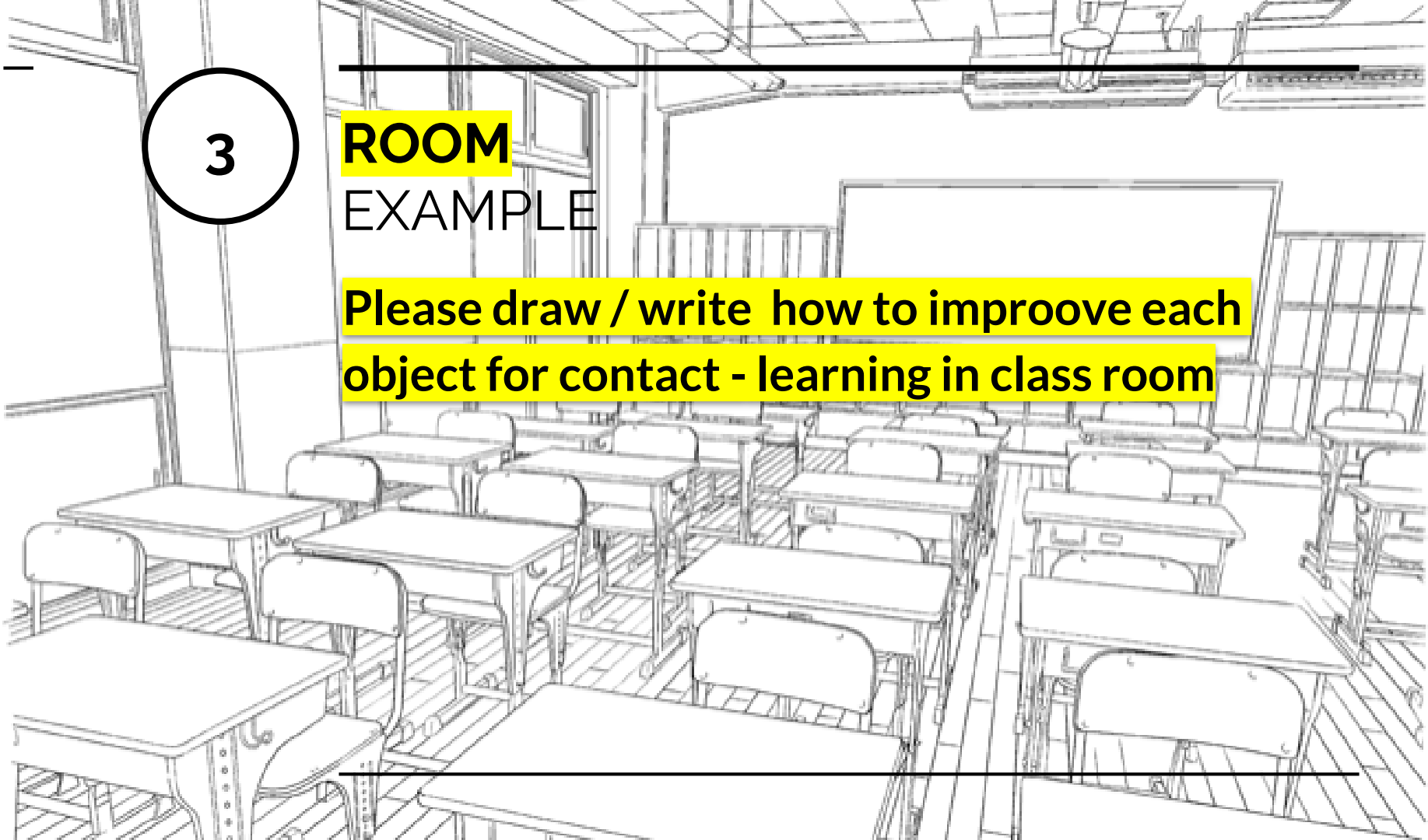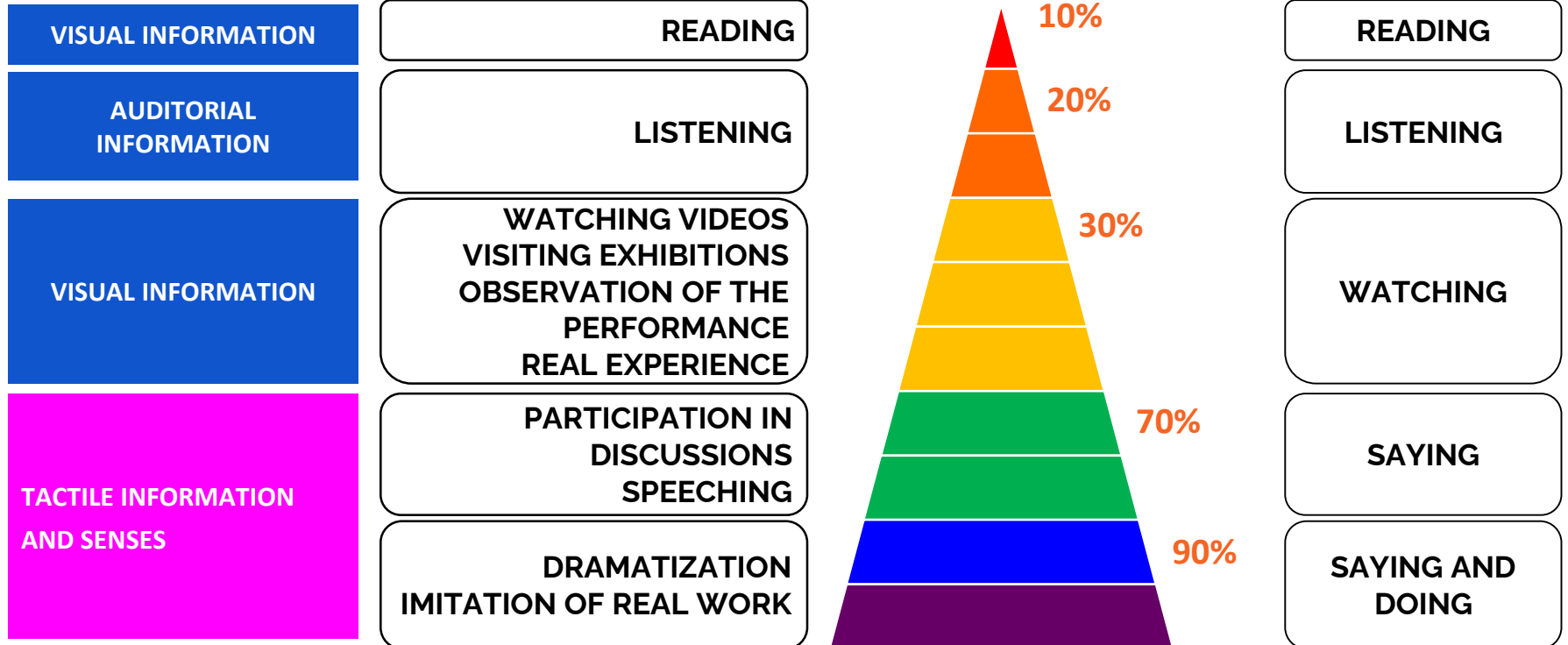
Proportions for active learning
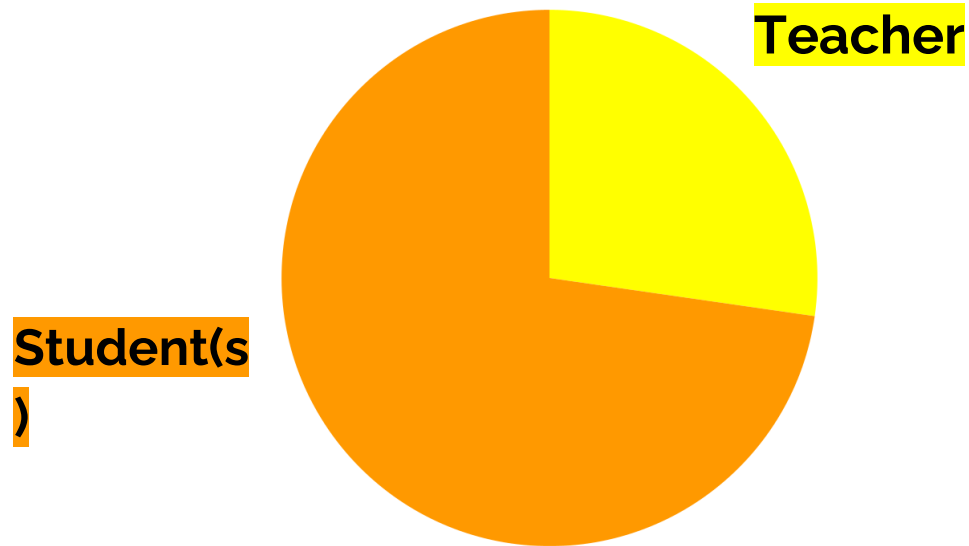
18

Study tour, students exchange

Tour to museum, development center, enterprises, etc including opportunities of exchange

19
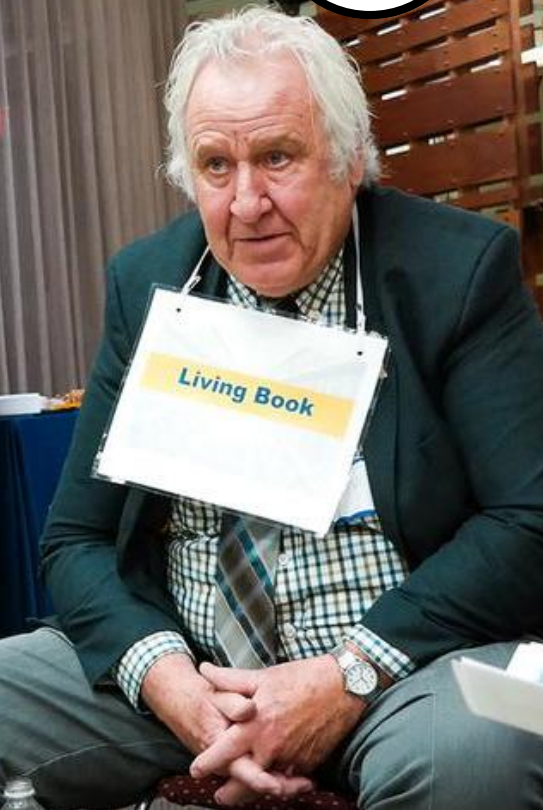
Living library

Teacher find and invites someone to tell something. It might be an expert or interesting person.

A guest tells story of life. Students should be active to listen and ask the questions.

MIND MAP (15 min)

Teacher chooses a topic, idea, or problem and puts it in the center of the paper sheet.

Students should capture ideas at the speed of thought – using clusters of terms to help you focus on your ideas and remove all the distractions.

Students discuss problems in the groups, make posters and present to others.

20
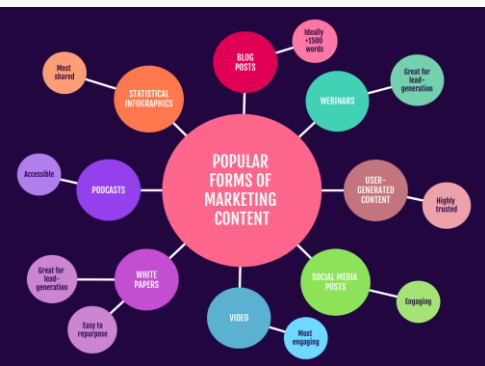
Storytelling (10 min)

21

Storytelling is the **interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination.**

Teacher or someone reads the text. Each student should make conspect by sketching

Creative Brand Content Valuable Emotion Marketing Communication Share Viral
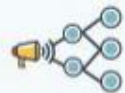
Storytelling (20 min)
EXAMPLE

Listen the text and make quick sketch / illustration to archive main meaning of the text.

Use MIND MAP template.
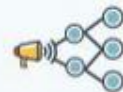
Creative   Brand   Content   Valuable   Emotion   Marketing   Communication   Share   Viral

7 Elements of Visual Storytelling

1. *Design*: The right image can tell a powerful story. Use stunning imagery to get your point across.
2. *Personalization*: Customize your story for each platform. That is, different content, but a consistent theme.
3. *Usefulness*: Use the strengths of each platform for your benefit. Add value to make your content useful and relevant.
4. *Personality*: Content should have a human face and not a corporate one. People relate to people. What issues do your constituents care about? Do you understand their needs and what motivates them? Content should be a welcome interruption.
5. *Storytelling*: Content must tell a story.
6. *Shareworthiness*: Develop useful, interesting, and relevant content that is worth sharing.
7. *Real-time amplification*: Develop strong visual imagery to share in real-time.

Metaphor / Seasons
(20 min)

STEP 1: Each student should choose one of the season (or other metaphorical cards).

STEP 2: Justify your choice and present it.

STEP 3: Decide how it correlates with your inner personal "I"

STEP 4: Connect your choice with learning skills / studying methods. Describe.

Metaphor / Seasons
EXAMPLE

STEP 1: Choose one of the season.

STEP 2: Justify your choice and present it.

STEP 3: Decide how it correlates with your inner personal "I"

STEP 4: Connect your choice with learning skills / studying methods. Describe.

23 Active reading

Teacher prepares text materials to read. Student should read the text and:

- mark with symbol **"!"** familiar information
- Underline new information
- Mark with color interesting facts

24 Prediction

Teacher prepares questions.

Student should predict and answer questions quickly.

(25) Research

Teacher prepares questions.

Student should find information on the internet and answer this question.

26 CUCKOO

Cuckoo role is an opportunity to involve (very active/passive) students to the processes of learning.

Cuckoo should follow the time and rules. Cuckoo gather information and make a report or give feedback.

(27) Active communication (5+10 min)

Teacher prepares Tasks' lists for groups. Each group works on the same topic but uses different methods to make a conclusion.

Each student randomly takes one sheet of paper and works 5 minutes alone preparing tasks.

After that students make groups by color of the sheet and discuss them and discuss them according to personal tasks. Every student should participate, the group makes a conclusion all together and gives feedback.

Take printed sheet of paper and make working groups by color of the sheet

27 **Active communication (40 min)**
EXAMPLE

1
TOPIC - ACTIVE READING

WHAT IS THE NEW INFORMATION

18

2
TOPIC - PREDICT and TELL YOUR OWN OPINING ABOUT IT

WHAT IS THE NEW INFORMATION

19

3
SEARCH IN GOOGLE

20

4
CUCKOO

21

Process of communication

FEADBACK

SEMANTICAL NOISE

CHANNEL

SENDER

RECEIVER

NOISE OF CHANNEL
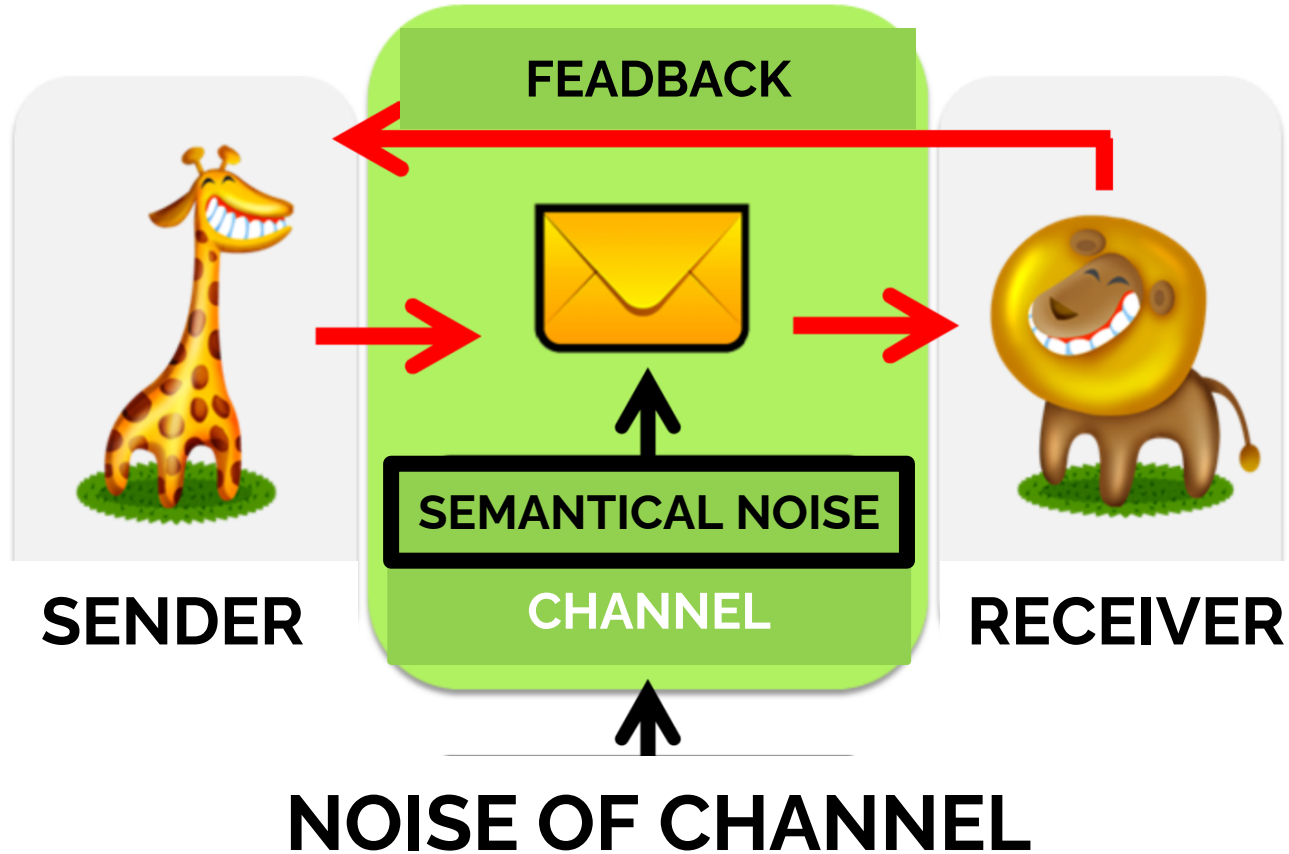
Mood boards

Mood board is a type of collage that may consist of images, text, videos and samples of objects in a composition of the choice of the mood board creator.

Designers and others use mood boards to develop their design concepts and to communicate to other members of the design team. They are used by artists and are based on a particular theme of their choice too.

Mandala

29

Teacher prepares different objects (pasta, fruits, flowers, stones, leaves, etc).

Students create mandala and take a photo

30

TRUE or FALSE (30 min)

Teacher explains what to do.

Students make pairs and tell each other some interesting stories from their life. Listener should take a piece of paper and write a true or false story using speaker facts on one side and answer on the other side.

Teacher puts all the cards together. Then students make a circle. Each one takes a card and reads the stories and says is it true or false.

TRUE or FALSE EXAMPLE ()

Fact, story, questions

Decision: believe or not/ true or false/yes or no

Cards, time management, reflection, decision

31 Cinquain (15 min)

/ˈsɪŋkeɪn/ is a class of poetic forms that employ a 5-line pattern. Earlier used to describe any five-line form, it now refers to one of several forms that are defined by specific rules and guidelines.

Each student writes and reads cinquain by example:

1st line   = **1 world**   (KEYWORD, subject of the poem WHO? / WHAT?)
2sd line   = **2 worlds** (Line describing properties subject / describing subject - WHICH?)
3rd line   = **3 worlds** (Action words about subject)
4rd line   = **4 worlds** (Feelings about the subject)
5rd line   = **1 world**   (Synonym for subject)

31 **Cinquain** **(15 min)**
EXAMPLE

==Write and read cinquain by example:==

1st line   = **1 world**   (KEYWORD, subject of the poem WHO? / WHAT?)
2sd line   = **2 worlds** (Line describing properties subject / describing subject - WHICH?)
3rd line   = **3 worlds** (Action words about subject)
4rd line   = **4 worlds** (Feelings about the subject)
5rd line   = **1 world**   (Synonym for subject)

32
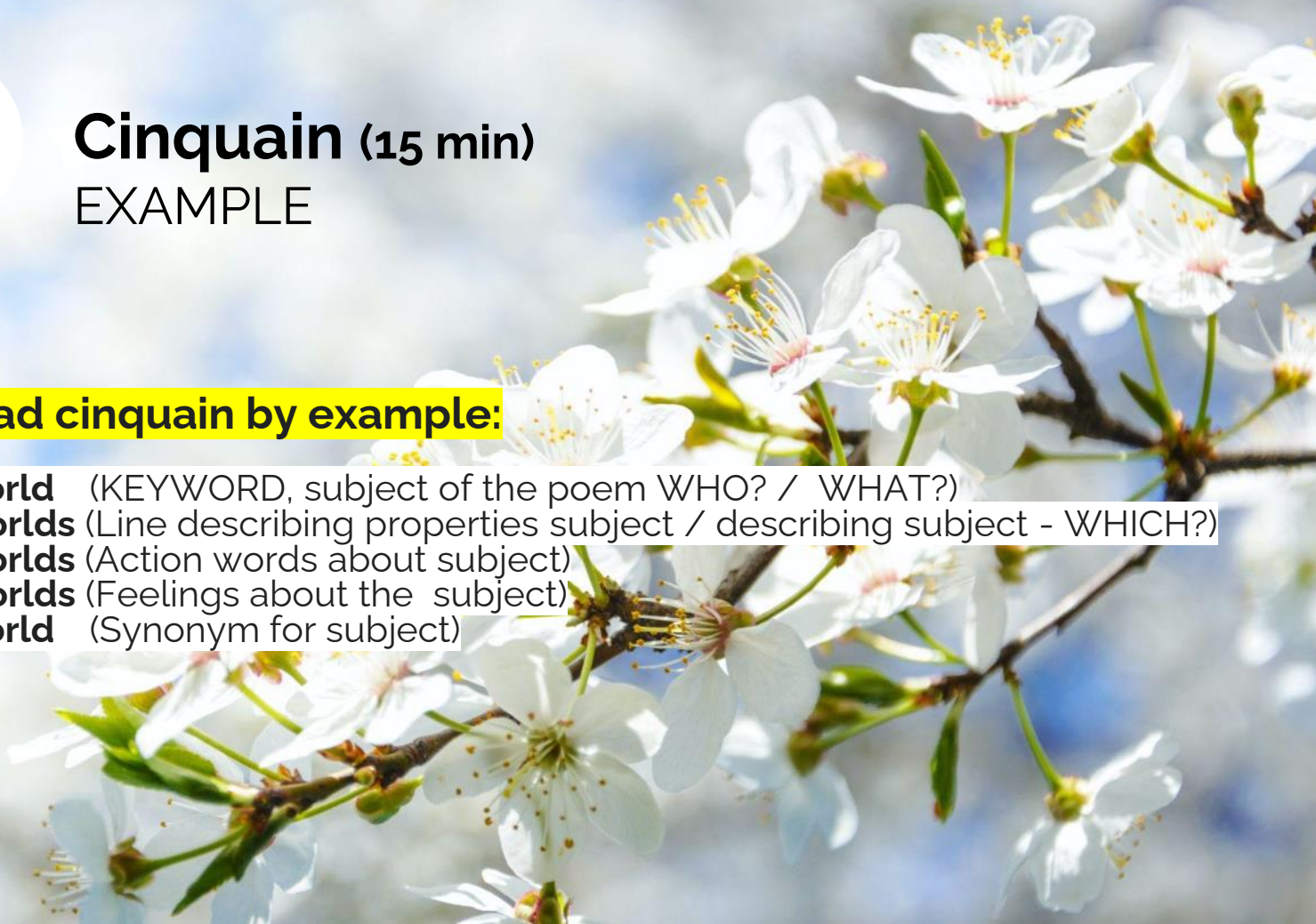
The Insights Game

Have you experienced one of those moments when you suddenly realize how the world works and the dots are connected? **The Insights Game is about these moments. Every insight gives you one point. You need to have at least one point every day, if not the game is over.**

Actually, it is a personal method, but you can do it with your friends or team on different boards simultaneously supporting each other.

The goal and the reward of this game is that you will improve your ability **to see the big picture, process more complex problems and challenge your beliefs.**

Use images, videos, post-its and whatever you want to put your insights on the board. Back to the board every day and look at the big picture. Try these for 21 days minimum, and feel this magical moment! Use the Monthly planner template to start or put everything on a blank sheet.

33 Gallery

Put on the wall a big sheet of papers and papers and define main topics or key goals, or terms of the lesson to discuss.
Divide participants into equal groups or each student may participate alone. Students move between papers and write ideas

| TOPIC1 | TOPIC2 | TOPIC3 | TOPIC n.. |

Gallery

According to Coyle's 4Cs curriculum (1999), a successful class should include the following four elements:

Content	Communication	Cognition	Culture
Progression in knowledge, skills and understanding related to specific elements of a defined curriculum	Using language to learn whilst learning to use language	Developing thinking skills which link concept formation (abstract and concrete), understanding and language	Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.

34 Photo

Please students make the word from their bodies and take a photo.

Print the memory photo to each one

34 **Photo** (10 min)

Please make the words

CONTACT METHODS

from your bodies and make a photo

35 ABC (10 min)

Teacher prepares a sheets with ABC table

Students should write words they remember, which start with written letters

(35) ABC (10 min)
EXAMPLE

Which teaching and learning methods start with letters

A_____

B_____

C_____

36 Matrix (15 min)

Matrix helps to make data structured

Teacher prepares cards. Students should find dependencies and make a structured table

Bottom layer shows the most important things and the upper potentiality of growth

36 Matrix (5 min)
EXAMPLE What we actually do at lessons?

Make Blooming Verb matrix / list by placing the words to the right by their meaning.

Define main verb or activity.

36 Matrix

EXAMPLE **What we actually do at lessons?**

Make Blooming Verb matrix / list by placing the words to the right place by their meaning

Blooming Verbs List

| REMEMBER | UNDERSTAND | APPLY | ANALYZE | EVALUATE | CREATE |

Blooming Verbs List (ANSWER)

REMEMBER	UNDERSTAND	APPLY	ANALYZE	EVALUATE	CREATE
NAME	PREDICT	SOLVE	EXAMINE	CHOOSE	CREATE
TELL	EXPLAIN	SHOW	COMPARE	DECIDE	INVENT
LIST	OUTLINE	ILLUSTRATE	CONTRAST	RECOMMEND	COMPOSE
DESCRIBE	DISCUSS	COMPLETE	INVESTIGATE	ASSESS	PLAN
RELATE	RESTATE	EXAMINE	CATEGORIZE	JUSTIFY	CONSTRUCT
WRITE	TRANSLATE	USE	IDENTIFY	RATE	DESIGN
FIND	COMPARE	CLASSIFY	EXPLAIN	PRIORITIZE	IMAGINE

37 Pyramid (15 min)
EXAMPLE

Put words and groups to pyramid helps to make data structured

Teacher prepares cards. Students should find dependencies and make a structured table

Bottom layer shows the most important things and the upper potentiality of growth.

Bloom's Taxonomy

Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

ANSWER

Bloom's Taxonomy

create — **Produce new or original work**
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate — **Justify a stand or decision**
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze — **Draw connections among ideas**
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply — **Use information in new situations**
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand — **Explain ideas or concepts**
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember — **Recall facts and basic concepts**
define, duplicate, list, memorize, repeat, state

Vanderbilt University Center for Teaching

The friend iron

Teacher prepares head card holders and cards with words or pictures.

Students should make pairs.

Someone puts it on the head card holder and randomly chooses some card. The main goal is to know by asking the questions what is on the card. At the same time other participants can answer only YES or NO.

Answers should be found as soon as possible.

The friend iron
EXAMLE

Please make pairs.

One participant puts to own head card holder then closes eyes and take randomly some card, then puts to head.

After that he/she starts to ask questions to other participant and tries to find right answers. At the same time other participant can answer only YES or NO.

 Try to answer as soon as possible.

Alias

Teacher prepares head cards with term.

Students explain words using other words, synonyms or opposites- try to get your partner or team to correctly guess as many words as possible before the sand in the timer runs out.

You can move your game piece forward on the game board as many steps as your team had correct guesses, and the team that's first to reach the finish space wins the game!

1. The teams take turns explaining words. The players in every team take turns explaining.

2. The number of words guessed correctly = steps forward on the game board.

3. Mistakes and skipped words = steps backwards on the game board.

4. The space your team's game piece is on determines the words you should explain.

5. Passing a stealing space means that on the team's following turn everyone guesses at the same time. 6. The first team to arrive in the finish space wins the game!

ALIAS (RULES)

1. Shuffle the word cards and place them in piles next to the game board. The players form teams of at least two people, and agree on the order the teams get to explain and guess.

2. Each team chooses a game piece and places it in the starting space.The first team in turn decides which one of them will explain while the rest of the team will guess.
   The explaining player picks up a stack of word cards. The words on the cards are numbered 1-8, so check the number on the space your game piece is stood on and explain the words of the same number on the cards.Turn the sand timer and start explaining (see Explaining). Whenever the team gets a word right, the explaining player places the card on the table and begins to explain a new word of the same number from the next card.The words have to be guessed completely right. If the word is "run", "running" is not accepted. If the word is "suspenders", "suspender" is not enough.The other teams can monitor the timer. If the explaining player is still explaining a word when the time runs out, the other teams can also try to guess it. The fastest team wins the card and can move their game piece one step forward on the game board.

3. When the last word has been guessed, count together all the words the team guessed correctly. Count the mistakes and the skipped words as well - the team will have to move a step backwards for each mistake or skipped card (see Minus Points).

4. Now it's the next team's turn. The player who was the last to explain places the used cards in the bottom of the pack.

5. The role of the explaining player changes to the next player inside the teams on every turn.

6. The team that makes it to the finish space first wins the game - but the other teams still get to play their turn.

7. The game ends when the first team reaches the finish. This team is declared the winner of the game.

ALIAS

Teacher prepares alias cards with vocational terms

Make small groups of students and play alias game:)

Each participant takes one card and have to explain the words. The main rule is not to tell the word.

Other particapants of the team shoul name this word

Story dices

The Standard Method

You get a student to roll the cubes and then they must link all the pictures together through the use of a spontaneous story. Begin with **'Once Upon a Time'** and tell a story that links together all the Dice images. Start with the first image to grab your attention. Use three cubes for the beginning, three for the middle and three for the end of the story if using the 9 dice. Really, there are no rules to this game. Most importantly, there are no wrong answers!

Review Grammar Forms

If you have been focusing on grammar in your class, you can use the story dice to help creatively review the key grammar from the lesson. Roll the story dice and have students pick two of them. Then in pairs or groups get students to write their own example of the grammar using the images on the dice. This works well in free grammar practice. Be sure to correct any mistakes in the target grammar.

Random Discussion Topic

Roll the dice and choose one of the die to talk about a topic. For example, in this case the topic could be 'travel' or 'aeroplanes' and so on.

Group Story

Start the story with *"Once upon a time…"* then roll the dice and have each student choose a die and tell a part of the story.

https://www.eslkidsgames.com/esl-story-dice-online

#DAY3

41 Entangled snake

Teacher prepares pairs of cards - questions and answers, similar words etc.

Each student randomly gets 2 cards and holds one in the left and other in the right hand. Student starts to walk till the signal.

After the signal students should stay and not move.

Teacher please then to join hands in such a way as to make the right pair and create an entangled snake.

Teacher please everyone to hold their hands and unravel.

41 Entangled snake

Please take two cards randomly. Put one card to left hand and other card to right hand.

Start to move till signal and then stop. Please do not move.

Please find a pairs with right answers.

Senses

VISUAL PERCEPTION

HEARING

TASTE

OLFACTION

PROPRIOCEPTION

VESTIBULAR SYSTEM

42 BLIND TASTING

Teacher prepares some object to research and define without seeing

1) Close your eyes
2) Feel the shape - what is it?
3) Feel the smell - what is it?
4) Feel the structure -what is it?
5) Feel the taste -what is it?
6) Name it.
7) Open your eyes. Name it again.

Are you feel...

==confidence?==

43 CIRCLES (GEARS)
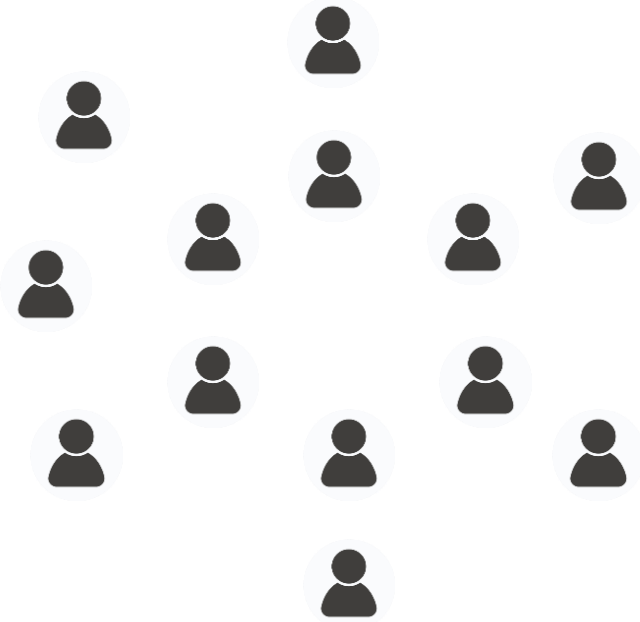
Choose a card randomly. Divide into 2 groups by card type (EMOTION or MOTIVATION) and make 2 circles in random order of people:

- inner one is EMOTION and
- outer one is MOTIVATION

Circles start to move in different in different directions. Participants should make pairs of synonyms (with the same meaning)

Vitality Tone and Attitude Scale

Increases in strength and energy reserves

Recharge and Refresh - Muscles firm Energy gains from Even to Positive. Region of Emotions characterized as Pleasurable or Good. Blood flows with vigor.

Balance – Even – Stable – Relief

Muscle Release - Energy moves from Negative to Even. Region of emotions characterized those called Painful or Bad. Moving downward

Muscles tighten constrict or atrophy.

Emotion - Vibration	Thoughts - Motivation
Serenity	Peace - Metaness - Well Being
Joy - Enthusiasm	Welcome - Exhilaration - Abundance
Compassion	Empathy - Inspiration- Clarity
Appreciation	Gratitude - Devotion - Generosity
Love	Cooperation - Trust
Satisfaction	Amusement - Curiosity
Power - Strength	Discovery - Challenge
Self Esteem - Dignity	Duty - Obligation
Neutral - Acceptance	Contentment-Safety-Aplomb
Glee - Happy	Nervous - Worry - Hyper
Surprise - Shock	Confusion - Annoyance
Anger	Rage - Defiance - Boredom
Guilt	Resentment - Remorse
Fear	Threat - Hate - Blame
Sadness - Grief	Depleted - Loss - Burden
Hopelessness	Resignation - Depressed
Numb - Powerlessness	Overwhelm - Frozen
Shame	Apathy - Helpless - Death

Attitude Likely Held

"Wow, this is fascinating. I'm alive and learning."

"Thank goodness, here this comes up for my healing."

"Oh no, not again."

2006, 2010, 2013© Stephen J. Cocconi.
Graphic design: Ardis Bow.

Nummenmaa, Hari, Hietanen, Glerean (2018)
"Maps of Subjective Feelings"
Proceedings of the National Academy of Sciences

BREATHING

[Lauri Nummenmaa, Riitta Hari, Jari K. Hietanen, and Enrico Glerean / Nummenmaa Lab](#)

Fear | Guilt | Stress | Tiredness | Defecation | Movement | Relaxation | Wanting | Craving | Social longing

Anger | Failing | Anxiety | Exhaustion | Mania | Heartbeat | Pride | Succeeding | Orgasm | Feeling touch

Losing | Despair | Shivering | Numbness | Eating | Smelling | Laughing | Pleasure | Sympathy | Longing for

Hostility | Shame | Nervousness | Itching | Acceleration | Breathing | Winning | Happiness | Love | Sexual arousal

Disgust | Sadness | Aching | Coughing | Thirst | Tasting | Being dazzled | Gratefulness | Surprise | Togetherness

Despise | Disappointment | Loneliness | Having flu | Hotness | Satiation | Sleeping | Daydreaming | Self-regulation | Closeness (in social relations)

Panic | Feeling pain | Having toothache | Having cold | Hunger | Hearing | Imagining | Being conscious | Memorizing | Forgetting

Ostracism | Social exclusion | Depression | Having fever | Coldness | Urinating | Vitality | Thinking | Attending | Remembering

Hangover | Having headache | Having stomach flu | Dizziness | Sweating | Seeing | Reading | Inferring | Recognition | Waiting

Drunkenness | Suffocation | Feeling nauseous | Heartburn | Sneezing | Drinking | Speaking | Reasoning | Estimating | Recollection

Effect Size

Synergy of color and actions

FOCUS, THINK, COUNT
I AM HERE, HAVE, WAKE UP
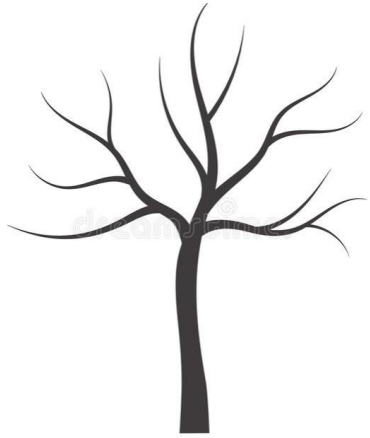**FEEL, GO, RUN, ACTIVATE, DO, CREATE**
ACT, ACHIEVING GOALS,
etc
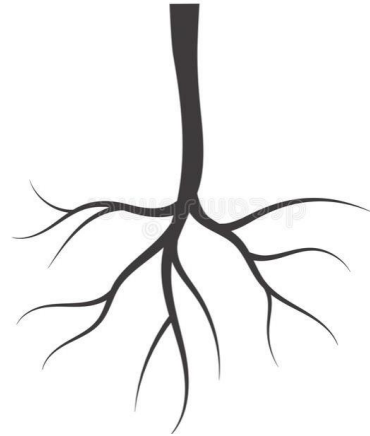
Tree

TOPIC / QUESTION

Draw a tree.

In the center write topic or question.

Leaves are future consequences (half are positive and half are negative)

Roots are causes.

Goal: I want to own my own business

Why Do I Want to Do This?	It will allow me to have greater control over how I spend my time.
Why Do I Want to Do This?	I can have more flexibility in my life.
Why Do I Want to Do This?	I will be able to work from home.
Why Do I Want to Do This?	I will be able to spend more time with my son or daughter.
Why Do I Want to Do This?	**Supporting my family is the most important thing to me.**

↑

Root Cause of Motivation

5 WHY?

==Ask 5 times WHY question to know the main reason.==

47 Laboratory work

The aim of laboratory work is to **deepen and fix theoretical knowledge and to develop the skills of independent experimentation**.

The work includes preparing the apparatus, equipment, and reagents necessary for an experiment, diagramming and planning the experiment, carrying out the experiment itself, and writing a laboratory report.

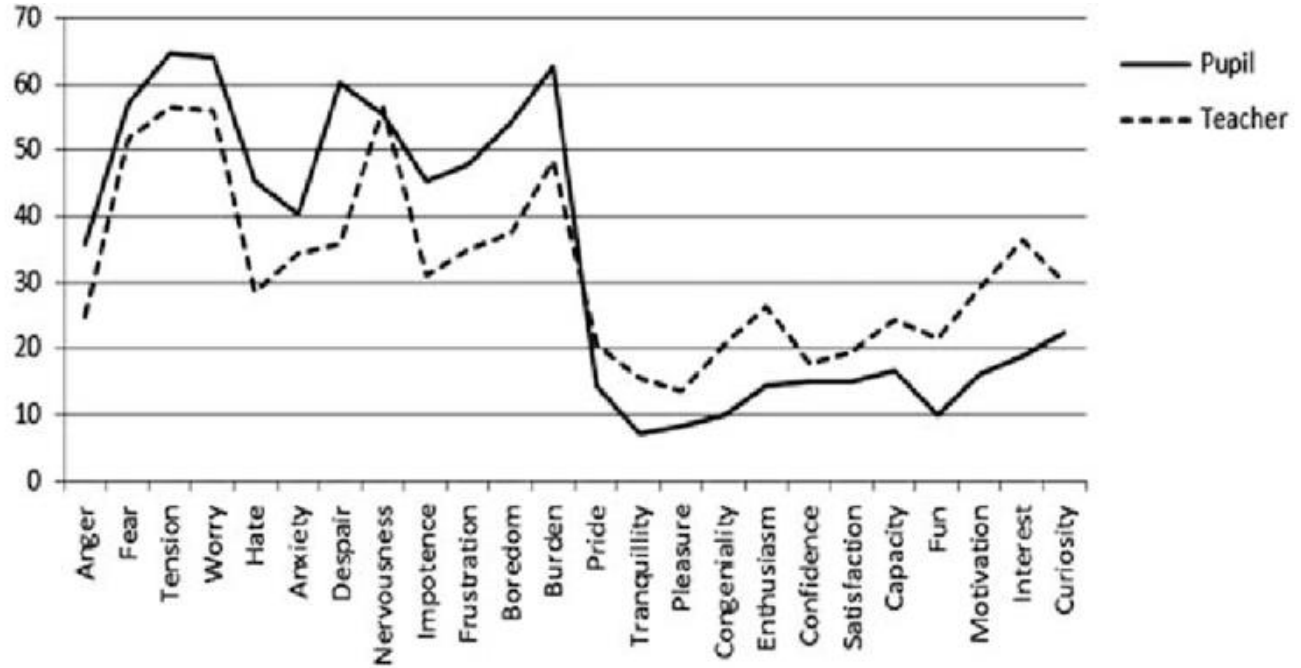## 48 Laboratory work

GOAL: You have to compare scents of dried plants and melted plants

- apparatus, equipment
- and reagents necessary for an experiment,
- diagramming and planning the experiment,
- carrying out the experiment itself,
- writing a laboratory report.

Differences in the emotions with respect to physics or chemistry as learners in secondary school and as future teachers.

Emotions & Chemistry of Hormones

Mania, Anxiety, Happiness, Curiosity, Anger, Excitement, Stress, Depression, Autism, Fear, Apathy, Euphoria, Revelation, Sadness, Irritation

Hormones:
- Dopamine
- Serotonin
- Endorphins
- Oxytocin
- Noradrenaline
- Adrenalin
- Estradiol
- Testosterone
- Phenylethylamine
- Melatonin
- Vasopressin
- Progesterone
- Prolactine
- Acetilholin
- Thyroxine
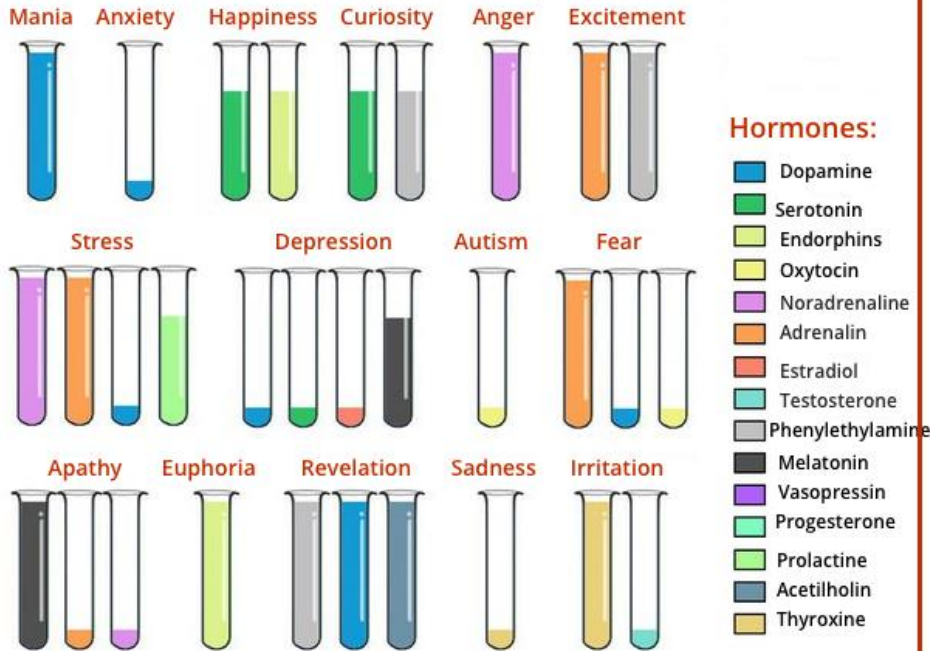
OXYTOCIN

- love
- confidence
- affection
- anxiety
- fear
- depression

What does ==serotonin== do?

Serotonin impacts every part of your body, from your emotions to your motor skills.

Serotonin is considered a natural **mood stabilizer.** It's the chemical that helps with sleeping, eating, and digesting.

What does oxytocin do?

Oxytocin is a powerful hormone that acts as a neurotransmitter in the brain.

It plays an important role in reproduction, initiating contractions before birth as well as milk release.

And it is thought to be involved in broader **social cognition and behavior**, potentially ranging from mother-infant bonding and romantic connection to group-related attitudes and prejudice. The hormone is produced in the hypothalamus and released into the bloodstream by the pituitary gland.

What Triggers an **Oxytocin Release?**

Positive physical contact

Social bonding

SEX

Sex

Breastfeeding & Childbirth

Behavior triggers

- **Positive physical contact** (cuddling, kissing, hugging, holding hands, etc.)
- **Social bonding** (talking, making eye contact, laughing, etc.)
- Sex
- Breastfeeding
- Childbirth

49

SWOT::

SWOT analysis is a technique used to help a person or organization identify strengths, weaknesses, opportunities, and threats It is sometimes called situational assessment or situational analysis.

STRENGTH	WEAKNESSES
OPPORTUNITIES	THREATS

49

SWOT
EXAMPLE
Split sheet of paper into 4 parts:

S\TRENGTH	WEAKNESSES
OPPORTUNITIES	THREATS

Fill the table and define strengths, weaknesses, threats and opportunities of contact methods.

50 Scales

Students puts to the scales stickers with facts or decisions to compare count of results.

variant 1

variant 2

50 Scales

Example "**Which type of methods would you prefer to use: digital or contact?**"

digital   contact

Choose answer **"digital"** or **"contact"** and put sticker or draw on scales

51 Hot stone (10 min)

Participants should be divided into equal groups. Then they sit together in the room. Some of the chairs in the group become HOT STONE.

Each participant who sits on this chair keeps silent! Other members tell him everything they think of him during 2 minutes. Then participants have to move and change their places.

51 Hot stone (10 min)

Make equal groups and takes sits together. Choose someone who will sit on HOT STONE.

Each participant who sits on this chair keep silence! Other members tell him everything they think of him during 2 minutes. Then participants have to move and change their places.

(52) Talking cube (15 min)

Make cube with words or tasks

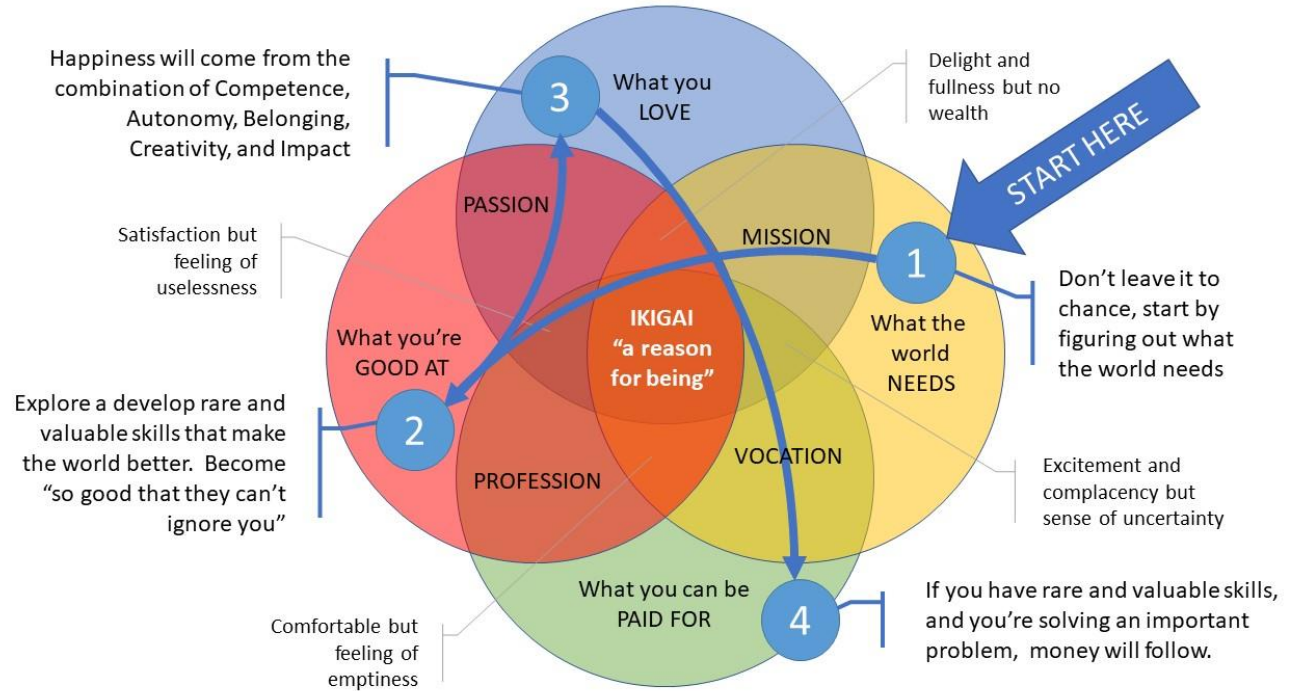I KNOW   I FEEL

I CAN   I AFRAID

I USE   I APPLY

Students take turns rolling the dice and giving a feedback

How To Be Successful

Happiness will come from the combination of Competence, Autonomy, Belonging, Creativity, and Impact

Delight and fullness but no wealth

START HERE

3 What you LOVE

PASSION

MISSION

Satisfaction but feeling of uselessness

1 What the world NEEDS

Don't leave it to chance, start by figuring out what the world needs

IKIGAI "a reason for being"

What you're GOOD AT

Explore a develop rare and valuable skills that make the world better. Become "so good that they can't ignore you"

2

PROFESSION

VOCATION

Excitement and complacency but sense of uncertainty

Comfortable but feeling of emptiness

What you can be PAID FOR

4

If you have rare and valuable skills, and you're solving an important problem, money will follow.

www.impactivated.com

Success

Happiness

subjective well-being

the results wanted or hoped for

53 MIRROR

Students write to the sheet of paper their name.

Then students have to move papers clockwise and write a wish to each other.

Thank you