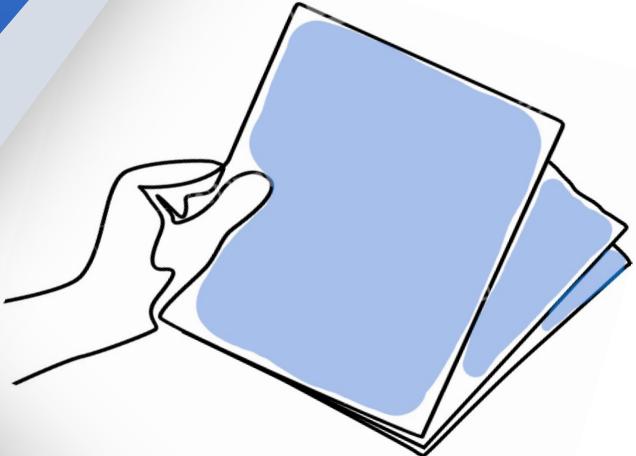


# TOOL CARDS

## TO TRAIN SOFT SKILLS



### Soft skills

Facilitating the vocational integration of  
people with low levels of qualifications

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



The European commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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



# PREAMBLE

This toolcards aims to support trainers in the delivery of Soft skills Training developped in the frame of the Erasmus + Soft Skills project.

**The Erasmus+ Soft skills project** follows the approach of facilitating access to soft skills for people with low levels of qualification in order to accelerate their professional integration. Indeed, mastering a professional activity does not only require the implementation of technical skills specific to the job (hard skills), it also relies on the mobilization of soft skills. To do so, the partnership has developed a method as well as pedagogical tools for training in soft skills. For more information, do not hesitate to contact us (contact details on the last page).

This publication, prepared collectively by the partners of the project, presents a collection of more than 80 tools that can be used to train soft skills. The tools are based on their experience (tools they have learned in their initial training or throughout their professional career, as well as tools developed and/or adapted more specifically for this project). These tools require few equipment and can be easily applied to different contexts. A training kit has also been prepared and is the subject of another publication prepared as part of this project.

## **Additional material**

Additional materials have been developed to facilitate the appropriation of the soft skills project by all trainers, technical supervisors, tutors and assessors and to allow them to train and assess soft skills independently.

- The “**training kit for the implementation of soft skills**” gives all the keys to prepare and implement the soft skills training in any organisation with any trainees. It describes the training method and program in detail and provides summary sheets of training courses by level. It also gives suggestions concerning the pedagogical tools to be used in each step of the training or the posture to adopt as a trainer. It is to be used in connection with this publication.
- The “**European catalogue of soft skills references**” gives an overview of the soft skills approach the project followed: it contains the list of soft skills defined within the framework of the project, the levels of acquisition and their definitions as well as a description of the soft skills acquisition process and the placement and assessment linked to it;
- The “**facilitation techniques**” helps the trainer/ technical supervisor/ tutor/assessor to support their trainees in the consolidation phase in a work situation. It gathers ideas how to put soft skills into practice in the daily work, to act as role models and to advise their trainees.
- The “**soft skills placement and assessment protocol**” gives you all the keys to assess and attest the acquisition of a soft skill. It describes the different moments and methods of assessment and gives you tools to do the placement and assessment properly.



- The “**training for trainers**” is a program and a training content for trainers, technical supervisors, tutors and assessors who wants learn how to use the project and the tools that result from it and to train in Soft Skills without problems.
- The “**soft skills checklist for trainers**” allows trainers, technical supervisors, tutors and assessors to verify their knowledge related to soft skills after a training of trainers but also to have a global view on the materials and tools necessary for the implementation of placements, trainings or soft skills assessments within their organization .

You will find all these materials in free access on our website:  
[www.softskills-project.eu](http://www.softskills-project.eu)

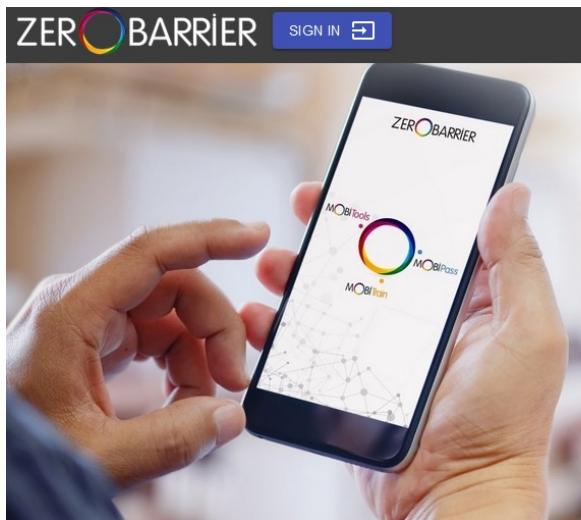


# How to search for a toolcard?

You can use the table of contents to access each tool by clicking on its name directly.

The tools have also been gathered within a digital toolbox available on [Zero Barrier platform](#). Zero Barrier is a global solution for training at work, capitalization of skills acquired and promotion of European job mobility developed by Solivers. On this platform, users can easily search for the tools presented in this publication using a set of criteria: name, recommended number of participants, duration, equipment, preparation, phase as well as levels and steps (as defined by the partnership).

If you want to know more about the platform and sign in, contact Solivers: [contact@zerobarrier.eu](mailto:contact@zerobarrier.eu)



[zerobarrier.eu/home](http://zerobarrier.eu/home)

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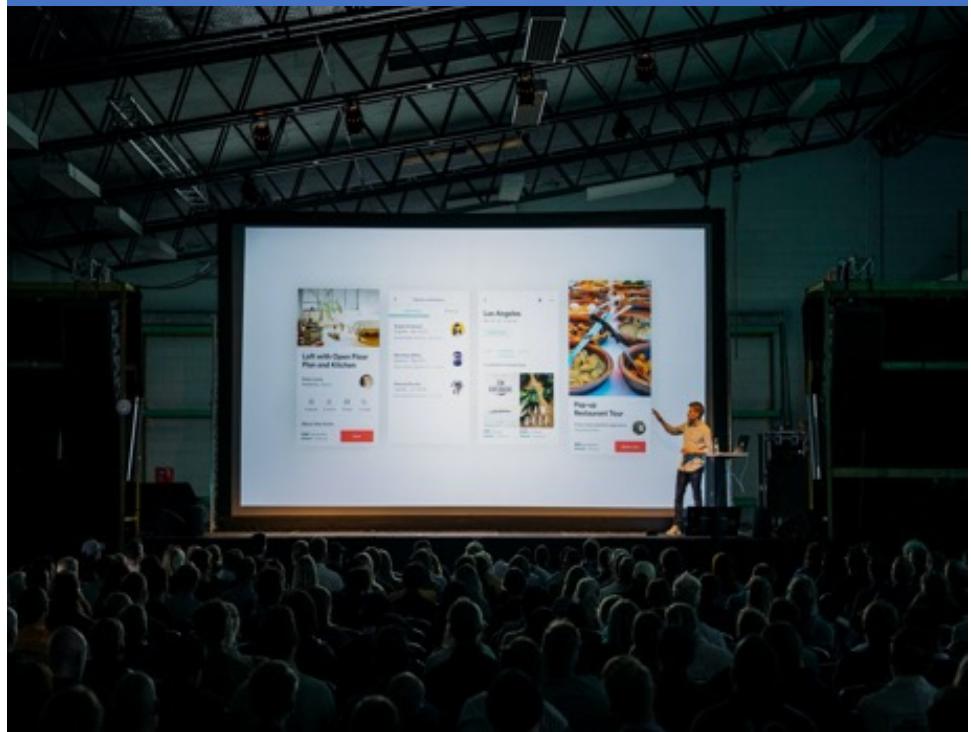
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# PECHA KUCHA



*Photo by Teemu Paaninen on Unsplash*

# PECHA KUCHA

## Objectives

1. Present an idea effectively in a limited and clearly defined time frame.
2. Improve understanding and memorization through ultra-visual media and keywords.
3. Increase the impact of your presentation.

## Steps

1. Define the final objective of the presentation.
2. Identify key messages to achieve this objective.
3. Put them in order and find the common thread of the presentation.
4. Build the visual medium with 8 words or less per picture (no tables, no graphics).
5. Refine your speech: write the message you want to convey; the participant has to pronounce a maximum of 60 words per picture (60 words = 20" = 1 picture).
6. Practice.

**Participants:** 1 to 100

**Duration:** A little more than 7 minutes for a presentation of 20 pictures (20 pictures x 20" = 6'40")

**Equipment:** power point presentation or similar, computer

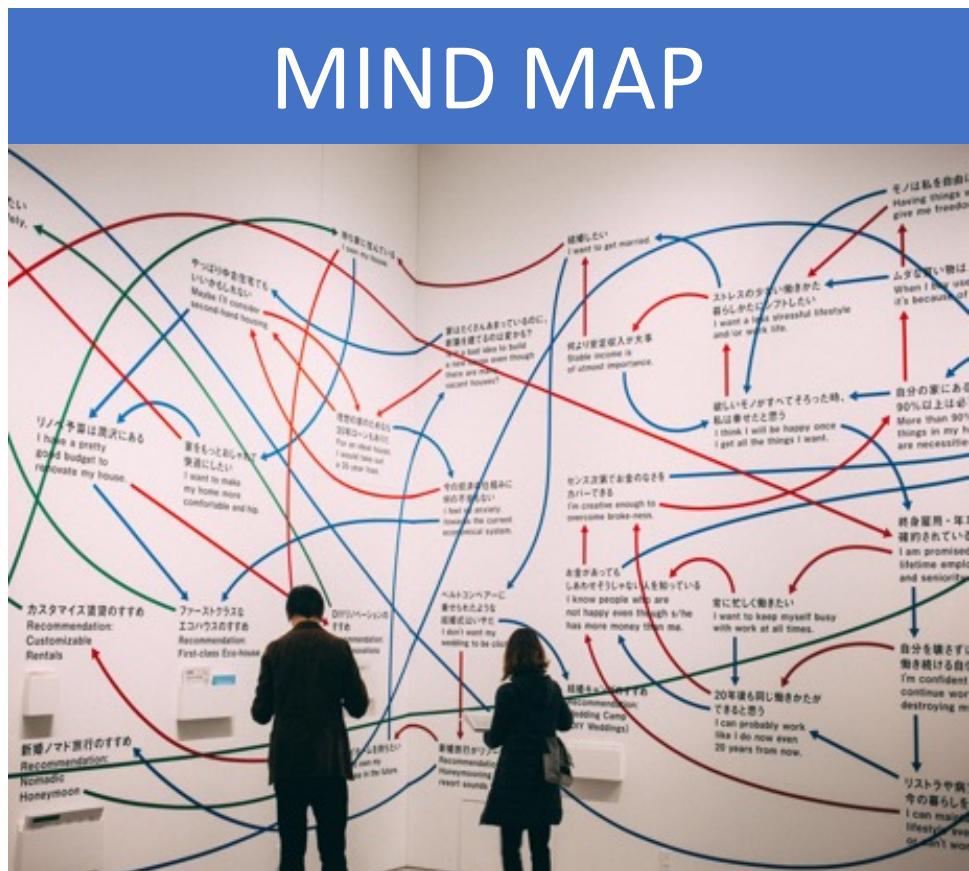


Photo by Charles Deluvio on Unsplash

# MIND MAP

## Objectives

1. Facilitate the memorization and organization of thought.
2. Allow learners to fully understand the content of the training.
3. Increase the impact of your presentation.

## Steps

1. The trainer defines the topic of the mind map.
2. Participants write or draw it in the center of the page.
3. They generate ramifications related to the main topic (6 to 10 branches).
4. For each branch, they associate a main idea, i.e. a keyword (as many ideas as branches), which will generate new associations of ideas.
5. They continue to generate ramifications in the same way until level 4 maximum.

**Participants:** 1 to 100

**Duration:** 20 min

**Equipment:** 1 big sheet of paper, color pens



# MOODBOARD



*Photo by Uby Yanes on Unsplash*

# MOODBOARD

## Objectives

1. Create dialogue within the group.
2. Anchor the learning.

## Steps

1. The trainer provides the participants with a set of magazines, catalogues, newspapers, flyers,...
2. Participants sort and select the significant elements linked with the topic they are talking about.
3. From these elements, they create the moodboard by cutting, sticking, pinning,... the images on a medium. Participants can work alone or in small groups (2 or 4).

**Participants:** 1 to 100

**Duration:** 30 min - 1h

**Equipment:** magazines, catalogues, newspapers, flyers



# WORD ASSOCIATION



4

# WORD ASSOCIATION

## Objectives

1. Encourage group expression.
2. Explore a chosen theme as broadly and deeply as possible.

## Steps

1. Form a circle where everyone is facing inward.
2. The trainer asks the team member on his/her left to say a word without any set context then go around the circle in a clockwise direction asking each person to add his own word to the list (free association format).
3. After 3-4 rounds, the trainer begins a new round by saying the name of a soft skill as the starting point and writes down all the ideas of the team.
4. When all ideas have been expressed and repetition becomes apparent, the trainer asks the team to agree on the words that stood out the most to them as a team.
5. Finally, the trainer begins a sentence with “this soft skill means...”. The team members have to say one word at a time, but this time the goal is to build a cohesive sentence / story.

**Participants:** 4 to 12

**Duration:** 20 minutes

**Equipment:** paper and a pen



# BRAINWRITING



*Photo by Morning Brew on Unsplash*

# BRAINWRITING

## Objectives

1. Enhance innovation by stimulating creativity.
2. Encourage expression and ideas stimulation.
3. Promote collective intelligence and reflection.

## Steps

1. The trainer presents problems related to a work situation (as many problems as there are learners in the room) and ensures that the problems are understood.
2. He/she writes them down (one problem = one sheet of paper) and gives one problem to each participant.
3. He/she then asks each participant to write down 3 ideas of solutions on 3 post-it notes and stick them on the paper sheet (or write them directly on the paper). This should take 5 minutes.
4. Each participant then passes on the paper sheet to his/her neighbor who writes down 3 new ideas. He/she can be inspired or reacts to the ideas already proposed.
5. Repeat the operation until the paper sheet has been passed on to each participant. After 25', a group of 5 people will have generated in theory  $5 \times 3 = 15$  ideas (solutions) for each problem.
6. At the end, the trainer reads out loud all the ideas.

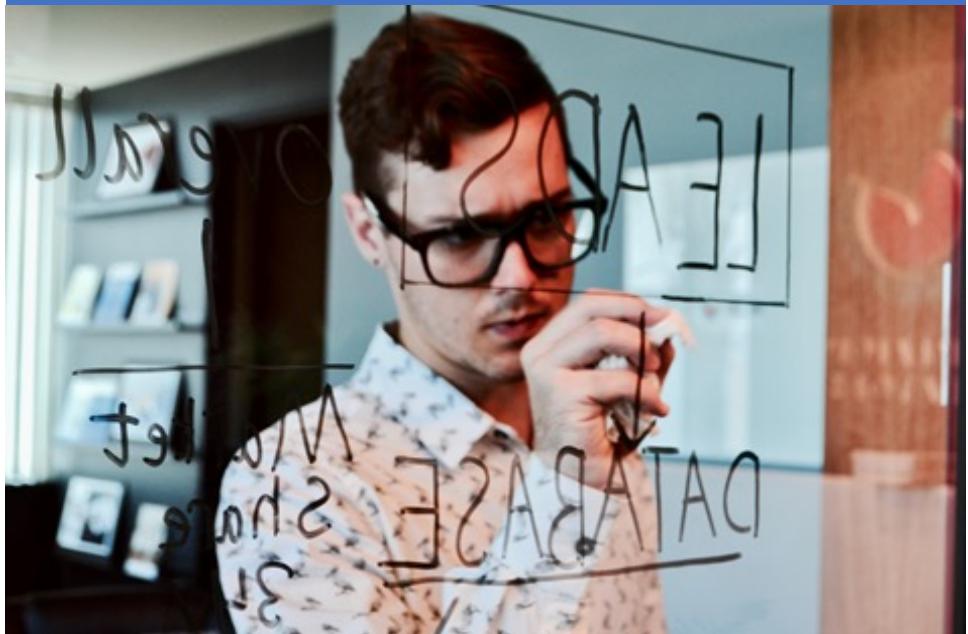
**Participants:** 3 to 8

**Duration:** 5 min per person

**Equipment:** paper sheets, pens, post-it notes



# REVERSE BRAINSTORMING



*Photo by Campaign Creator on Unsplash*

# REVERSE BRAINSTORMING

## Objective

1. Unlock situations.

## Steps

1. Set the problem or problematic situation.
2. Turn the problem around: for instance, instead of « *how to save money* » look into « *how to waste as much money as possible* ».
3. Encourage and let participants express themselves to answer the problem.
4. On a board, draw 2 columns. On the left side, write down all the answers given.
5. Review each answer and reverse the effects in the right column (if we don't do this, what do we do?) to identify solutions to the initial problem.

**Participants:** minimum 5

**Duration:** 30 to 45 min

**Equipment:** board



# FOUR CORNERS DEBATE



*Photo by Emmanuel Acua on Unsplash*

# FOUR CORNERS DEBATE

## Objectives

1. Enhance participation.

## Steps

1. The trainer presents a controversial statement and asks the participants to physically position themselves in the room ("those who strongly agree", "those who agree", "those who disagree" and "those who totally disagree"). No one has the right to stay in the middle. Everyone has to choose a corner and arguments.
2. Once everyone has chosen a corner, the trainer asks who wants to speak to explain his/her position. To initiate the debate, the trainer can start by asking those who took a strong stance.
3. When one corner has given an argument, it is the opposite corner's turn. Participants can change their minds as the debate progresses (and therefore can change corner).
4. The trainer can close the debate and move on to a new statement when he/she wants.

**Participants:** around 10

**Duration:** at least 30 min

**Equipment:** no equipment required



# A TANGLED WEB



*Photo by Thomas Bishop on Unsplash*

# A TANGLED WEB

## Objectives

1. Introduce yourself.
2. Materialize the links between the participants.

## Steps

1. The participants stand up. One of them is given a yarn ball: he/she introduces him/herself before sending the ball to a person with whom he has a relationship (for instance, with whom he/she works), while keeping the end of the yarn ball in his/her hand.
2. The person receiving the ball then describes the links between them and introduces him/herself. He/she then sends the ball to another person with whom he/she is related, keeping a piece of yarn in his/her hand.
3. Once all the people have been connected, a network of wool appears, and all the people have introduced themselves.

**Participants:** 8 to 12

**Duration:** 15 to 20 min

**Equipment:** a yarn ball



# PRESENTATION ICEBREAKER



*Photo by Fares Hamouche on Unsplash*

# PRES

# ENTATION

# ICEBREAKER

## Objectives

1. Introduce yourself to the group.
2. Promote listening and interest for others.

## Steps

1. The participants work in pairs and take 5 minutes to introduce themselves on topics suggested by the trainer (for instance, first name, occupation, other examples related to soft skills...).
2. Then a round table discussion is held where each participant introduces the other person he/she has been talking to to the group.

**Participants:** 4 to 24

**Duration:** 10 min + 2 min/person

**Equipment:** paperboard, pens



# THE ENVELOPE GAME



*Photo by Joanna Konsinska pn Unsplash*

# THE ENVELOPE GAME

## Objectives

1. Solve one or more problems through an analysis of collectively designed solutions.

## Steps

1. With the trainer, the learners define several problems or problematic situations and write each problem down on an envelope. Then the group is divided into as many teams as there are problems and each team receives an envelope.
2. Each team will have to think about a solution to the problem and write it down (as well as their names) on a paper card and put it in the envelope. Each envelope goes to another team who repeats the process without reading the solutions proposed by the other teams.
3. Then the envelopes are opened (one envelope per team). Each team has to choose the best solution by allocating a total of 100 points to the different solutions proposed.
4. At the end, each team reads the problem and then the solutions in ascending order, ending with the solution with the highest score. All "solution cards" are placed in the center of the table so that each team can get their cards back. The team with the highest number of points wins.

**Participants:** 8 to 30

**Duration:** 1 to 2 hours

**Equipment:** small paper cards, pens, envelopes



## TABLE K-W-L

K	W	L
What I know	What I want to know	What I learned

# TABLE K-W-L

## Objectives

1. Connect with previous knowledge.
2. Stimulate curiosity.

## Steps

1. The trainer chooses the topic related to soft skills to be discussed and gives to the participants a paper sheet with the [table K-W-L](#) (well known table to facilitate learning).
2. The trainer asks the participants to answer the following questions: What do I know about this topic? What do I want to know about this topic?
3. After answering the questions, the trainer introduces the concept he/she wants to explain to the participants.
4. At the end of the explanation, the trainer asks the participants to answer the following questions again: What do I know about this topic? What do I want to know about this topic? And what have I learned?

**Participants:** open

**Duration:** 30 minutes

**Equipment:** paper sheets (with K-W-L table), pens



# REFLECTIVE WRITING



*Photo by NeONBRAND on Unsplash*

# REFLECTIVE WRITING

## Objectives

1. Write a summary and reflect on a situation or experience related to soft skills.
2. Generate ideas.

## Steps

1. Participants have to choose a situation, an experience or an activity they want to reflect on, related to the use of soft skills (in a personal or professional context).
2. Trainer has to explain to the learners that reflective writing is based on their personal reaction to that situation, experience or activity. To write the summary, the first person should therefore be used (I saw, I felt ...).
3. Trainer can ask questions to support the reflection (problems, emotions, learnings...). For inspiration you can look for guides online on reflective writing (various resources are available).

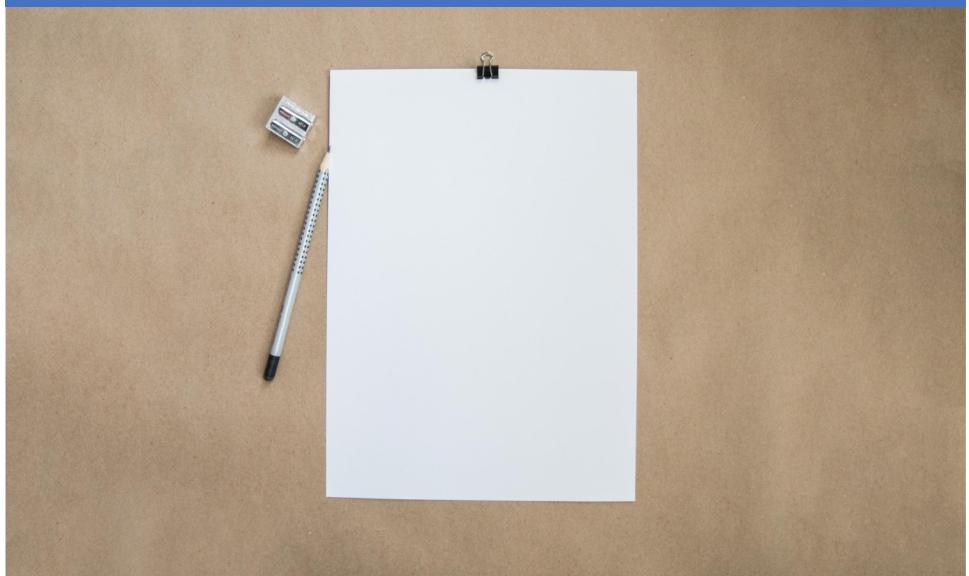
**Participants:** open

**Duration:** 30 minutes

**Equipment:** paper sheets, pens



# CHECK YOUR LEARNING (DO IT NOW!)



*Photo by Kelly Sikkema on Unsplash*

# CHECK YOUR LEARNING (DO IT NOW!)

## Objectives

1. Start a session.
2. Remember the latest concepts learned.

## Steps

1. The trainer has to prepare a quick question about the latest concepts learned.
2. At the beginning of the training, as the participants arrive, he/she writes a question or instruction on the board, indicating the time that the participants have to answer. The question or instruction should not take more than 5 to 10 minutes.
3. The trainer asks all participants to submit their answers in a paper.
4. He/She then uses the answers to verify that the concepts have been understood and plans for upcoming sessions.

**Participants:** open

**Duration:** 10 minutes max

**Equipment:** board or screen, paper sheets



# ACTION PLAN FOR IMPROVEMENT



*Photo by Raul Varzar on Unsplash*

# ACTION PLAN FOR IMPROVEMENT

## Objectives

1. Help the participants create an action plan for improvement for the things that have not gone well.

## Steps

1. The trainer should prepare a template with questions. For instance (to be adapted):

<i>What happened in what context related to soft skills?</i>	<i>What were your goals?</i>	<i>What did not work?</i>
<i>What did you learn?</i>	<i>What can you change for next time?</i>	<i>How can you manage stress?</i>

2. Participants should answer the questions on a paper sheet and reflect collectively on the next steps.

*\* It is better to use this tool in small groups. Trainer should suggest to dedicate a limited time to each question. The template can include specific questions to evaluate each soft skill.*

**Participants:** 1-10

**Duration:** 15 minutes

**Equipment:** paper sheets, pens



# ROTATING PAPER



*Photo by ASHLEY EDWARDS on Unsplash*

# ROTATING PAPER

## Objectives

1. Build a common contribution between the members of a work team.

## Steps

1. Participants sit together at a round table. They have one paper sheet that they will share.
2. The trainer proposes a challenge: for instance write the steps to perform a specific task, describe the different materials needed for an activity, etc. Each participant has to write down a step and give the paper to the person on his/her right.
3. At the end, the trainer asks the participants to reflect on the final paper and see what could be improved.

*The trainer has to make sure that the challenge has at least as much steps as the number of participants and should set a specific time to complete the challenge. The same steps can be used for all soft skills.*

**Participants:** minimum 4

**Duration:** 20-30 minutes

**Equipment:** paper sheets, pencils



# GIVE FEEDBACK



*Photo by Lina Trochez on Unsplash*

# GIVE FEEDBACK

## Objectives

1. Learn how to give feedback.
2. Improve self-awareness.

## Steps

1. The trainer has to deliver 5 cards (for instance 3 green, 2 orange) to each participant. He/She should remind the participants to be as objective as possible and only give feedback related to actions.
2. Each participant has to complete the cards: green ones are to describe his/her strengths and orange ones are to describe improvement areas.
3. Then each participant completes another set of cards (3 green, 2 orange), this time to describe another participant.
4. At the end, each participant has to define at least one improvement step he/she can take, based on his/her own analysis and the feedback received.

**Participants:** minimum 2

**Duration:** 30 minutes

**Equipment:** color cards (or post it)



# SHARED READING



*Photo by Yoab Anderson on Unsplash*

# SHARED READING

## Objectives

1. Improve communication skills and team work using shared reading approach.

## Steps

1. The trainer should select a reading material (newspaper article, book, etc.) that illustrate the use of key soft skills and introduce it to the participants.
2. The trainer asks the participants what soft skills may be involved based on the title or other information provided.
3. The trainer starts reading out loud, then invites each participant to do the same (one after the other). The trainer asks a few questions to help analyze the use of (or lack of) soft skills.
4. At the end of the session, the trainer sees if participants can relate the story to their own experience in either a personal or professional context.

**Participants:** minimum 4

**Duration:** 20-40 minutes

**Equipment:** book or text



# ROLE PLAYING



*Photo by Melissa Askew on Unsplash*

# ROLE PLAYING

## Objectives

1. Promote communication in the group and increase participation.
2. Show and work on problem situations.
3. Stimulate and motivate the learners through experience, where thinking and doing creatively are part of the learning process.

## Steps

1. Distribute roles to the participants, taking into account the ones we want to represent in this role play.
2. Leave a few minutes for each participant to get into their role.
3. Then the participants have to stage the chosen situation to work on.
4. Discussion in large group to identify the positive and negative aspects of this representation of the situation.

**Participants:** 2 to 20

**Duration:** 20-30 minutes with the discussion

**Equipment:** cards on the role to be developed or staged



# VIDEO FORUM



*Photo by Erik Witsoe on Unsplash*

# VIDEO FORUM

## Objectives

1. Promote the love for cinema.
2. Present the learning contents in a more motivating and enjoyable way for the learners.
3. Reflect on their attitudes, values and beliefs through dialogue.

## Steps

1. The trainer presents a short film or video.
2. He/She should create a relaxed and at the same time motivating environment, so the participants can get involved and share their experiences.
3. The trainer asks the participants to share their emotions and relate them to the theme raised, linking to the contents to work on.

**Participants:** 2 to 25

**Duration:** 10 minutes for the presentation, the film/video duration and 30 minutes for the discussion or activities

**Equipment:** screen, film/video ([example](#))



# BRAINSTORMING



Photo by Per Lööv on Unsplash

# BRAINSTORMING

## Objectives

1. Generate original ideas on a specific theme in a relaxed environment.
2. Used as a basis for another activity, such as writing or discussion.
3. Find other ways to boost class work.

## Steps

1. Define the problem so that this technique can be successful.
2. Then participants generate ideas about the problem, without excluding any idea expressed, without any criticism or established order. All ideas are valid.
3. The trainer ensures that the rules are respected and gives the floor to the participants. At the same time, he/she takes note on the board so everyone can see the ideas shared.
4. Finally, the participants select the ideas that they like the most, that are more in line with the established challenge and that ensure the resolution of the problem or issue discussed.

**Participants:** 2 to 20

**Duration:** 20-30 minutes and 20-30 minutes for the discussion

**Equipment:** board to write down the ideas



# REMOVE OBSTACLES



*Photo by You X Ventures on Unsplash*

# REMOVE OBSTACLES

## Objectives

1. Identifying problems within a group or work situation.
2. Plan better the work to see what elements are available (what we need to work) and what difficulties have to be faced.
3. Based on the concrete reality of the group (its problems, work plans...), material is prepared to support the identification of the problems.

## Steps

1. Each participant writes his/her opinion/question on a card (one per card). Then the group classifies the cards, starting with the first question and so on.
2. Once a question is classified, it is possible to see what the main obstacle is and the same with the following.
3. At the end of the classification, it is possible to suggest possible solutions to the main obstacles.
4. Plan better the work to see what elements are available and what difficulties have to be faced (it is recommended to use post it to place the cards on a board).

**Participants:** 2 to 15

**Duration:** 40 minutes

**Equipment:** cards, blank paper or post it, pens



# PEOPLE ASK



*Photo by Brett Jordan on Unsplash*

# PEOPLE ASK

## Objectives

1. Analyze the importance of collaboration within a group or organization.
2. Analyze the role of the leader of an organization.

## Steps

1. Participants are divided into groups of four or five people. Each group is asked to name a leader.
2. The trainer asks for a series of objects that the participants have or that are in the room/space where the participants are gathered. A specific location within the room/space where they should place the objects of each group is determined.
3. The leader and his/her group have to get what is asked of them; the leader is the one who must deliver the objects requested by the trainer.
4. Only the first group item (that was delivered the fastest) will be received and counted, the others will not. The group that manages to deliver more objects is the one that wins.
5. Finally, how each group worked and what the role of the leader was (...) should be analyzed.

**Participants:** 8 to 20

**Duration:** 30 minutes

**Equipment:** none



# PHOTOGRAPHS AND COLLAGE



*Photo by Annie Spratt on Unsplash*

# PHOTOGRAPHS AND COLLAGE

## Objectives

1. Make a synthesis of the work done.
2. Share reflections and feelings based on a series of photographs, pictures and sentences.

## Steps

1. The participants use magazine clippings, phrases they have written, newspaper clippings (...), to represent the work done.
2. All the elements are then placed on a mural that should be displayed in a visible place.

**Participants:** entire group

**Duration:** 30-60 minutes

**Equipment:** magazines, newspapers, cardboards, scissors, glue...



# NAMES AND GESTURES



*Photo by Toa Heftiba on Unsplash*

# NAMES AND GESTURES

## Objectives

1. Present oneself in an entertaining way.
2. Introduce the people who are going to take part in a same course/training (trainers and participants).
3. Integrate all participants and create a climate of trust.

## Steps

1. The group should be placed in a circle. Then one participant starts by saying his/her name and making a gesture/move that represents him/her (for instance: playing the guitar).
2. The participant on the right continues repeating the name of the first participant and his/her gesture and then says his/her name and makes his/her own gesture.
3. This goes on until all participants have spoken.

**Participants:** 7 to 12

**Duration:** 10 minutes

**Equipment:** none



# INTRODUCE MYSELF



*Photo by Ioana Cristiana on Unsplash*

# INTRODUCE MYSELF

## Objectives

1. Present oneself in an entertaining way.
2. Present all the members of the group, learn their names as quickly as possible, as well as their likes, experiences and other interesting facts.
3. Reduce barriers or paradigms (shame, fear) that limit the work with other people.

## Steps

1. The participants are placed in pairs, if possible with someone they do not know.
2. The two participants in each pair should talk to each other introducing themselves, naming personal characteristics (for instance: name, age, personal tastes, qualities...).
3. When all pairs have introduced each other, the participants regroup.
4. Then each pair will appear in front of the entire group, but this time instead of presenting themselves, each participant presents the other person they have talked to before.

**Participants:** more than 6

**Duration:** 20 minutes

**Equipment:** none



# BROKEN PHONE



*Photo by Paweł Czerwiński on Unsplash*

# BROKEN PHONE

## Objectives

1. Develop the ability to listen and understand.
2. Empathize with other group members / classmates.
3. Experience how messages can be distorted by the interpretation of each person.

## Steps

1. Six volunteers are requested and numbered. Five of them leave the room. The message is read to volunteer Nº1 then volunteer Nº2 is asked to come back to the room.
2. Nº1 tells Nº2 what was told by the trainer with no help from the rest of the participants (acting as observers). Nº3 is asked to return to the room, then Nº2 transmits the message he/she received from Nº1. The action is repeated until Nº6 has been given the message.
3. Nº 6 has to write down the message he/she received on the board or a card so the entire group can read it. Then, the trainer writes the original message and they are compared.
4. Discussion takes place within the group. Participants are asked to give their opinion and share their reactions. The trainer gives examples, for the group to analyze.

**Participants:** more than 6

**Duration:** 20 minutes

**Equipment:** none



# THE DRAWING



*Photo by Kelly Sikkema on Unsplash*

# THE DRAWING

## Objectives

1. Reveal communication difficulties, highlighting the difference between one-way and two-way communication (with and without feedback).
2. Analyze the influence of questions and dialogue on communication and the transmission of information.
3. Show the importance of the listening attitude in communication.

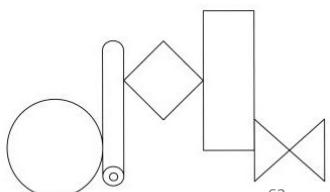
## Steps

1. The activity is done in pairs, where only one participant knows the picture that the other participant has to draw.
2. The participant who draws cannot ask questions, he/she draws silently as the other participant explains/dictates, making communication one-way.
3. Communication increases, because the participant who draws can now ask questions, but only questions that can be answered with a yes or no.
4. Finally, all kinds of communication in both directions are authorized, so giving feedback is possible, which in theory should improve the result of the drawing.

**Participants:** the entire group, in pairs

**Duration:** 30 minutes

**Equipment:** a drawing (example on the right), white paper sheets, pencils and erasers





# LOST IN THE MOON



*Photo by Ganapathy Kumar on Unsplash*

# LOST IN THE MOON

## Objectives

1. Analyze the decision-making process in the group.
2. Enrich ourselves with the knowledge of others.
3. Understand that the best result is obtained with the participation of all.

## Steps

1. Form small groups of about four people.
2. Each group have to complete a preference list, in the “personal order” column and share it within the small group.
3. When they have reached an agreement between all group members, they are given the choice of NASA, compare it with the group and decide if they would make any changes and why.
4. Finally, all the decisions made by the big group will be exposed and the idea is to try to reach an agreement. When decision has to take place, we can also offer the clue-sheet to the group to help with their decision.

**Participants:** the entire group

**Duration:** 30-40 minutes

**Equipment:** history ([download](#)), pencils, blank paper sheets



# THE ROCK



*Photo by Artem Kniaz on Unsplash*

# THE ROCK

## Objectives

1. Analyze the decision-making process.
2. Practice creative thinking to resolve conflicts.
3. Generate multiple solutions from different perspectives, promoting creativity.

## Steps

1. The trainer should form teams of four or five members, who will have the task to generate as many solutions as possible to a problem.
2. Each group should be given a paper sheet with the story and asked to think of ideas to avoid the rock problem. The goal is to imagine as many solutions as possible.
3. Then the ideas of all the teams are shared.
4. At the end of the activity, a space for reflection should be opened.

**Participants:** the entire group

**Duration:** 20 minutes to find solutions and 30 minutes for group discussion

**Equipment:** text León Tolstoy ([download](#)), text with possible ideas for discussion



# QUIZ DEFINITION



*Photo by Jon Tyson on Unsplash*

# QUIZ DEFINITION

## Objectives

1. Identification of a soft skill.
2. Recognize the soft skill definition.
3. Self-assessment.

## Steps

1. Present the definitions of soft skills to learners using a projector.  
Use an online application to generate interactive multiple choice questions to make the session more entertaining.
2. The definitions will be displayed on the screen and the learners will have the choice between 4 soft skills.
3. Learners respond to questionnaires via their smartphone or tablet.
4. The application gives learners the opportunity to self-assess, while viewing their success rate as well as that of their peers.

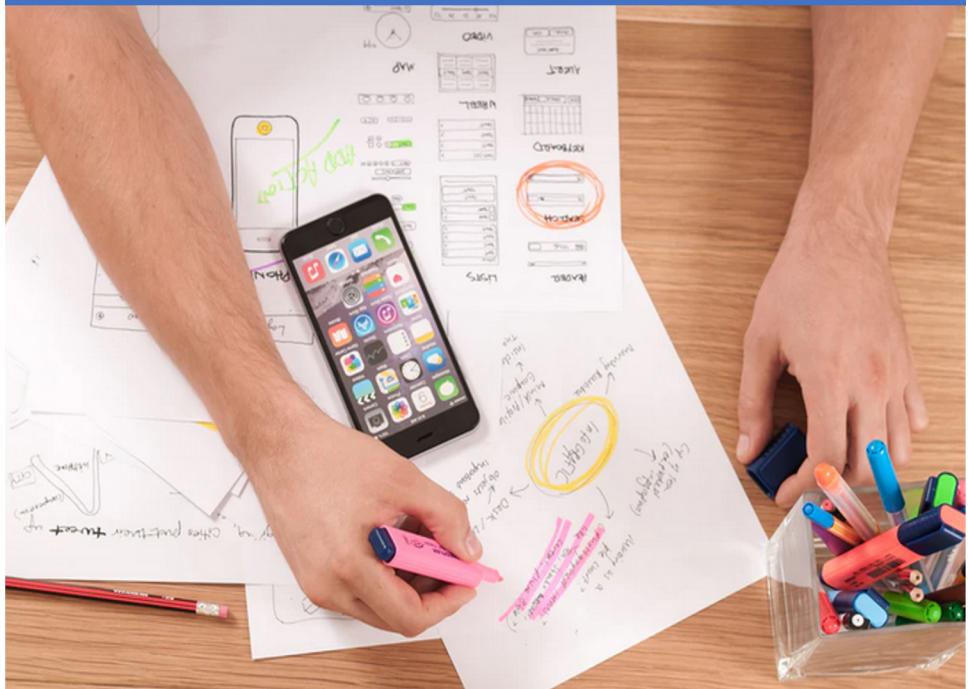
**Participants:** 1 to 20

**Duration:** 15 minutes for the test and 5 minutes to discuss the results

**Equipment:** video-projector, kahoot application, kahoot test prepared, smartphones or tablets



# JOB OFFER



*Photo by William Iven on Unsplash*

# JOB OFFER

## Objectives

1. Identify soft skills.
2. Read between the lines of a job offer.
3. Understand the social skills required.

## Steps

1. The trainer presents to the learners different job offers covering different fields (for instance personal assistance, construction, office automation).
2. Then he/she asks the learners to highlight the parts referring to soft skills.

**Participants:** 1 to 15

**Duration:** 10 minutes to read and highlight the soft skills, 10 minutes for discussion

**Equipment:** pencil and paper, job offers examples



# CHAPI CHAPO



*Photo by Nathália Rosa on Unsplash*

# CHAPI CHAPO

## Objectives

1. Identify soft skills.
2. Define soft skills.
3. Mimic soft skills.

## Steps

Participants will have teammates guess as many words (soft skills) as possible in one minute. After one minute, the words guessed are counted, and the words that have been passed are returned to the container (indeed when picked, the participant can decide to use the word and try to have his/her teammates guess it or pick another one). When all the words have been guessed, another round starts with different rules. All words are returned to the container and the team that pulled the last word starts the new round. The winning team is the one that have guessed the most words during all rounds.

1. Write the different soft skills on papers and put them in a container (for instance a hat).
2. The teams are made up of two or three participants, a randomly selected team begins the game.
3. First round: To make his/her teammates guess the word, the participant can pronounce as many words as he/she wishes, even use mimes. He/she cannot, however, use words that are too close to the word to be guessed, nor can he/she spell it. Teammates have the right to propose as many words as they want.
4. Second round: The participant can now only say one word to his/her teammates, and this word cannot be too close to the word that have to be guessed. Teammates are entitled to as many proposals as they want.
5. Third round: The participant can now only use mime. No sound can come out of his/her mouth. Teammates have the right to as many proposals as they want.

**Participants:** 4 to 20

**Duration:** 5 minutes per round (15 minutes)

**Equipment:** papers, container



# DRAW SOFT SKILLS



*Photo by noslifactory on Unsplash*

# DRAW SOFT SKILLS

## Objectives

1. Have participants think about how they see themselves.
2. Get to know the personality of each participant.

## Steps

1. Participants have to draw a picture representing them in the process of implementing a soft skill, as part of a professional exercise and / or in the practice of a hobby.
2. Participants show their drawings to the group and explain them, in link with the soft skills represented.

**Participants:** 1 to 15

**Duration:** 10 minutes for drawing and 10 minutes for the discussion

**Equipment:** paper, color pencils



# CROSSWORDS



*Photo by Tim Mossholder on Unsplash*

# CROSSWORDS

## Objectives

1. Raise awareness on relevant aspects of a certain soft skill.
2. Reflect on one's own strengths regarding a certain soft skill.
3. Get to know each other.

## Steps

1. Each participant writes his/her first name on a sheet of paper (vertically).
2. Participants then link one key word to each letter of their name.  
The key words have to be related to the soft skill in question and/or a personal strength related to the soft skill.
3. Finally the crosswords consist of as many key words as the number of letters in their names.
4. Participants present the crosswords to the rest of the group.

**Participants:** groups from 5 to 20

**Duration:** 15 minutes to create the crossword, 3 minutes per participant to present the result to the group

**Equipment:** crayons and one sheet of paper per participant



# THINK-PAIR-SHARE



*Photo by Steve Douglas on Unsplash*

# THINK-PAIR-SHARE

## Objectives

1. Process a topic in a cooperative learning setting.
2. Motivate learners to participate even if they have little intrinsic interest in the topic.
3. Practice communication and problem-solving skills.

## Steps

1. The trainer poses an open-ended question aligned with the instructional goal.
2. Participants are first asked to THINK for about one minute and write down their thoughts.
3. Then they are asked to turn to the person next to them - PAIR - to discuss their response with this person.
4. The trainer lets them know when to switch who is talking and when time is up.
5. Finally, the pairs SHARE what they have discussed to the entire group and discussion continues.

**Participants:** even number of participants (minimum 4 and up to 20)

**Duration:** THINK: minimum 1 minute

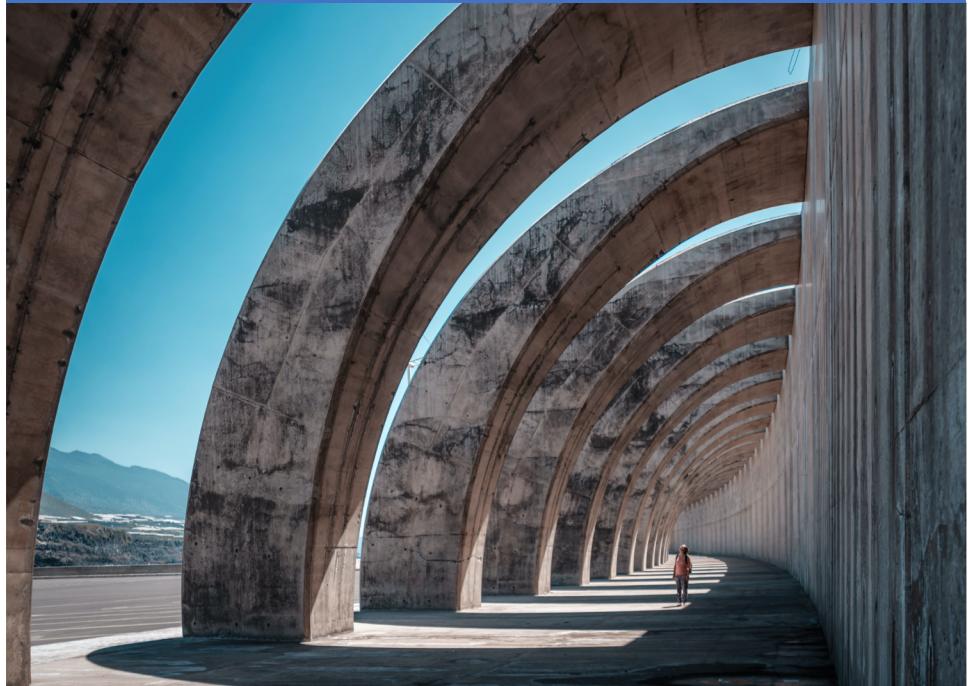
PAIR: minimum 5 minutes

SHARE: minimum 3 minutes per pair

**Equipment:** paper and pencil for each participant



# POSITIONS



*Photo by Fausto García on Unsplash*

# POSITIONS

## Objectives

1. Make positions visible and get an overview of the position of the participants towards various issues.
2. Activate the group.
3. Compare and make changes visible by doing the same exercise at the beginning and at the end of a training process.

## Steps

1. Three ropes are put on the floor to identify the positions 0%, 50% and 100%, with enough space between them that all participants can position themselves between them.
2. The trainer asks questions related to the respective job/soft skill/learning objective which can be answered by percentages.
3. For each question, the participants position themselves at the level between 0 and 100% that suits them.
4. After each question, positions can be discussed, experiences/opinions can be shared.

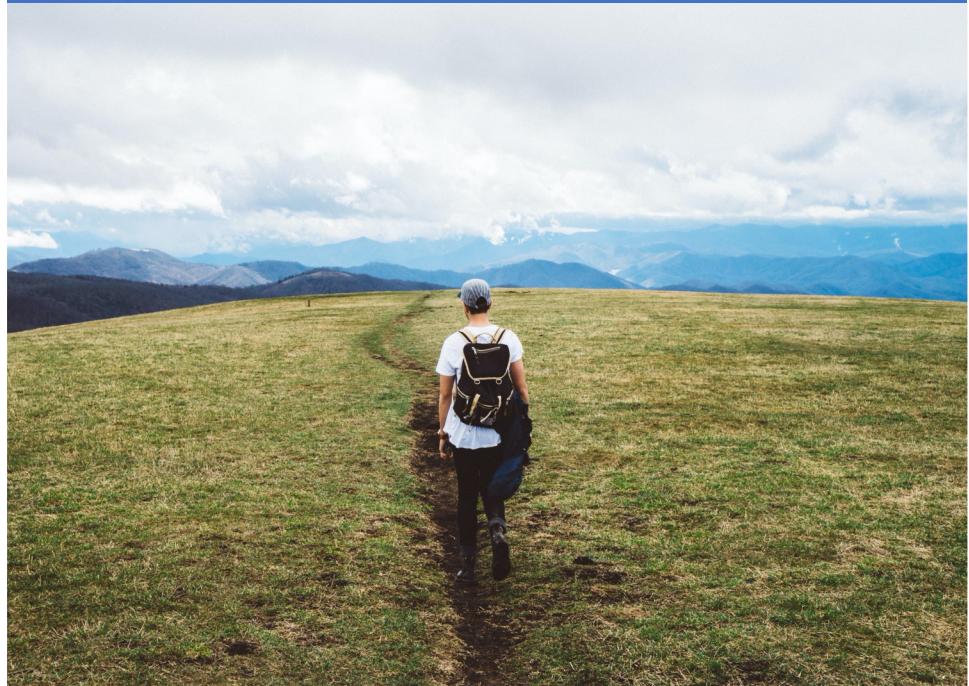
**Participants:** 3 to 30

**Duration:** 5 to 10 minutes for the choices and 1 to 5 minutes of explanations per question

**Equipment:** three ropes or other material to define the positions 0%, 50% and 100%, questions



# IMAGINARY JOURNEY



*Photo by Joshua Ness on Unsplash*

# IMAGINARY JOURNEY

## Objectives

1. Create a vision of one's aims, plans related to the job/training.
2. Inspire participants to think about themselves in the future or in a new/other job or situation.
3. Draw a picture of how participants see themselves after the training/in a few months/in a year which can also be used for the "Pictures of an exhibition" or the portfolio.

## Steps

1. The trainer creates a relaxed atmosphere and asks the participants to close their eyes and follow him/her on an imaginary journey.
2. Depending on the job/soft skill/learning objectives, the trainer tells a metaphoric story about an imaginary person and his/her journey.
3. The story describes the development of this person or his/her journey to a land of the future, ... in an inspiring way.
4. After the story has ended, the participants are invited to draw a picture of what they have seen for themselves on their imaginary journey.

**Participants:** 1 to 15

**Duration:** 10 minutes for telling the story, 20 to 30 minutes for drawing the pictures

**Equipment:** an inspiring story, relaxing music, crayons, paper



# PICTURES OF AN EXHIBITION



*Photo by Derick McKinney on Unsplash*

# PICTURES OF AN EXHIBITION

## Objectives

1. Share one's visions with others.
2. Learn about other perspectives/visions.
3. Make results of a training / workshop visible for all participants.

## Steps

1. Use this method as a follow up for any reflection process where participants first create something for themselves which is then shared with the whole group.
2. The participants are invited to present their drawings / texts / creations by putting them on pin boards / walls or placing them in the room (presenting their work is NOT mandatory).
3. The artefacts can be signed or remain anonymous.
4. All group members walk through the exhibition and look at the exhibits (valuing but not judging them).
5. If appropriate the artists explain their work in plenary.

**Participants:** 5 to 100

**Duration:** minimum 15 min, depending on number of drawings and whether the painters explain their pictures to the group

**Equipment:** material to put drawings on walls / pin boards, music to play in the background while participants visit the exhibition



# GOOD C / BAD C



*Photo by Volodymyr Hryshchenko on Unsplash*

# GOOD C / BAD C

## Objectives

1. Reflect on successful communication.
2. Get an overview of relevant aspects of good communication.

## Steps

1. Prepare two flip chart sheets / pin boards. On one it's written 'Good Communicator' and on the other 'Bad Communicator'.
2. Explain to the participants that they will have to decide which characteristics belong to a good communicator and which belong to a bad communicator.
3. Give all participants at least one characteristic of a good or bad communicator on a piece of paper.
4. Ask participants to decide where the characteristics should be assigned to and to stick them on the correct flip chart sheet / pin board.
5. When all characteristics are assigned, ask everyone to review the lists and tell if they disagree with where some characteristics have been stuck and if so why.

**Participants:** 5 to 15

**Duration:** 5 minutes for the assignment and then 10 minutes for discussions

**Equipment:** cards, two pin boards and/or flip chart papers



# BLIND SNAKE



*Photo by Victor Garcia on Unsplash*

# BLIND SNAKE

## Objectives

1. Experience leading and taking responsibility for others.
2. Experience being led and trust someone else.
3. Activate the group, e.g. by using the method as icebreaker and/or after a break.

## Steps

1. The participants stand behind each other and put their hands on the shoulder of the person in front. All members except the first one in the row (the seeing head of the snake) are blindfolded.
2. Now the snake moves around in a room/outside. The head can vary the speed and the direction. All members need to stick together and they have to take care that the snake does not break apart.
3. After a certain time, roles are switched. With small groups it can also be done in pairs. With bigger groups several snakes can be formed.
4. Possible variations: Only the last one in the row is not blindfolded and leads the snake with verbal instructions. / All members of the snake are blindfolded, someone outside leads the snake with verbal instructions.
5. Experiences can be discussed afterwards.

**Participants:** 5 to 30

**Duration:** 15 minutes

**Equipment:** enough space, material to blindfold participants



# THUMBS UP



*Photo by STEPHEN POORE on Unsplash*

# THUMBS UP

## Objectives

1. Provide a “safe” context to train to express (dis)contentment.
2. Give an example of how to ask for and deal with feedback.

## Steps

1. The trainer asks the group several questions.
2. The participants do not speak but give signs with their hands:  
thumbs down = not good, thumbs level = indifferent, thumbs up = good.
3. If the trainer wants to know more, participants can be asked for clarification.

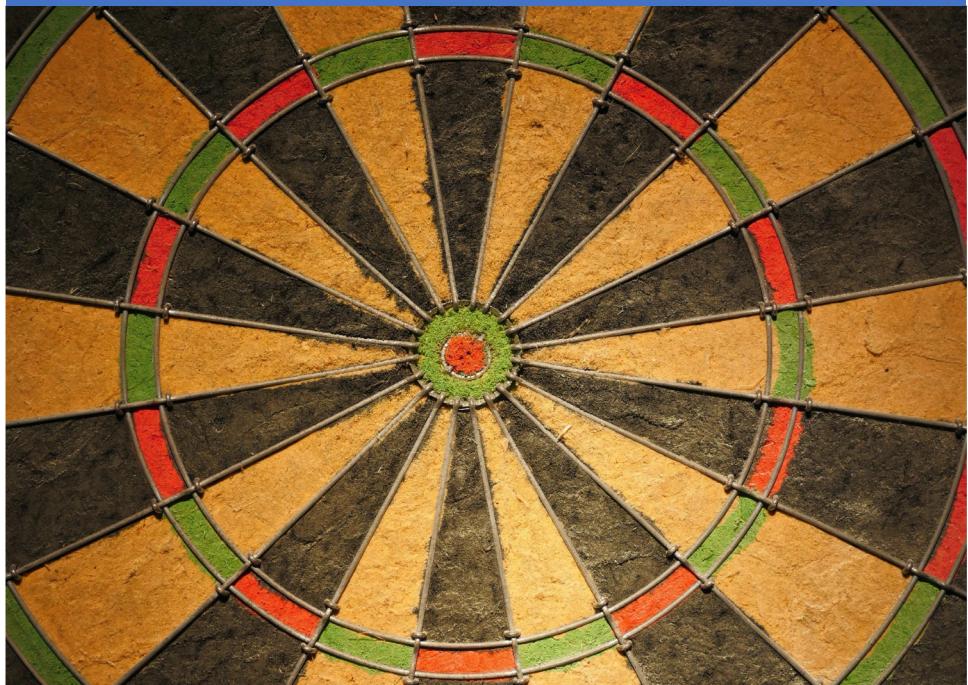
**Participants:** 1 to 30

**Duration:** 1 to 5 minutes

**Equipment:** none



# WHAT I AM GOOD AT



*Photo by Pablò on Unsplash*

# WHAT I AM GOOD AT

## Objectives

1. Reflect on one's own strengths.
2. Present oneself to others.
3. Get to know each other.

## Steps

1. The participants form a circle.
2. The trainer mentions various criteria (generic and/or related to a certain soft skill/job profile).
3. The participants place themselves according to the following levels:  
"I am really good at this!" => move to the center of the circle  
"I can do it" => stop half-way on the way to the center  
"I cannot do it (yet)" => stay outside the circle
4. The participants have a look at who is standing where, then the trainer gives a signal and everyone returns outside the circle and the next criterion is mentioned.

**Participants:** 1 to 30

**Duration:** 5 to 10 minutes, depending on the number of criteria

**Equipment:** none



# TAPPING ON NUMBERS



*Photo by Eric Tompkins on Unsplash*

# TAPPING ON NUMBERS

## Objectives

1. Find ways for good team work and good organization / coordination.
2. Succeed together / by cooperation.
3. Activate the group.

## Steps

1. The participants line up in a circle. In the center of the circle a rope also forms a circle or an oval. Within this rope the numbers from 1 to 30 (more or less) lie totally mixed up.
2. The participants have to tap the numbers chronologically with their feet as fast as possible.
3. There are two rules: Only one person at a time can be within the circle and he/she can only enter with one foot.
4. This implies that the participants have to discuss who taps when on which number and who can reach which number(s) best to complete the task as fast as possible.
5. You can do several rounds and try to increase the efficiency/speed.

**Participants:** 5 to 20

**Duration:** 10 minutes minimum

**Equipment:** long rope or chalk to mark the playing area, numbers from 1 to 30 (more or less) within this area



# BUILDING CONFIDENCE



*Photo by Cytonn Photography on Unsplash*

# BUILDING CONFIDENCE

## Objectives

1. Learn about non-verbal communication.
2. Think and learn about trust and responsibility.

## Steps

1. The trainer asks the participants to split into pairs.
2. One participant is a guide, the other is a “blind” person. The guide is placed in front of the “blind” who has his/her eyes closed and holds him/her by the arms.
3. Without a word, the guide leads the “blind” participant around the room and pays attention not to damage or hit any object (chairs, table..).
4. The leader's job is to bring the “blind” participant safely to the other end of the room. Then the roles change.
5. Discussion. The trainer asks participants: Did you like the activity? How did you feel? What was easier, to lead or to be led? Did you trust the participant that everything would be okay? What did you find most interesting about the activity?”

**Participants:** the entire group (6 or 8 participants)

**Duration:** 5 minutes for explanations, 15 minutes for the game and 10 minutes for discussion

**Equipment:** eye bandage, tables and chairs



# FRIENDSHIP NETWORK



*Photo by Wyilly-Suhendra on Unsplash*

# FRIENDSHIP NETWORK

## Objectives

1. Know yourself and others better.
2. Gain a sense of belonging (through the activity).
3. Think about yourself and others (qualities, skills, desires...).

## Steps

1. Participants sit in a circle.
2. The trainer gives instructions, then primes for the end of the string, tells what he likes, doesn't like, what he wants ... and throws the string to the next person.
3. The game goes on until everyone is connected.
4. At the end the participants discuss the activity and share their feelings.

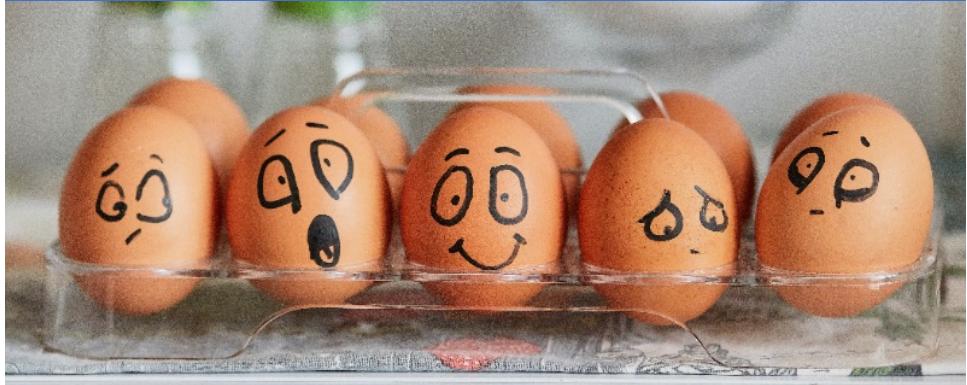
**Participants:** the entire group (6 or 8 participants)

**Duration:** 5 minutes for explanations, 15 minutes for the game and 10 minutes for discussion

**Equipment:** string



# PANTOMIMA (EMOTIONS)



*Photo by Tengyart on Unsplash*

# PANTOMIMA (EMOTIONS)

## Objectives

1. Learn how to recognize and name emotions.
2. Be aware of body language.

## Steps

1. The trainer talks to the participants about emotions. Trainer says we all feel a lot of different emotions. Emotions can change throughout the day and we can feel various emotions at the same time.
2. Together they name some emotions: joy, sadness, fear, anger,...
3. When naming an emotion, the trainer asks the participants to show that emotion with the face and body.
4. The trainer describes what he/she sees (e.g.: smile, clenched fists and lips...).
5. The trainer explains the concept of body language. We can express our well-being without words. Body movements are like sign language that expresses our well-being. Discussion within the group.

**Participants:** the entire group (4 or 6 participants)

**Duration:** 5 minutes for explanations, 15 minutes for the game and 10 minutes for discussion

**Equipment:** none



# PANTOMIMA



*Photo by Jon Tyson on Unsplash*

# PANTOMIMA

## Objectives

1. Recognize emotions based on observation.

## Steps

1. The trainer tells the participants that this activity consists in expressing emotions.
2. Each participant takes one card and looks at it. Each card presents one emotion (it can be a picture, a symbol or a word).
3. The participant expresses this emotion with a pantomime.
4. Group members try to figure out what emotion is on the card. They can name different emotions. The participant with the card answers with yes or no.
5. The trainer asks participants: “How did you feel during the activity? Which emotions are the easiest and the hardest to play/to guess? Why? What did you find most interesting about the activity?”

**Participants:** the entire group (4 or 6 participants)

**Duration:** 5 minutes for explanations, 15 minutes for the game and 10 minutes for discussion

**Equipment:** cards representing emotions



# CARDS OF EMOTIONS



*Photo by Jacqueline Munguía on Unsplash*

# CARDS OF EMOTIONS

## Objectives

1. Recognize emotions.
2. Recognize situations in which you feel certain emotions.
3. Think about what to do when you feel a certain emotion.

## Steps

1. The trainer prepares cards with drawn faces that express certain emotions (e.g. joy, sorrow, anger, fear,...). There should be as many cards as there are participants.
2. The trainer places the cards (facing down) on the table. The first participant pulls one card and tells what emotion it shows.
3. The trainer then asks the participant a question, why he/she thinks this person is sad, happy... what happened.
4. Additional questions can be asked: “When do you feel that way? What can you do then?”

**Participants:** the entire group (4 or 6 participants)

**Duration:** 30 minutes

**Equipment:** cards representing emotions



# ANN, WHERE ARE YOU?



*Photo by Ryoji Iwata on Unsplash*

# ANN, WHERE ARE YOU?

## Objectives

1. Develop tactile sensitivity.
2. Develop auditory sensitivity.

## Steps

1. Participants sit in a circle.
2. Two participants are blindfolded in the middle of the circle.
3. The trainer turns them around a bit to lose orientation. Then the participants try to catch each other by asking “Ann, where are you?” and answering “I am here!”.
4. When they get caught, another couple steps in a circle.
5. Discussion.

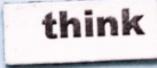
**Participants:** the entire group (8 or 10 participants)

**Duration:** 30 minutes

**Equipment:** eye bandage



# WE ALL THINK DIFFERENTLY



think

*Photo by Glen Carrie on Unsplash*

# WE ALL THINK DIFFERENTLY

## Objectives

1. Strengthen decision-making skills.
2. Get to know each other.

## Steps

1. The trainer explains to the participants that a choice is a decision and that we all think and decide differently.
2. The trainer marks three different areas in the room: area FOR, area AGAINST and area NEUTRAL. Then he/she asks a question. Each participant has to go to the specific area that illustrates his/her response to the question.
3. Action is repeated three or four times (with different questions).
4. Discussion: What happened during this activity? Did the participants make the same choices? Why did someone make that decision? Was it difficult to make a decision? How did participants feel during the activity?

**Participants:** the entire group (8 or 10 participants)

**Duration:** 45 minutes

**Equipment:** none



# I LIKE YOU



*Photo by Parker Johnson on Unsplash*

# I LIKE YOU

## Objectives

1. Recognize the positive qualities of others.

## Steps

1. The trainer starts by saying that it is very important to recognize the positive qualities of others.
2. The game is played in a chain. The participant who starts says to the person on his/her left “I like...” and adds one positive trait.
3. The game continues until everyone receives one positive message.
4. The trainer concludes saying that everyone has qualities and asks the group for feedback about the activity.

**Participants:** the entire group (8 or 10 participants)

**Duration:** 5 minutes for explanations and 15 minutes for the game, 10 minutes for discussion.

**Equipment:** none



## POSITIVE FEATURES



*Photo by Clark Tibbs on Unsplash*

# POSITIVE FEATURES

## Objectives

1. Understand and develop self-awareness and awareness of others.
2. Experience feelings of value and belonging.

## Steps

1. Participants complete the sentence "If I were an animal, I would be ..." and draw themselves as their favorite animal that they think has similar characteristics.
2. Participants fold the drawings to ensure confidentiality and put them in the middle of the room or table.
3. Each participant picks one drawing. Everyone writes on the drawing all the good things they know about this animal. Emphasize that they should only write good, positive things.
4. Then each participant shows a drawing and reads all the positive things. If a high level of trust and empathy has developed, each participant can try to guess who the animal represents.
5. Discussion.

**Participants:** the entire group (4 or 6 participants)

**Duration:** 5 minutes for explanations, 15 minutes for the game and 10 minutes for discussion

**Equipment:** paper, crayons



# THE GAME OF SILENCE



*Photo by Kristina Flour on Unsplash*

# THE GAME OF SILENCE

## Objectives

1. Develop self-control.
2. Develop self-awareness and awareness of others.

## Steps

1. Participants sit in a circle with their hands on their knees. The trainer opens the window and instructs the participants to be quiet and to listen for 5 minutes.
2. Then the trainer asks the participants some questions about this new experience, for instance: "How did you feel? Did you feel comfortable or uncomfortable when you were quiet? Were you happy, sad, angry or scared?"

\* Participants can also express emotions with emotions cards.

**Participants:** the entire group (6 or 8 participants)

**Duration:** 5 minutes for the explanations, 5 minutes for the game of silence, 20 minutes for the discussion.

**Equipment:** none



## ROLE PLAYING (2)



*Photo by Umanoide on Unsplash*

# ROLE PLAYING (2)

## Objectives

1. Learn and develop soft skills by playing professional roles.

## Steps

1. The trainer splits the participants into pairs.
2. The pictures of gadgets/tools and professions are placed on the table.
3. The participants choose one picture of a profession and one picture of a gadget/tool that corresponds to that profession.
4. In pairs, the participants play the profession described in the pictures they have selected.
5. Discussion.

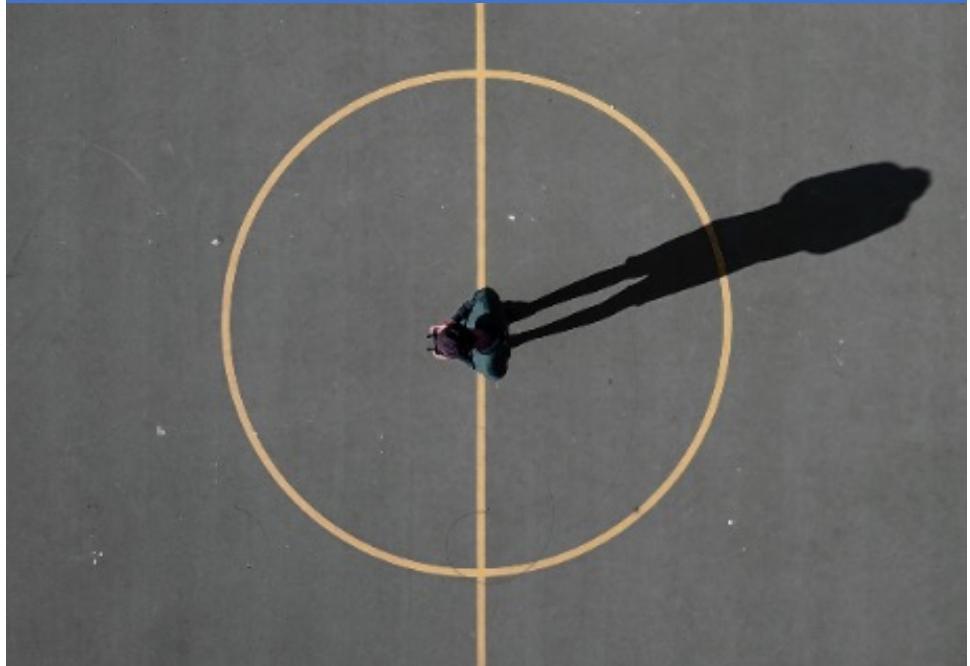
**Participants:** the entire group (6 or 8 participants)

**Duration:** 5 minutes for the explanation, 20 minutes for role playing, 15 minutes for discussion

**Equipment:** pictures of professions, gadgets that represent a particular profession, table



# “A POOR BLACK KITTY”



*Photo by Luís Eusébio on Unsplash*

# “A POOR BLACK KITTEN”

## Objectives

1. Develop self-control.
2. Develop self-awareness and awareness of others.

## Steps

1. The participants stand in a circle.
2. One volunteer is placed in the middle of the circle and is “the black kitten”. “The black kitten” has to go to a participant and try to make him/her laugh.
3. The participant should touch the arm of “the black kitten” three times and say "poor black kitten" without laughing.
4. The one who laughs becomes “the poor black kitten”.
5. The trainer leads the discussion. The trainer asks questions such as: “How did you feel about this game?” and other questions for self-reflection.

**Participants:** the entire group (8 or 10 participants)

**Duration:** 5 minutes for the explanations, 15 minutes for the game, 10 minutes for discussion

**Equipment:** none



# EMPLOYER EXPECTATIONS



*Photo by Dylan Gillis on Unsplash*

# EMPLOYER EXPECTATIONS

## Objectives

1. Put yourself in the shoes of an employer and see the qualities expected from a worker.
2. Understand that there is a wide range of soft skills.
3. Produce as many ideas as possible in a short amount of time.

## Steps

1. Each participant writes down on a paper one quality they think are expected from workers.
2. Give learners a category in which this skill should be found (interactions, self-awareness, commitment, reliability) depending on the skill the trainer wants them to find.

**Participants:** 1 to 10

**Duration:** 3 minutes for the choice, 5 minutes for the explanations (per person)

**Equipment:** paper and pencil, flipchart



# MODELING



*Photo by Markus Spiske on Unsplash*

# MODELING

## Objectives

1. Present a soft skill (or several soft skills).
2. Teach by observation, identification and empathy.

## Steps

1. Presentation of the “model” in different ways (the skill presented must be illustrated with at least two examples: video, verbally, or in vivo).
  - Verbally: explain and define the soft skill to the participants
  - Audio-visual: show a short film or video highlighting the soft skill
  - In vivo: mimic the soft skill (for instance through role playing)
2. Then the participants have to explain in their own words the soft skill presented.

**Participants:** 1 to 15

**Duration:** 15 minutes (5 minutes for step 1, 10 minutes for step 2)

**Equipment:** definition of soft skills, short films highlighting the soft skills, video projector



# PROBLEM SOLVING



*Photo by Olav Ahrens Røtne on Unsplash*

# PROBLEM SOLVING

## Objectives

1. Understand the “daily use” of soft skills.
2. Help solve social issues.

## Steps

1. The trainer presents short stories or videos of situations that have a bad outcome because of a lack of soft skills.
2. Learners have to find out which soft skill(s) is (are) missing in the story.
3. Use a problem solving card:
  - *What is the problem?*
  - *Why is the situation problematic?*
  - *What are some of the choices or solutions?*
  - *What are the advantages and disadvantages of the choices available?*
  - *What could be better and why?*
  - *How could you...?*
  - *Which soft skills are needed for problem solving?*

**Participants:** 1 to 15

**Duration:** 5 minutes to present the short story, 5 minutes to complete the solving card, 5 minutes for discussion

**Equipment:** short stories or videos, problem solving cards



# POSITION YOURSELF



*Photo by Priscilla Du Preez on Unsplash*

# POSITION YOURSELF

## Objectives

1. Understand the learner's psychology: what are his/her expectations? What are his/her real needs?
2. Understand the importance of using soft skills.

## Steps

1. One learner tells a story where he/she has demonstrated having/or has lacked one soft skill (previously introduced by the trainer). The other participants listen without judging.
2. A discussion takes place to understand where in the story, the use of this soft skill could have been improved and what would have been the positive effects.

**Participants:** 1 to 10

**Duration:** 5 minutes for the story telling, 10 minutes for the discussion with the group

**Equipment:** none



# PHOTOLANGUAGE



*Photo by Hector J. Rivas on Unsplash*

# PHOTOLANGUAGE

## Objectives

1. Encourage group expression.
2. Facilitate self-awareness by making connections between abstract ideas and concrete representations.
3. Stimulate creativity.

## Steps

1. The trainer presents the theme/focus question to the group.
2. Participants look at a series of pictures that the trainer has previously selected according to the theme.
3. Participants are invited to choose one or more pictures that they associate with the theme.
4. Each participant has then to explain his/her choice in connection with the theme.

**Participants:** 1 to 8

**Duration:** 15 minutes

**Equipment:** photos



# MEDICINE



*Photo by an\_vision on Unsplash*

# MEDICINE

## Objectives

1. Demonstrate the importance of active listening.
2. Learn how communication can help solve problems.

## Steps

1. Trainer explains that it is a role playing game and asks for two volunteers. The trainer gives them instructions on a paper (explaining their roles): both need an apple (there is only one available) as a medicine to save a friend. The trainer asks them to leave the room for 5 minutes to get their arguments prepared on why they should get the apple.
2. In the meantime, trainer explains to the rest of the participants (who will observe) that one volunteer only needs the apple flesh and the other one the apple seeds.
3. Volunteers come back in the room, sit in front of each other and start arguing why they should get the apple.
4. At the end of the session, trainer asks the rest of the participants to analyse the conversation.

**Participants:** open

**Duration:** 30 minutes

**Equipment:** one apple, two chairs, two papers with instructions for the volunteers



# ACROSTIC



*Photo by Susan Holt Simpson on Unsplash*

# ACROSTIC

## Objectives

1. Reflect on soft skills by illustrating them in writing.

## Steps

1. Trainer explains that each participant has to write on a paper (in capital letters and vertically) the soft skill that they will work on.
2. Each participant has then to write for each letter of the selected soft skill a word or idea related to the definition of the soft skill.
3. Each student shares his work with the group, and the trainer writes the main ideas on the board.

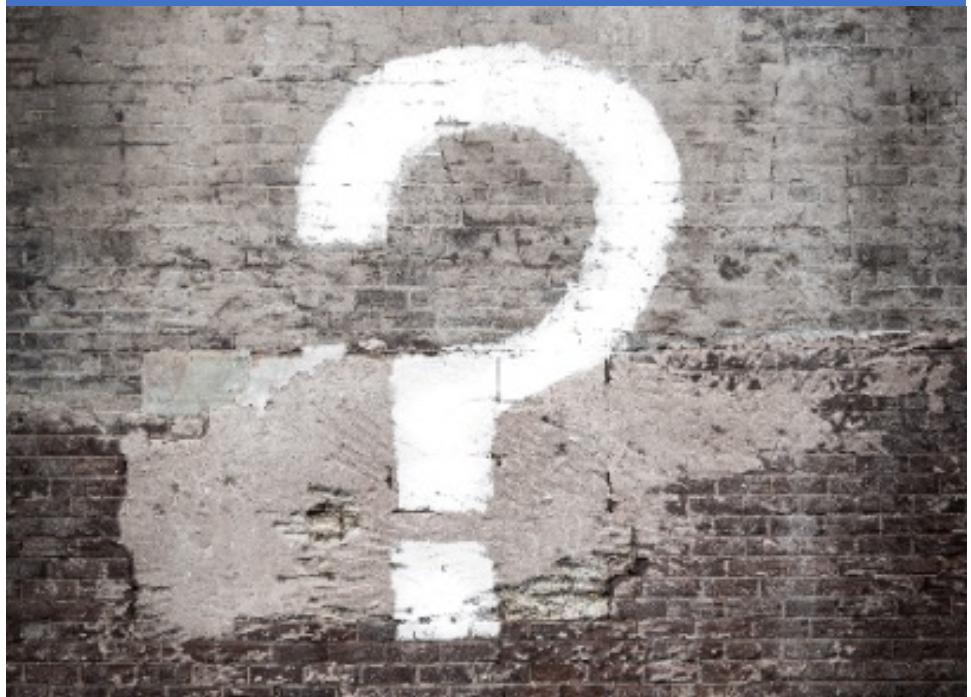
**Participants:** open

**Duration:** 15 minutes

**Equipment:** paper, pencil, board



# KAHOOT



*Photo by Matt Walsh on Unsplash*

# KAHOOT

## Objectives

1. Evaluate and obtain evidence that the concepts have been understood (for instance once the different steps of the training have been completed).

## Steps

1. The trainer creates a specific quiz (using the game-based learning platform [kahoot.com](https://kahoot.com)) taking into account the previous training sessions. This step should be completed prior to the session.
2. The trainer asks the participants to connect to the kahoot platform (see instructions: <https://kahoot.com/schools/how-it-works/>).
3. At the end of the quiz, the trainer shares the results and reflects with the participants on the concepts.

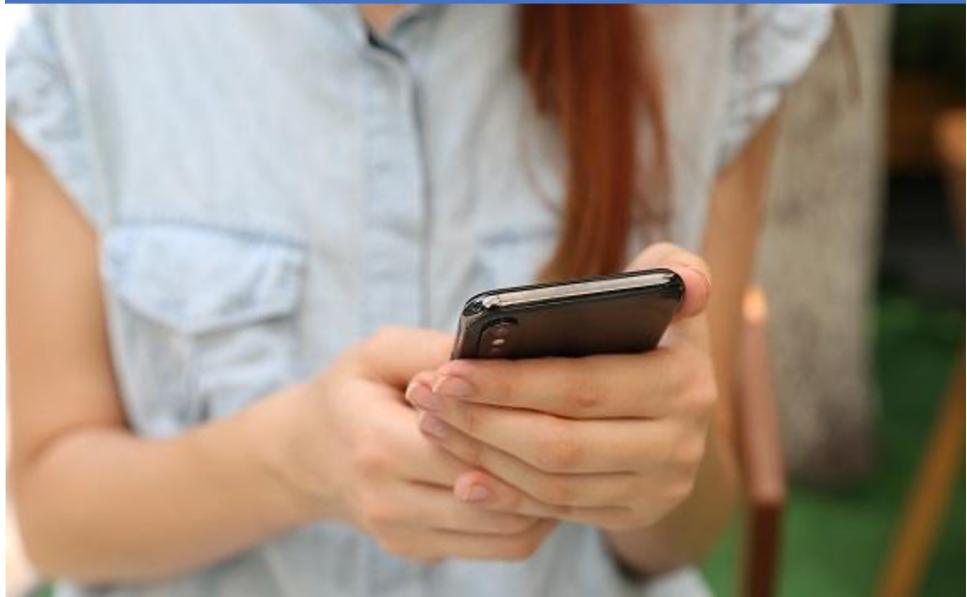
**Participants:** open

**Duration:** 15 - 20 minutes

**Equipment:** computer and projector (for the trainer), mobile phones or computers with internet access (for the participants)



# KAHOOT BY LEARNERS



*Photo by Yura Fresh on Unsplash*

# KAHOOT BY LEARNERS

## Objectives

1. Evaluate and obtain evidence that the concepts have been understood (for instance once the different steps of the training have been completed).

## Steps

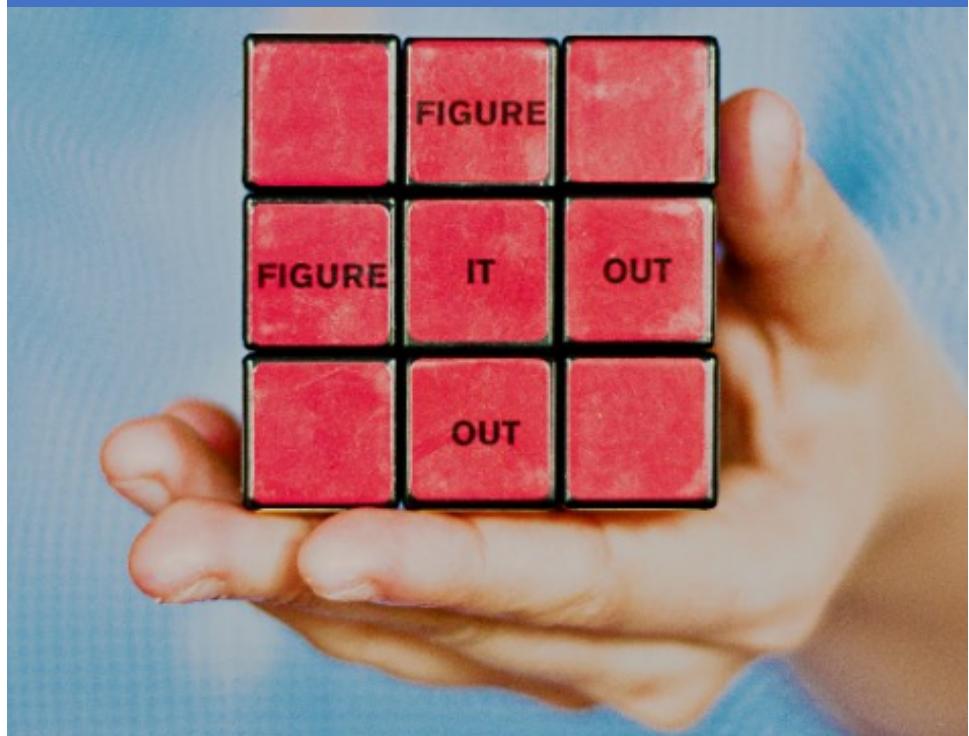
1. The trainer asks each participant to create one short quiz (using the game-based learning platform kahoot.com) prior to the session, or give them time during the session to do it. The quiz should focus on the concepts learned.
2. The participants are divided into groups of 4 people and the trainer asks the participants to connect to the kahoot platform (see instructions: <https://kahoot.com/schools/how-it-works/>).
3. In each group, the participants take the quizzes created by the members of the group (4 in total).
4. At the end of the session, the trainer shares the results and reflects with the participants on the concepts.

**Participants:** open

**Duration:** 20 minutes or more

**Equipment:** computer, projector, mobile phones or computers with internet access

# PROBLEM SOLVING (2)



*Photo by Karla Hernandez on Unsplash*

# PROBLEM SOLVING (2)

## Objectives

1. Identify the causes of a problem related to one soft skill that has to be improved in a work situation or classroom.
2. Define improvement actions.

## Steps

1. The trainer has to identify a problem related to one soft skill (for instance: why are documents not delivered on time when we work in groups?).
2. The trainer prepares a diagram to be completed by the participants where effects and causes (direct and indirect) of the problem have to be identified.
3. Each participant has to individually complete the diagram, putting at least one idea for each category.
4. Group sharing.
5. With the help of the trainer, the group completes one final diagram together and summarizes the solution defining concrete actions to be taken.

**Participants:** open

**Duration:** 15-20 minutes

**Equipment:** paper sheet



# MIMIC



*Photo created by v.ivash - www.freepik.com*

# MIMIC

## Objectives

1. Identify soft skills.
2. Mime soft skills.

## Steps

1. A learner receives a card representing one or various soft skills.
2. He/she has to mime the soft skills while the other participants try to identify which soft skills are involved.
3. The other participants then explain/show how they would have mimed the soft skills.

**Participants:** 2 to 15

**Duration:** 30 seconds for miming, 5 minutes for discussion (15 minutes maximum per soft skill)

**Equipment:** cards representing soft skills



# ADJECTIVES GAME



*Photo by Bryson Hammer on Unsplash*

# ADJECTIVES GAME

## Objectives

1. Identify what defines a soft skill.
2. Create a common definition.

## Steps

1. The trainer presents a long list of adjectives to the learners.
2. The learners have to choose three adjectives that relate to the soft skill they are working on.
3. Each learner must then explain why he/she chose these adjectives and how they contribute to the definition of the soft skill.
4. Together, the learners select which adjectives presented are the most relevant to define the soft skill.

**Participants:** 1 to 20

**Duration:** 5 minutes to choose the adjectives, 10 minutes for the discussion and the final choice

**Equipment:** list of adjectives , paper, pencils



# DECISION TREE



*Photo by Javier Allegue Barros on Unsplash*

# DECISION TREE

## Objectives

1. Support decision making by defining the possible outcomes of related choices using the famous decision tree tool.

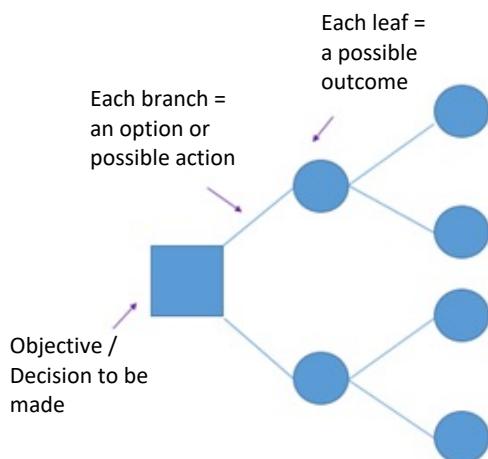
## Steps

1. The teacher has to identify a situation related to one soft skill and give a decision tree template to the participants.
2. Each participant must individually complete the decision tree.
3. Group sharing.
4. With the help of the trainer, the group prepares one final decision tree together, summarizing the best way to face the situation.

**Participants:** open

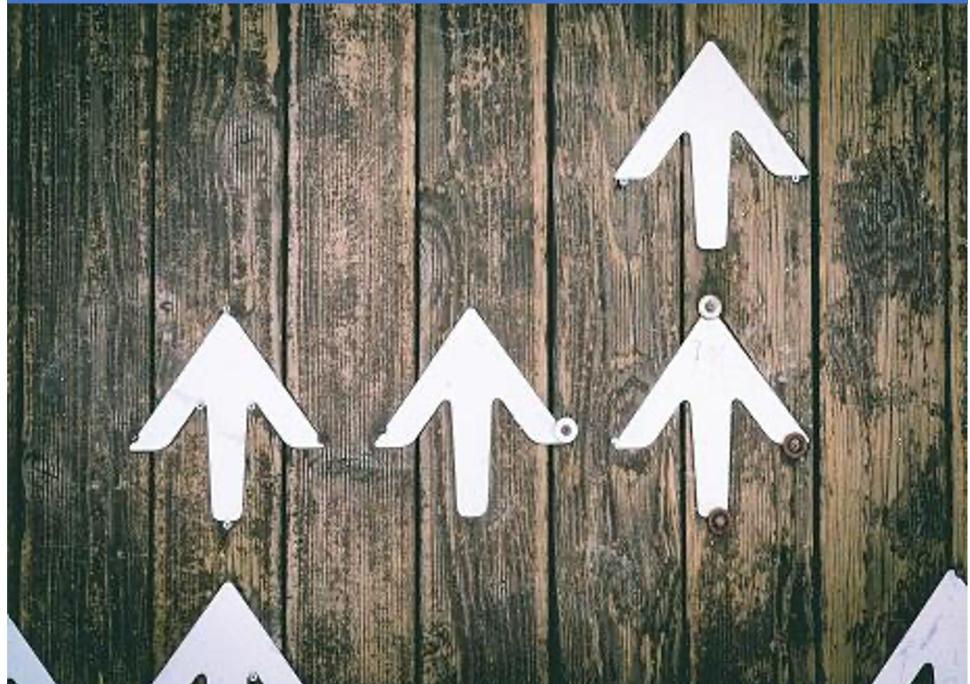
**Duration:** 20 minutes

**Equipment:** paper sheet





# SOFT SKILLS FEEDBACK



*Photo by Jungwoo Hong on Unsplash*

# SOFT SKILLS FEEDBACK

## Objectives

1. Analyze a real or fictitious situation related to one soft skill, to identify improvement areas.

## Steps

1. The trainer has to choose a situation related to one soft skill and present it to the participants.
2. In pairs, participants should analyze the situation and write down three things that were done well and two things that can be improved. These feedback should be specific.
3. Group sharing.
4. After listening to all the feedback, the participants define collectively what are the key aspects to improve.

**Participants:** open

**Duration:** 20 minutes

**Equipment:** paper sheet, board



# SMALL SCENARIO



*Photo by Aleandros Giannakakis on Unsplash*

# SMALL SCENARIO

## Objectives

1. Be able to use soft skills in everyday life.
2. Discover different ways of using soft skills.
3. Assert new knowledge.

## Steps

1. Give learners a soft skill that they will have to stage.
2. They can think for 5 minutes about how they will apply this soft skill in a scenario (for instance a work situation).
3. The learners stage the soft skill in front of the rest of the group for 30 seconds maximum.
4. Discussion.

**Participants:** 3 to 20

**Duration:** 5 minutes to think about a scenario, 30 seconds per participant to do the simulation, 10 minutes for discussion

**Equipment:** list of soft skills



# ACTION PLAN



*Photo by Glenn Carstens-Peters on Unsplash*

# ACTION PLAN

## Objectives

1. Put into practice the knowledge acquired.
2. Prepare future action to improve professional practice.

## Steps

1. The trainer asks the group: “think about what you should be doing to improve your professional practice using soft skills and list those items.”
2. Prioritize the items from the most to the least important.
3. Create a blank table on a sheet of paper with columns “What?” “When?”, and a line for each item listed. To fill in the table, participants can ask themselves:
  - “What do I plan to do about this issue? Which specific actions?”
  - “When will I complete this stage of the plan?”

**Participants:** at least 2

**Duration:** 30min

**Equipment:** paper, pens



# EXPERIENCE ANALYSIS



*Photo by UX Indonesia on Unsplash*

# EXPERIENCE ANALYSIS

## Objectives

1. Analyze professional situations in which soft skills have been used.
2. Identify indicators emphasizing soft skills use.

## Steps

1. The trainer shares an example of a situation illustrating the use of a soft skill with the group and starts the analysis. He/she explains the aim of the exercise: finding indications of the use of the soft skill.
2. The group classifies indicators into two categories: “what can be seen” and “what can be heard”.
3. In pairs, participants analyze one situation.
4. The trainer then asks the group for a common feedback and encourages participants to make new suggestions of indicators.

**Participants:** at least 2

**Duration:** 20min

**Equipment:** examples of situations illustrating the use of soft skills, flipchart paper, pens



# EXCHANGE OF EXPERIENCE



*Photo by Wade Austin Ellis on Unsplash*

# EXCHANGE OF EXPERIENCE

## Objectives

1. Individualize the approach.
2. Share experiences.
3. Create a “database” of situations that illustrate the use of soft skills.

## Steps

1. In pairs, ask each person to tell anecdotes, experiences lived at work which make them think about a particular soft skill.
2. The pairs then share their stories/anecdotes with the group.

During this feedback, the trainer writes down a few notes from each story in order to keep record. Those notes will be then displayed on a wall. If necessary, the trainer also asks for clarification (for instance if the connection between the story and the soft skill isn't clear).

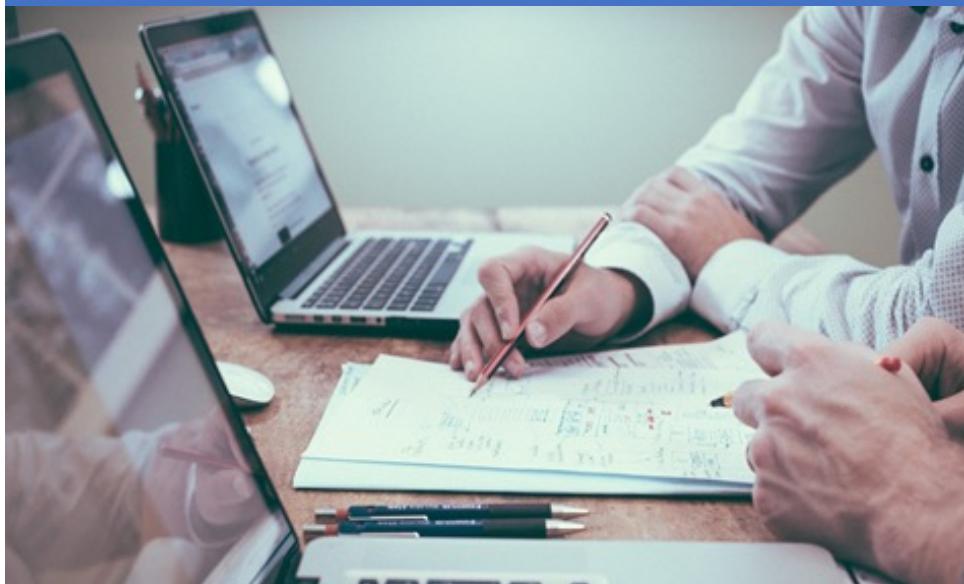
**Participants:** at least 4

**Duration:** 30 min

**Equipment:** none



# FORMATIVE EVALUATION



*Photo by Scott Graham on Unsplash*

# FORMATIVE EVALUATION

## Objectives

1. Follow up on learners' progress throughout the training.
2. Make learners reflect on their learning outcomes.

## Steps

1. The trainer prepares a questionnaire, and puts it in an envelope.
2. Each participant is given an envelope with a questionnaire. He/she has to answer the questionnaire, and put it back in the envelope.
3. At the end of the training session, participants answer the same questionnaire a second time.
4. They then open the envelope with their first questionnaire, and compare their answers before and after the training.
5. Participants then exchange in group.

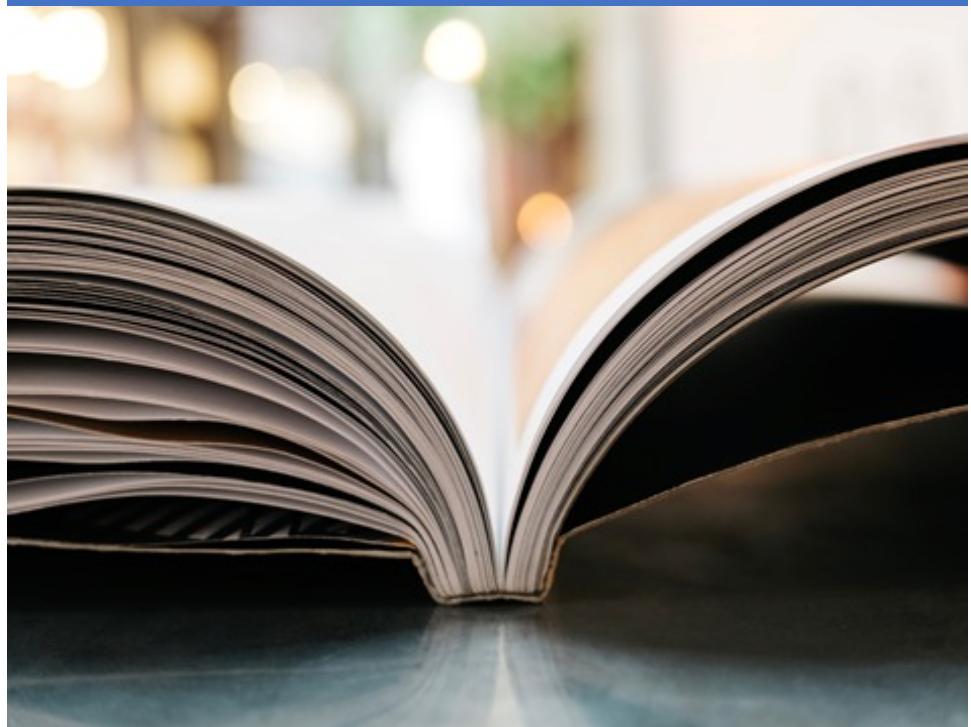
**Participants:** 1 to 100

**Duration:** 15 min at the beginning of the training, 15 min at the end

**Equipment:** questionnaire related to the topic of the training session, envelopes, pens



# RESOURCE CATALOGUE



*Photo by Wil Jonas Jacobsson on Unsplash*

# RESOURCE CATALOGUE

## Objectives

1. Record the resources and good practices of the group.
2. Create a database to inspire future actions.

## Steps

1. The trainer suggests creating a resource catalogue, referencing all the ideas of good practices of the group.
2. The group is free to use any material to create this catalogue: pictures, drawings, text, ...

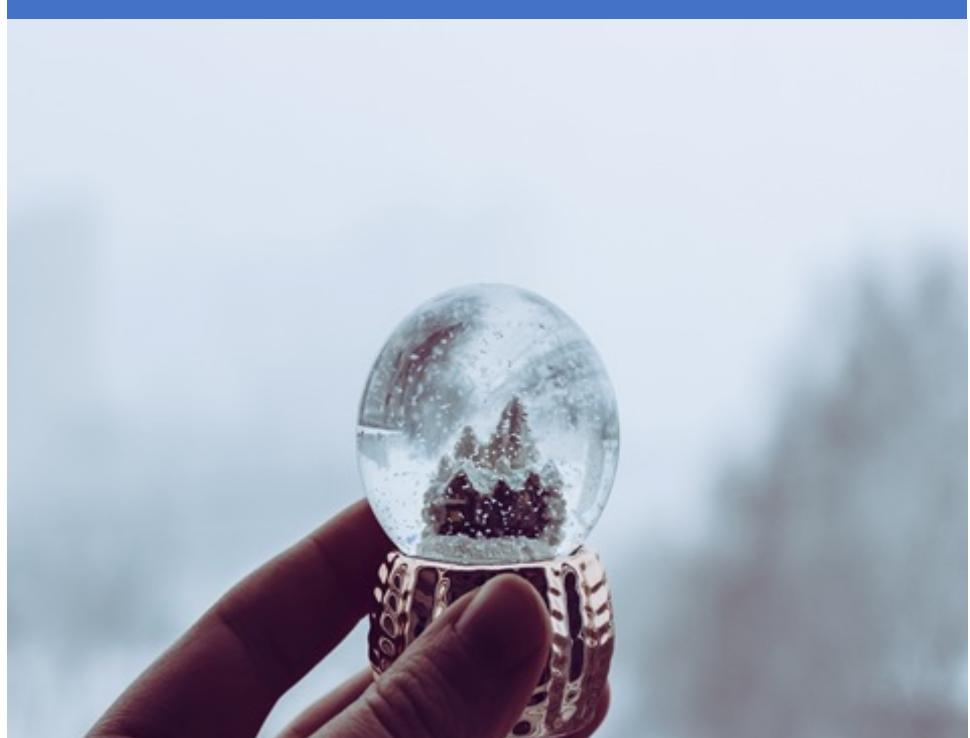
**Participants:** at least 2

**Duration:** 30min

**Equipment:** paper, pens, pictures



# SNOWBALL DEBATE



*Photo by N. on Unsplash*

# SNOWBALL DEBATE

## Objectives

1. Grasp a new concept and understand its meaning.
2. Develop a definition of the term and compare it with other definitions.
3. Create a shared definition with the group.

## Steps

1. Ask participants to pair up.
2. Let them discuss and agree on a common definition of the term (5-10 minutes). Make sure that all pairs have found a definition.
3. Once they have come up with a definition, ask the pairs to stay together and to join ANOTHER pair.
4. Let the 2 pairs compare their definitions and ask them to agree on a common definition.
5. Repeat the process until all participants form a single group and agree on a single definition.
6. Then the group introduces the common definition to the trainer.
7. The trainer has to write down this definition on a sheet of paper.

**Participants:** at least 4

**Duration:** 20 min

**Equipment:** none



# SOFT SKILLS IDENTIFICATION



*Photo by Markus Winkler on Unsplash*

# SOFT SKILLS IDENTIFICATION

## Objectives

1. Put learning outcomes into practice.
2. Allow learners to rephrase soft skills in their own words.
3. Make sure soft skills are understood and identified in different situations.

## Steps

1. Give participants the list of soft skills and their definitions.
2. Ask participants to work in pairs on specific stories given by the trainer. In these stories, they have to identify which soft skills are used.
3. After 10 minutes, the trainer asks for common feedback.

**Participants:** at least 2

**Duration:** 30 min

**Equipment:** soft skills list, stories/personal experiences illustrating the use of soft skills



# WEATHER ICEBREAKER



*Photo by Wim Van't Eide on Unsplash*

# WEATHER ICEBREAKER

## Objectives

1. Get to know each other.
2. Get key information about the state of mind of the group at the moment.

## Steps

1. Ask the group: How is the weather in your mind today?
2. Participants can think about it with the person sitting next to them.
3. After a few minutes (less than 5), common feedback:

Option 1: Each person takes a turn to tell his/her weather forecast and explain a little about how he/she feels.

Option 2: Each person tells the other person's weather and explains a little bit.

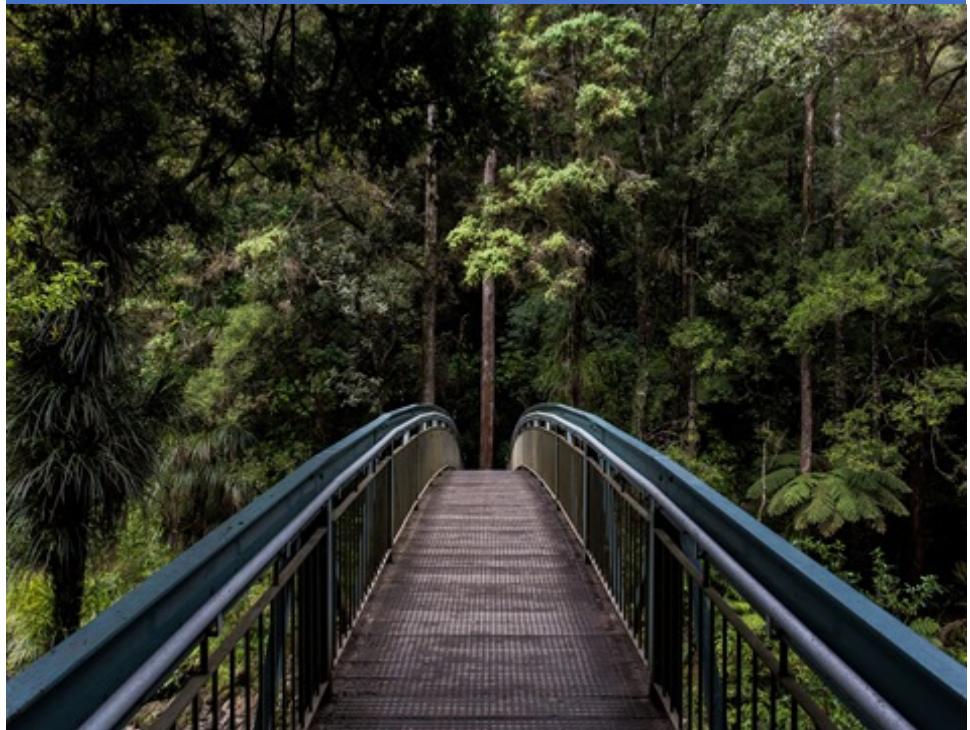
**Participants:** 2 to 20

**Duration:** 15 min

**Equipment:** none



# THE BRIDGE



*Photo by Tim Swaan on Unsplash*

# THE BRIDGE

## Objectives

1. Reinforce group cohesion and teamwork.
2. Encourage communication, cooperation, patience and problem solving.

## Steps

1. Give the instruction to the group: you have 15 minutes to build a bridge as long as possible, without touching any furniture.
2. If the group is too big, you can divide the participants into smaller groups and presents the activity as a challenge/competition.
3. At the end of the activity, take a few minutes to ask for feedback and see what the participants have learned about the group(s).

**Participants:** 3 to 6 per group

**Duration:** 30 min

**Equipment:** old newspaper, tape



# BUILDING A CODE OF CONDUCT



*Photo by Austrian National Library on Unsplash*

# BUILDING A CODE OF CONDUCT

## Objectives

1. Enhance motivation and involvement.
2. Contribute to the empowerment of the participants by creating a code of conduct.
3. Create a good climate during the training.

## Steps

1. Present the aim of the activity to the group: create a code of conduct to ensure a good climate and communication during the training.
2. Give an example of basic rules of communication. For instance: tolerance, respect, politeness.
3. Allow the group to amend and complete those rules as they want.

**Participants:** 4 to 10

**Duration:** 20 min

**Equipment:** paperboard, pens



# IF I WERE...



*Photo by Emily Morter on Unsplash*

# IF I WERE...

## Objectives

1. Get to know each other.
2. Use imagination.

## Steps

1. Each player has to write his/her portrait on a sheet of paper, by answering questions asked by the trainer, all starting with "If you were.., what would you be?". For example: "If you were an animal, what kind of animal would you be?"
2. Once all questions have been answered, the trainer collects the sheets of paper. He/she then randomly picks one and reads it out loud. Participants have to guess as quickly as possible who this "portrait" describes.

**Participants:** 5 to 12

**Duration:** 5-10 minutes for answering the questions, 15 minutes for sharing

**Equipment:** sheets of paper, pens



# CATCH THE BALL



*Photo by Greyson Joralemon on Unsplash*

# CATCH THE BALL

## Objectives

1. Get to know each other.
2. Use imagination.

## Steps

1. Ask the group to form a circle where everyone is facing inward.
2. Give the ball to a participant, introduce the game and explain that the ball is called “share an interesting fact”.
3. The first person has to reveal something interesting about him/herself and then throw the ball to another participant (the trainer can also ask the participants to answer a few questions like: name, hobbies...).
4. The second person says something interesting about him/herself and throws the ball to another participant and so on.
5. At the end, the trainer can introduce him/herself (or at the beginning if participants are shy).

**Participants:** 5 to 12

**Duration:** 15 minutes

**Equipment:** soft foam ball



# TRUE OR FALSE



*Photo by Carlos Alberto Gomez Iniguez on Unsplash*

# TRUE OR FALSE

## Objectives

1. Get to know each other.
2. Use imagination.

## Steps

1. Ask the group to form a circle where everyone is facing inward.
2. Instruct each participant to think about three statements about themselves. Two must be true statements, and one must be false. The more unique or interesting the statements, the better!
3. To play a round, each participant shares his/her three statements (in any order) to the group. The goal of the icebreaker game is to determine which statement is false. The group votes which one they feel is a lie, and at the end of each round, the participant reveals which one was the lie.

**Participants:** 5 to 12

**Duration:** 15 minutes

**Equipment:** none



# THE MARSHMALLOW CHALLENGE



*Photo by delfi de la Rua on Unsplash*

# THE MARSHMALLOW CHALLENGE

## Objectives

1. Create a teamwork experience.
2. Understand your role in a team and how to innovate.

## Steps

1. Create groups of 4 participants.
2. Explain the rules. In 18 minutes, groups have to build the tallest free-standing structure out of 20 sticks of spaghetti, one yard of tape, one yard of string and one marshmallow. The marshmallow needs to be on top. The challenge lasts 18 minutes.
3. Measure the structures and announce the winner.
4. Discussion: What was your strategy? What was your role in the team? What worked well or what did not? What have you learned from that experience?

**Participants:** 4 to 20

**Duration:** 40 minutes (18 min for the challenge)

**Equipment:** a table, 20 sticks of spaghetti, one yard of masking tape, one yard of string, one marshmallow (for each team); a timer and a measuring tape (for the trainer)



# SPEEDBOAT



*Photo by Ellena McGuiness on Unsplash*

# SPEEDBOAT

## Objectives

1. Identify obstacles and incentives for a project.
2. Identify improvement areas in order to counter weaknesses and obstacles.
3. Optimize the strengths and leverage actions.

## Steps

1. The trainer presents a professional situation OR use a situation that have been mentioned by the trainees.
2. The trainer draws the following items on a board and explains:
  - The boat is a central element, symbolizing the team (whatever the project is).
  - The island represents the goals that have to be achieved.
  - The wind represents the strengths of the team.
  - The anchors represent the brakes (what will slow down the team).
3. Brainstorm about the different elements. The participants think about all elements and writes down their ideas on post-its. After 10 minutes, the trainer asks the trainees to share their ideas (trainees can stand up, read one post it and stick it on the speed boat).
4. At the end of the activity, the trainer can ask a trainee to sum up one item of the speed boat and so on.

**Participants:** 4 to 10

**Duration:** 40 minutes

**Equipment:** a white board, post-it, pens



# COOPERATIVE QUIZ



*Photo by Antonio Janeski on Unsplash*

# COOPERATIVE QUIZ

## Objectives

1. Apply the theory.
2. Test the understanding and knowledge of the participants.

## Steps

1. Form teams of 2-3 people and ask them to think about a professional situation where the players have to implement one specific soft skill.
2. Each team works together with another team. One team presents its professional situation while the other is asked to analyze it and to explain which behavior has to be adopted and why. Then, the first team presents the response they had imagined to the other team: was it the good reaction to adopt and why?
3. Later, the team that was asked to analyze the situation presents its own professional situation and the other team analyzes it and explains the behavior they would adopt.
4. At the end, the trainer asks for feedback, allowing each pair of teams to reflect on their work.

**Participants:** 6 - 18

**Duration:** 40 minutes

**Equipment:** paper sheets, pens



# DEBRIEFING



*Photo by Oleg Maltev on Unsplash*

# DEBRIEFING

## Objectives

1. Help participants draw general conclusions from an experiment.
2. Encourage participants to discuss openly.
3. Ask participants to find specific elements in the previous game that confirm (or not) general conclusions they made.

## Steps

1. Imagine a set of general principles that could be drawn from the previous activity.
2. Divide the group into pairs.
3. Assign each proposal to two teams, specifying which team should defend it and which team should criticize it.
4. Allow time for teams to prepare their arguments.
5. Select a team at random and give the members 2 minutes to present their arguments. Then ask the opposing team to do the same.
6. As a group, for each proposal, summarize the arguments on a sheet of paper, noting in particular the points of vigilance.

**Participants:** 4- 16

**Duration:** 20 -40 minutes

**Equipment:** paper sheets, pens



# TOPOGRAMMATION



*Photo by Nik Shuliahin on Unsplash*

# TOPOGRAMMATION

## Objectives

1. Have a global and synthetic vision of the soft skills through a successful situation that has been analyzed.
2. Encourage participants to discuss openly.

## Steps

This activity has two main steps:

### 1. Brainstorming:

- The entire group has to think together about the following question: "How can we analyze any situation?". Terms such as disadvantages, benefits, difficulties, apprehensions, lessons learned (...) should come up.
- All terms have to be written down on a whiteboard in front of the group.
- The group then agrees on 4 to 6 terms and creates a situation analysis grid.

### 2. Topogrammation:

- Each participant chooses an example of a situation (that can be related to the situations presented during the training) in order to analyze it with the analysis grid developed in the first step of the activity.
- At the end, participants can present to each other their work in different forms (table, mindmap, ...).

**Participants:** 4-10

**Duration:** 20-40 minutes

**Equipment:** paper sheets, pens

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**With the participation of :**



**solivers**

