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**21ST CENTURY SKILLS TEACHING
GUIDE FOR LECTURERS**



**Boost the 21st Century Skills among School
Students to Meet the Rapid Changes by
Implementing the Innovative Approaches
and Tools**

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Introduction

First, imagine (if it's not already the case) that you have a child, grandchild, niece or nephew, or a child of friends whom you love and care about deeply, and this child is just starting preschool or kindergarten this year. Then consider the following questions, making notes as you go.

Question #1: What will the world be like twenty or so years from now when your child has left school and is out in the world? Think about what life was like twenty years ago and all the changes you have seen happen. Then imagine what will happen in the next twenty years.

Question #2: What skills will your child need to be successful in this world you have imagined twenty years from now?

Question #3: Now think about your own life and the times when you were really learning so much and so deeply that you would call these the “peak learning experiences” of your life. What were the conditions that made your high-performance learning experiences so powerful?

Before going on to Question #4, look over your answers to the first three questions and think about how most students currently spend their time each day in school. Then consider the final question:

Question #4: What would learning be like if it were designed around your answers to the first three questions?

This exercise was done before with scores of diverse groups. The big surprise is that the answers to the four questions are amazingly consistent. No matter what their backgrounds are or where in the world they may be, audiences always end up with the same conclusion: it's high time that learning becomes more in tune with the demands of our times and the needs of today's students.

For instance, the first question evokes responses that project current events, issues, and challenges into the future.

Samples of typical responses include:

- A “smaller world,” more connected by technology and transport
- A mounting information and media tidal wave that needs taming
- Global economic swings that affect everyone's jobs and incomes
- Strains on basic resources—water, food, and energy
- The acute need for global cooperation on environmental challenges
- Increasing concerns about privacy, security, and terrorism
- The economic necessity to innovate to be globally competitive
- More work in diverse teams spanning languages, cultures, geographies, and time zones
- The need for better ways to manage time, people, resources, and projects

The second question inevitably generates most of the 21st-century skills covered in this project, including values and behaviors such as curiosity, caring, confidence, and courage that often accompany the learning of these skills. The 21st-century skills we cover in this project are as below:

- Critical thinking
- Creativity
- Collaboration
- Communication
- Information literacy
- Media literacy
- Technology literacy
- Flexibility
- Leadership
- Initiative
- Productivity
- Social skills

The answers given to question number four highlight the following main themes, lighting the path toward the ideal setting to teach the necessary skills to students:

- *The world of work is increasingly made of teams working together to solve problems and create something new— why do students mostly work alone and compete with others for teacher approval?*
- *Technology is more a part of our children’s lives each day— why should they have to check their technology at the classroom door and compete for limited school computer time?*
- *The world is full of engaging, real-world challenges, problems, and questions—why spend so much time on disconnected questions at the end of a textbook chapter?*
- *Doing projects on something one cares about comes naturally to all learners—why are learning projects so scarce inside so many classrooms?*
- *Innovation and creativity are so important to the future success of our economy—why do schools spend so little time on developing creativity and innovation skills?*

General Methods for Teaching 21st-Century Skills to School Children

Method 1 – Self-Explanation

It has been shown that kids become better learners when they are forced to explain how they solve problems. Self-explanation helps kids learn by forcing them to wrestle with the underlying concepts, making them discover connections we might otherwise overlook. Here are four tips for making self-explanation an effective learning tactic.

1. If there are abstract concepts to learn, don't expect kids to discover these on their own.

Give them the necessary background information.

2. Help kids develop high-quality explanations by modeling or providing partial answers.

You can offer kids with a partial explanation of a topic and ask them to fill in the missing steps. In some studies, teachers have presented students with several explanations and asked them to choose the best one.

3. Ask kids to explain why correct information is correct.

Most experiments of self-explanation have asked students to explain a correctly worked-out example. If a child has come up with an incorrect solution and doesn't realize that, asking him or her to justify the solution may not be terribly helpful.

4. Point out errors that are based on common misconceptions and ask kids to explain why such errors are wrong.

This is different from asking kids to justify an incorrect answer. The child begins with the knowledge that something is incorrect and attempts to explain the nature of the mistake.

Several studies suggest that identifying and explaining flawed reasoning can help students better understand correct reasoning. It may also teach kids to avoid using flawed reasoning themselves.

Method 2 – Gamification

Gamification is a technique that involves using game-like elements and mechanics in non-game contexts to motivate and engage learners. Several gamification models can be used to teach 21st-century skills to school children:

Quest-based learning: This model presents students with a series of challenges or quests they need to complete to progress through the learning material. The quests can be aligned with the learning goals and can involve tasks such as completing projects, solving problems, or participating in discussions. These quests can be designed to teach specific skills or concepts and can be tailored to the individual needs and interests of the students.

Point systems: This model involves assigning points to different activities or achievements and allowing students to earn points by completing tasks or demonstrating certain skills. The points can then be used to unlock rewards or unlock new levels of content.

Leaderboards: This model involves creating a ranking system that displays the scores or achievements of students in real time, encouraging competition and motivation to improve.

Avatar customization: This model involves allowing students to create and customize their own avatar, which they can use to represent themselves in the learning environment. The avatar can be customized with different clothing and accessories, and students can earn new items as they progress through the learning material.

Virtual rewards: This model involves using virtual rewards or badges to recognize and motivate students for their achievements. The rewards can be displayed on a virtual trophy shelf or in a student's profile and can serve as a tangible representation of their progress and accomplishments.

Gamified assessments: Gamified assessments involve using game-like elements, such as points, badges, and leaderboards, to motivate and engage students in the learning process. These assessments can be used to assess student progress and provide feedback on areas where they need to improve.

Collaborative learning games: Collaborative learning games involve students working together to solve problems or complete tasks in a game-like environment. These games can be used to teach teamwork and collaboration skills and can be played in person or online.

Game-based learning platforms: Many game-based learning platforms offer a wide range of educational games and activities that can be used to teach 21st-century skills. These platforms often provide tools for tracking student progress and providing feedback to help students improve their skills.

Overall, the key to effectively using gamification to teach 21st-century skills is to ensure that the games and activities are well-designed and tailored to the needs and interests of the students and that they are integrated into the overall curriculum in a way that supports learning and skill development.

In the next section, each skill is discussed separately with expectations from students, methods for teaching, and some potential activities to teach the skill.

Critical Thinking

Introduction

Developing the ability to think critically is crucial for students to be able to understand the connections between different concepts and ideas. It is an essential life skill that can be taught to school-aged children and can help them to become more independent thinkers. By learning to reason and question assumptions, students become active learners who are better equipped to solve problems and make logical judgments. This not only leads to academic success but also helps them to resist peer pressure and make better decisions as adults. To encourage the development of critical thinking skills in the classroom, teachers can employ inquiry-based learning, facilitate group discussions and projects, encourage original thinking through problem-solving and scenario analysis, and provide opportunities for decision-making and evaluating the pros and cons of different choices.

Expectations from Students

Critical thinking and problem-solving are considered by many to be the new basics of 21st-century learning. Recent research in *cognition*, the science of thinking, has shown that using knowledge as it is being learned—applying skills like critical thinking, problem-solving, and creativity to the content knowledge—increases motivation and improves learning outcomes.

With the activities offered for developing Critical Thinking and Problem-Solving Skills, the students should be able to:

Reason effectively

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Use systems thinking

- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Make judgments and decisions

- Effectively analyze and evaluate evidence, arguments, claims, and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

Solve problems

- Solve different kinds of nonfamiliar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

Methods to Teach the Skill

There are several ways to teach critical thinking to middle school students. Some methods include:

Encourage students to ask questions: By promoting a culture of inquiry, students will be more likely to challenge assumptions and seek out new information.

Use real-world examples: Connecting classroom lessons to real-world scenarios can help students see the relevance of what they are learning and apply critical thinking skills to solve problems in the real world.

Incorporate debate and discussions: Allowing students to engage in constructive debates and discussions can help them develop critical thinking skills by examining multiple perspectives and defending their own arguments.

Encourage independent research: Assigning research projects and encouraging students to explore topics that interest them can help develop their critical thinking skills by teaching them how to evaluate sources and draw their own conclusions.

Use games and puzzles: Games and puzzles that require problem-solving can be an effective way to teach critical thinking skills in a fun and engaging way.

Encourage self-reflection: Encourage students to reflect on their own learning and thinking process, to identify their own biases and assumptions, and to understand how they can improve their critical thinking skills.

Provide feedback: Provide feedback on student's performance and give them guidance to improve their critical thinking skills.

By implementing these methods, students will be able to develop their critical thinking skills and will be better equipped to navigate the complex world around them.

Activities

Studies suggest that students become remarkably better problem-solvers when we teach them to

- analyze analogies
- create categories and classify items appropriately
- identify relevant information
- construct and recognize valid deductive arguments
- test hypotheses
- recognize common reasoning fallacies
- distinguish between evidence and interpretations of evidence

Self-Explanation Activities

As discussed in the general methods section, one way to teach critical thinking is to provide the students with opportunities to self-explain.

Productive Debate¹

A productive debate works well for upper-grade students to learn how to manage emotions and work on positive expression, even in challenging situations. They learn how to have difficult conversations calmly, without turning them into an argument or trying to insult the other person.

People who can debate and listen to their opponents develop more of the skills needed to become leaders in the classroom and workplace.

Matching Game

Below are some real-life scenarios and appropriate actions, as well as 2 examples of inappropriate actions for each scenario. Remove the labels and ask your students to match the scenario to the appropriate action and identify the inappropriate actions and discuss why the answer they have chosen is appropriate (or not).

Scenario 1: A student sees a peer being bullied in the hallway.

Appropriate action: Report the incident to a teacher or school administrator.

Inappropriate action: Ignore the incident and continue on with their day.

Inappropriate action: Join in on the bullying.

Scenario 2: A student finds a lost wallet on the playground.

Appropriate action: Turn the wallet in to a teacher or school administrator.

Inappropriate action: Keep the wallet and its contents.

Inappropriate action: Give the wallet to a friend instead of turning it in.

Scenario 3: A student sees a classmate cheating on a test.

Appropriate action: Report the incident to the teacher or school administrator.

Inappropriate action: Do nothing and continue with their own test.

Inappropriate action: Cheat on the test as well.

Scenario 4: A student receives a negative grade on an assignment.

Appropriate action: Review the assignment and seek help from a teacher or tutor.

Inappropriate action: Give up and not try to improve.

Inappropriate action: Cheat on the next assignment.

¹ Communication, Collaboration, Leadership, Social Skills

Scenario 5: A student witnesses a friend using drugs.

Appropriate action: Talk to a trusted adult and/or seek help for their friend.

Inappropriate action: Ignore the situation and pretend it didn't happen.

Inappropriate action: Try drugs themselves.

Scenario 6: A student is given a group project to work on.

Appropriate action: Communicate with the group members, divide tasks, and work together to complete the project.

Inappropriate action: Do nothing and expect others to do the work.

Inappropriate action: Taking credit for the work of others.

Scenario 7: A student is feeling overwhelmed and stressed

Appropriate action: Talk to a trusted adult, teacher, or counselor and find ways to manage stress.

Inappropriate action: Ignore the stress and hope it goes away.

Inappropriate action: Take it out on others.

Scenario 8: A student sees a classmate stealing from a store.

Appropriate action: Report the incident to a teacher or school administrator.

Inappropriate action: Ignore the incident and continue on with their day.

Inappropriate action: Join in on the stealing.

Scenario 9: A student is confronted with a difficult ethical decision.

Appropriate action: Consider the consequences, seek advice from trusted adults, and make a decision that aligns with personal values.

Inappropriate action: Make a decision based solely on personal gain.

Inappropriate action: Make a decision without considering the consequences.

Scenario 10: A student is struggling to understand a concept in class.

Appropriate action: Ask the teacher for clarification and/or seek additional help.

Inappropriate action: Give up and not try to understand the concept.

Inappropriate action: Cheat on related assignments or tests.

Scenario 11: A student is experiencing cyberbullying online

Appropriate action: Document the bullying, block the bully, and report the bullying to a trusted adult.

Inappropriate action: Respond to the bully with anger or aggression.

Inappropriate action: Ignore the situation

Creativity

Introduction

Creativity is a skill that is essential for students to possess in today's world. It is the ability to think outside the box, generate new ideas and solutions, and approach problems in a unique way. Creativity is not just a trait that some individuals are born with, it is a skill that can be developed and nurtured. By fostering creativity in students, we can empower them to become innovative thinkers who can adapt to a rapidly changing world. In this discussion, we will explore the importance of creativity as a skill for students and various methods that can be used to develop and enhance it in the classroom. From incorporating the arts to encouraging independent thinking, there are many ways to tap into students' natural creativity and help them become confident, imaginative individuals.

Expectations from Students

Students should be able to:

Think creatively

- Use a wide range of idea-creation techniques (such as brainstorming)
- Create novel, new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Work creatively with others

- Develop, implement, and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

Implement innovations

- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

Methods to Teach the Skill

There are several ways to teach creativity to students. Some methods include:

Incorporate the arts: Through art, music, drama, and other creative outlets, students can learn to express themselves and think creatively.

Encourage brainstorming: Encourage students to come up with as many ideas as possible, even if they seem unrealistic. This will help them to think outside the box and generate new and original ideas.

Provide opportunities for experimentation: Allow students to take risks and try new things, even if it means making mistakes. This will help them develop their creativity by learning from their failures.

Encourage independent thinking: Instead of providing students with all the answers, give them opportunities to come up with their own solutions and ideas.

Use real-world problems: Connect classroom lessons to real-world problems, and encourage students to think creatively to solve them.

Encourage collaboration: Collaboration encourages students to share ideas and perspectives which can lead to more creative solutions.

Provide diverse perspectives: Encourage students to explore different cultures, perspectives, and ideas. This can broaden their understanding of the world and inspire new and creative thinking.

Provide constructive feedback: Provide feedback on student's performance and give them guidance on how to improve their creative thinking skills.

By implementing these methods, middle school students will be able to develop their creativity and will be better equipped to navigate the complex world around them. This will help them to be more innovative and independent thinkers with unique perspectives.

Activities

Topic Game

The instructor can have several variations of the topic game, but the most common one involves choosing a topic and naming things that fit into that category using each letter of the alphabet. For example, if you choose animals as the topic, you might come up with:

A: Aardvark

B: Baboon

C: Chicken

The topic game teaches students to stick to one subject and follow directions until they complete the activity. It also helps them make connections and get creative with letters that have fewer options.

Create Videos²

Try having students create their own videos while they practice social skills. You can use this activity for homework assignments so that kids can use their skills outside the classroom.

Creating videos lets children have fun with learning social skills. They also help each other learn by viewing their videos and offering feedback.

You might try choosing a single topic or skill to practice, like nonverbal communication. In this case, students create silent films. Ask the rest of the class to guess what happens in the films based on each person's body language and nonverbal cues.

Have your students come up with a scenario or give them a scenario and see in what different ways they can come up with ideas and turn them into a video. This activity will boost not only creativity but also collaboration and leadership when done in teams.

Create a Board Game³

Try having students create their own board games (i.e., Monopoly). You can use this activity for homework assignments so that kids can use their skills outside the classroom.

The idea behind creating a board game is to have the children use their creativity to build something that includes rules, a setting, a goal, and related elements.

“Word Mash-Up” - Students are given a list of random words and must create a story or poem using as many of the words as possible.

“Design a Dream” - Students are asked to design a dream world using a blank piece of paper and colored pencils or markers. They must include at least one element of each of the five senses.

“Create a Character” - Students are given a list of character traits and must create a unique character using as many of the traits as possible.

² Collaboration, Communication, Leadership

³ Collaboration, Communication, Leadership

“Improv Game” - Students take turns acting out short improv skits based on a given scenario or theme.

“Build a Machine” - Students are given a set of random materials and must create a functioning machine that completes a specific task.

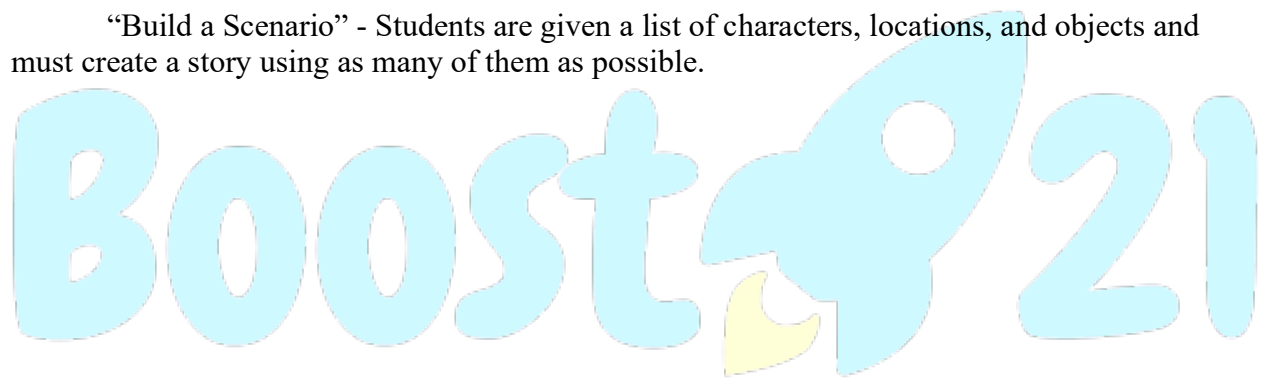
“Artistic Interpretation” - Students are given a piece of music or a short story and must create a visual representation of it using any medium they choose.

“Mad Libs” - Students fill in a story with random words and then read it aloud for the class to enjoy.

“Rebus Puzzle” - Students use pictures, symbols, and letters to create a rebus puzzle to solve.

“Reverse Engineering” - Students are given a finished product and must figure out how it was made and create their own version of it.

“Build a Scenario” - Students are given a list of characters, locations, and objects and must create a story using as many of them as possible.



Collaboration

Introduction

Collaboration is an essential skill for students to develop in today's world. It is the ability to work effectively with others, communicate effectively, and share ideas and perspectives. Collaboration is important for students to develop as it allows them to learn from one another, to share responsibilities, and to achieve a common goal. In today's fast-paced and interconnected world, it is more important than ever for students to learn how to collaborate effectively. In this discussion, we will explore the importance of collaboration as a skill for students and the various methods that can be used to develop and enhance it in the classroom. From group projects to peer-to-peer learning, there are many ways to foster a collaborative learning environment and help students become confident, effective team players.

Expectations from Students

Students should be able to:

Collaborate with others

- Demonstrate the ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Methods to Teach the Skill

There are several ways to teach collaboration to students. Some methods include:

Group Projects: Assign group projects that require students to work together to complete a task. This can help them learn how to communicate effectively and share responsibilities.

Peer-to-peer learning: Encourage students to teach and learn from one another. This can be done through pair work or small group work activities.

Encourage effective communication: Teach students how to communicate effectively by providing them with the tools they need to express themselves clearly, listen actively, and resolve conflicts.

Provide opportunities for leadership: Encourage students to take on leadership roles within group projects and activities, this will help them develop their collaboration skills by leading and working effectively with a team.

Encourage teamwork: Create an environment where students feel comfortable working together. This can be done by promoting a culture of cooperation and mutual respect.

Incorporate technology: Use technology to facilitate collaboration and communication among students. This can include online collaboration tools, video conferencing, and instant messaging.

Provide feedback: Provide feedback on student's performance and give them guidance on how to improve their collaboration skills.

By implementing these methods, students will be able to develop their collaboration skills and will be better equipped to navigate the complex world around them. This will help them to be more effective team players and more successful in their future careers and studies.

Activities

Improvise Stories Through Collaboration⁴

Many children tell stories even outside of intentional class activities. With improvisational stories, the instructor can add another challenge that requires the students to collaborate and create a narrative without thinking about it beforehand.

For this activity, place cards with pictures or words face down. The student picks three of these cards, and they must include these objects or topics in the story they tell. The game ends when all the cards are gone, or the students reach the end of their story.

This activity can be administered as a multiplayer game where the students take turns adding to the story and building on each other's ideas.

Scavenger Hunts⁵

During scavenger hunts, the students work together to find objects or get a prize at the end of the activity. By working toward their goal, they learn teamwork, organization, and positive decision-making. They can choose to split up, move as a group, and collaborate to reach the end of the game.

They also get rewarded for cooperating. These activities help them with creative problem-solving abilities by making up clues for other players to solve.

Peer Mentors⁶

Students develop similar collaboration, communication, and social skills to those around them as they observe others' actions and behaviors. Pairing students with peer mentors of the same age makes learning necessary skills feel less like a lesson.

You can pair students of the same age and go over which skill or topic you want to work on that day so that the peer mentor can effectively guide their students toward developing the desired skills. Peer mentors activity is also a great way to develop leadership skills on the part of the mentoring students.

⁴ Creativity, Social Skills

⁵ Creativity, Social Skills, Communication

⁶ Creativity, Social Skills, Communication, Leadership

Model Collaboration Skills with Videos⁷

Video modeling demonstrates collaboration skills and allows students to observe an action before putting it into practice for themselves.

Videos are one of the most effective strategies for teaching different skills in class. You can use different kinds of video modeling, including:

Basic: Students watch a video of people performing certain behaviors involving demonstration of communication, collaboration, social skills, etc.

Point-of-view modeling: The video plays from the point of view of the learner.

Prompting: The video demonstrates action and then offers a prompt for an activity.

Self-modeling: Someone records the student doing a social activity so that they can watch themselves.

They and other students then point out what the student did well and how they can improve.

Miscellaneous Activities

“Collaboration Jigsaw”: Divide the class into small groups and give each group a different puzzle piece. Each group must work together to put the puzzle together, using communication and teamwork skills.

“Collaboration Scavenger Hunt”: Create a scavenger hunt that requires students to work together to solve riddles and find hidden items. The first team to complete the scavenger hunt wins a prize.

“Collaboration Escape Room”: Create an escape room experience for the class, where students must work together to solve puzzles and unlock the door to escape the room.

“Collaboration Debate”: Divide the class into two teams, and have them debate a topic. Each team must work together to come up with arguments and counterarguments, and present them in a cohesive and convincing way.

“Collaboration Art Project”: Give each student a different colored paintbrush and have them work together to create a mural on a large canvas. This activity teaches cooperation and coordination.

Mini Quiz

What is the term for the ability to work well with others to achieve a common goal?

- A) Collaboration
- B) Competition
- C) Cooperation
- D) Conflict

What is the term for the ability to communicate effectively with others in a group setting?

⁷ Communication, Leadership, Social Skills

- A) Interpersonal communication
- B) Teamwork
- C) Leadership
- D) Public speaking

What is the term for the ability to listen actively and attentively to others?

- A) Active listening
- B) Passive listening
- C) Hearing
- D) Speaking

What is the name for the practice of sharing ideas and resources to achieve a common goal?

- A) Collaboration
- B) Competition
- C) Cooperation
- D) Conflict

What is the term for the ability to resolve conflicts effectively?

- A) Mediation
- B) Negotiation
- C) Leadership
- D) Conflict resolution

Why is it important to be able to collaborate effectively?

- A) To achieve goals more efficiently
- B) To build and maintain relationships
- C) To learn from others
- D) All of the above

What is the term for the ability to work effectively in a diverse group?

- A) Diversity skills
- B) Interpersonal skills
- C) Cultural competency
- D) Adaptability

What is the term for the ability to share power and decision-making in a group?

- A) Empowerment
- B) Authority
- C) Control
- D) Leadership

What is the term for the ability to manage and allocate resources effectively in a group?

- A) Resource management
- B) Time management
- C) Budgeting

D) All of the above

How can you encourage collaboration within a group?

- A) By setting clear goals and expectations
- B) By valuing and utilizing the strengths of each group member
- C) By promoting open communication and trust
- D) All of the above

Answers:

- A) Collaboration
- B) Teamwork
- A) Active listening
- A) Collaboration
- D) Conflict resolution
- D) All of the above
- C) Cultural competency
- A) Empowerment
- D) All of the above
- D) All of the above



Communication

Introduction

The ability to listen and communicate a message clearly, either in written or spoken form, is one of the most critical life skills for kids.

Great communication skills will help kids build healthier relationships and manage conflict better.

The children will learn to listen to others' points of view, explain their opinion clearly, and read non-verbal cues.

Expectations from Students

Students should be able to:

Communicate clearly

- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions
- Use communication for a range of purposes (e.g., to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori, as well as assess their impact
- Communicate effectively in diverse environments (including multi-lingual)

Methods to Teach the Skill

Illustrate how to have a productive face to face conversation, including the skill of turn-taking. For younger kids, try using puppets. Older kids can learn through role-playing and video modeling.

Train students how to listen and use appropriate physical cues. For instance, you can use the S.L.A.N.T. strategy. This is an acronym illustrating the body language children can use to focus on the speaker.

- S – Sit up straight
- L – Lean forward towards the speaker and listen
- A – Ask questions and answer when asked
- N – Nod your head to show you understand
- T – Track the speaker using your eyes to avoid losing attention

Encourage the use of respectful language. Explain to the children that bad language can be hurtful to another person's feelings.

Activities

Step Into Conversation

Step Into Conversation is a card game presenting structured communication and dialogue activities, such as starting a conversation and talking about specific subjects based on cards.

The game helps kids learn how to talk to others appropriately and carry a conversation with perspective and empathy. It teaches good manners and self-control by showing them how to politely enter a conversation, when to talk, and when to listen.

By using socialization games like this one, you give structure to conversations to develop the communication and social skills necessary to handle different situations in their daily life.

Playing with Characters⁸

Using stuffed animals or dolls, the instructor can interact with the students through the intermediary objects.

Having conversations through toys teaches the students to recognize behaviors and communicate their feelings. They practice their communication and social skills through the toys in an imaginary, low-risk environment without worrying about the toys' hurt feelings.

Model Communication Skills with Videos⁹

Video modeling demonstrates collaboration skills and allows students to observe an action before putting it into practice for themselves.

Videos are one of the most effective strategies for teaching different skills in class. You can use different kinds of video modeling, including:

They and other students then point out what the student did well and how they can improve. On top of video modeling activities as shown in [Collaboration](#) you can have students give feedback about characters in video clips. Ask them to describe what the character did wrong in a specific situation first. For example:

Were they talking too close to someone and invading personal space?

Did they not make eye contact?

Were they not listening?

When you teach communication skills or social skills, it's important for students to recognize problem behaviors in others and themselves. Using video clips will boost their awareness of these behaviors.

Matching Game

Match the concepts related to Communication to their definitions.\

Concepts:

- Active listening
- Verbal communication
- Nonverbal communication
- Adaptability
- Empathy
- Teamwork
- Public speaking
- Leadership
- Interpersonal communication

⁸ Social Skills

⁹ Communication, Leadership, Social Skills

- Writing skills

Definitions:

- A. The ability to understand and interpret nonverbal cues, such as facial expressions and gestures
- B. The ability to express oneself clearly and effectively in speech or writing
- C. The ability to adjust one's communication style to suit the audience and context
- D. The ability to listen actively and attentively to others
- E. The ability to communicate effectively in a group setting
- F. The ability to communicate effectively in writing
- G. The ability to convey meaning through gestures, facial expressions, and body language
- H. The ability to work well with others to achieve a common goal
- I. The ability to communicate effectively with others in person
- J. The ability to speak effectively in front of an audience

Answers:



Mini Quiz

What is the process of exchanging information and ideas through speaking, writing, or using some other medium?

- A) Communication
- B) Language
- C) Speech
- D) Message

What is the term for the verbal and nonverbal cues used during communication?

- A) Language
- B) Speech
- C) Feedback
- D) Signals

What is the term for the ability to express oneself clearly and effectively in speech or writing?

- A) Communication skills
- B) Language skills
- C) Speech skills
- D) Writing skills

What is the term for the ability to listen actively and attentively to others?

- A) Active listening
- B) Passive listening
- C) Hearing
- D) Speaking

Why is it important to use appropriate body language during communication?

- A) It helps convey meaning
- B) It shows interest and engagement
- C) It helps build trust and rapport
- D) All of the above

What is the term for the ability to adjust one's communication style to suit the audience and context?

- A) Adaptability
- B) Empathy
- C) Clarity
- D) Confidence

What is the term for the ability to understand and interpret nonverbal cues, such as facial expressions and gestures?

- A) Nonverbal communication
- B) Empathy
- C) Active listening
- D) Adaptability

What is the term for the ability to communicate effectively in a group setting?

- A) Teamwork
- B) Public speaking
- C) Leadership
- D) Interpersonal communication

What is the term for the ability to communicate effectively in writing?

- A) Writing skills
- B) Reading skills
- C) Listening skills
- D) Verbal skills

Why is it important to communicate effectively?

- A) To convey meaning
- B) To build and maintain relationships

- C) To achieve goals
- D) All of the above

Answers:

- A) Communication
- D) Signals
- A) Communication skills
- A) Active listening
- D) All of the above
- A) Adaptability
- B) Empathy
- D) Interpersonal communication
- A) Writing skills
- D) All of the above



Information Literacy

Introduction

Information literacy is a crucial skill for students to possess in today's digital age. It is the ability to access, evaluate, and use information effectively and ethically. With an overwhelming amount of information available at our fingertips, it is more important than ever for students to learn how to navigate the digital landscape and find reliable and credible sources. Information literacy is not just about finding information but also the ability to critically evaluate, use and communicate it. In this discussion, we will explore the importance of information literacy as a skill for students and the various methods that can be used to develop and enhance it in the classroom. From teaching students how to evaluate sources to encouraging them to use technology in a responsible manner, there are many ways to equip students with the information literacy skills they need to succeed in the digital age.

Expectations from Students

Students should be able to:

Access and evaluate information

- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and manage information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Methods to Teach the Skill

There are several ways to teach information literacy as a skill to students. Some methods include:

Teaching students how to evaluate sources: Provide students with the tools they need to evaluate the credibility and reliability of sources, including how to assess the author's credentials, the publication's reputation, and the currency of the information.

Incorporating digital literacy: Teach students how to use technology responsibly and ethically, including how to protect their personal information and avoid online scams and misinformation.

Encouraging critical thinking: Encourage students to think critically about the information they encounter, including evaluating the evidence, questioning the sources, and considering different perspectives.

Incorporating research skills: Teach students how to conduct research effectively, including how to find and use primary and secondary sources, and how to cite sources correctly.

Using real-world examples: Connect classroom lessons to real-world scenarios, to help students understand the relevance of what they are learning and apply information literacy skills in the real world.

Encourage self-reflection: Encourage students to reflect on their own learning and information-seeking process, so they can identify areas for improvement and understand how to become better information literate.

Provide feedback: Provide feedback on student's performance and give them guidance on how to improve their information literacy skills.

By implementing these methods, students will be able to develop the information literacy skills they need to navigate the digital landscape and access, evaluate, and use information effectively and ethically.

Activities

Quizzes and Trivia Games

Create a series of quizzes or trivia games that test students' knowledge of information literacy skills, such as evaluating the credibility of sources or finding reliable sources of information.

Scavenger Hunts

Design a scavenger hunt that requires students to find and use specific information literacy skills to complete tasks and solve puzzles.

Digital Treasure Hunts

Create a digital treasure hunt where students must use their information literacy skills to find and analyze information from various online sources to complete tasks and progress through the game.

Virtual Escape Rooms

Create a virtual escape room that challenges students to use their information literacy skills to solve clues and escape the room within a set time limit.

Information Literacy Role-playing Games

Design role-playing games where students must use their information literacy skills to make decisions and solve problems in order to progress through the game.

Sample Game:

Game Title: “The Quest for Knowledge”

Objective: The players, who are students, must navigate through a virtual world and complete various tasks and challenges that require them to use their information literacy skills in order to progress.

Gameplay: The game is divided into levels, each representing a different challenge or task.

Level 1: Research Challenge

The players are given a topic and must use different sources to gather information and present a report on the topic.

Level 2: Fake News Detection

The players are presented with a news article and must use critical thinking and fact-checking skills to determine if the article is genuine or fake news.

Level 3: Citing Sources

The players must use proper citation techniques to correctly cite sources used in their research.

Level 4: Digital Citizenship

The players must learn about and demonstrate responsible and ethical behavior online.

Level 5: Privacy and Security

The players must learn about and demonstrate how to protect personal information and secure online accounts.

Level 6: Final Challenge

The players must use all the information literacy skills they have learned throughout the game to solve a final challenge.

Rewards: Players can earn virtual rewards such as badges and points for completing levels and can compete with their classmates to see who can earn the most points.

You can also add or modify the level or the theme of the game to align with your curriculum and goal.

Fact or Fiction

Create a game where students are presented with a statement, and they have to determine if it is a fact or fiction. This can help students learn how to evaluate the credibility of sources.

Sample Game:

Game Title: “Fact or Fiction”

Objective: The players, who are middle school students, must determine if a given statement is a fact or fiction by using their critical thinking and fact-checking skills.

Gameplay: The game consists of 10 statements, each presented one at a time. The players must use various sources, such as the internet, books, and experts, to research and determine if the statement is a fact or fiction.

Level 1: Statements are basic, common knowledge facts that can be easily verified by searching on the internet.

Level 2: Statements are more complex and require more research to verify.

Level 3: Statements are controversial or disputed, requiring more advanced fact-checking skills.

Here are some examples of statements that could be used in the “Fact or Fiction” game:

- The Earth is flat.
- The Great Wall of China is visible from space.
- The largest living organism on Earth is a blue whale.
- Humans have more than five senses.
- The United States of America has 52 states.
- The capital of France is Paris.
- The Mona Lisa is a painting of a man in disguise.
- The tallest mountain in the world is Mount Everest.
- Water boils at the same temperature at any altitude.
- The currency of Japan is the yen.

Note that some of the statements are facts, and others are fiction. These statements were chosen to be of varying levels of difficulty and can be easily verified by searching on the internet or by consulting a reference book.

Rewards: Players can earn points for each correct answer and can compete with their classmates to see who can earn the most points.

You can also add more levels or statements as you wish, and you can also incorporate it into the class as a learning activity, where you give the students a statement and let them work together in a small group to research and determine if it is fact or fiction.

Keyword Match

Create a list of keywords related to information literacy and have students match them to definitions or explanations. This can help students learn important vocabulary and concepts related to information literacy.

Sample Keywords for a Matching Game:

Here is a list of 10 keywords related to information literacy and their definitions for a matching game for middle school students:

- Search engine - a tool that allows users to find information on the internet by typing in keywords or phrases.
- Boolean operators - words used in search engines to narrow or broaden the results of a search, such as AND, OR, and NOT.
- Credibility - the level of trustworthiness and expertise of a source of information.
- Plagiarism - using someone else's words or ideas without giving them proper credit.
- Source evaluation - the process of assessing the credibility and relevance of a source of information.
- Digital citizenship - responsible and ethical behavior while using technology and the internet.
- Fact vs. opinion - understanding the difference between statements that can be proven to be true and those that are based on personal beliefs or perspectives.
- Privacy - the ability to control who has access to personal information and how it is used.
- Cyberbullying - the use of technology to harass, intimidate, or harm others.
- Digital footprint - the trail of information about a person that is available online.

Research Race

Divide students into teams and give them a research topic. The team that completes their research and presents it in the best format (such as a poster or presentation) wins. This can help students learn how to conduct research and present their findings.

Mini Quiz

What is the process of finding, evaluating, and using information?

- A) Research
- B) Information literacy
- C) Data analysis
- D) Learning

What is the term for a reliable and accurate source of information?

- A) Primary source
- B) Secondary source
- C) Credible source
- D) Tertiary source

How can you determine if a website is credible?

- A) By checking if the website has a .com or .org domain
- B) By checking if the website is government-funded
- C) By checking the website's author and publisher information
- D) By checking if the website has a lot of advertisements

What is the name for the practice of evaluating and verifying information?

- A) Fact-checking
- B) Research
- C) Data analysis
- D) Credibility assessment

Why is it important to use credible sources when researching?

- A) To ensure the information is accurate
- B) To avoid spreading misinformation
- C) To demonstrate the credibility of your own research
- D) All of the above

What is the term for a source of information that is not original and is based on other sources?

- A) Primary source
- B) Secondary source
- C) Tertiary source
- D) Credible source

What is the term for information that is not supported by evidence?

- A) Fact
- B) Opinion
- C) Misinformation
- D) Fake news

What is the name for the process of organizing and analyzing data?

- A) Data analysis
- B) Research
- C) Credibility assessment
- D) Fact-checking

How can you evaluate the reliability of a source?

- A) By checking the source's reputation
- B) By fact-checking the information
- C) By seeing if the information is cited
- D) All of the above

Why is it important to be able to critically evaluate information?

- A) To understand the information's purpose
- B) To detect bias and misinformation
- C) To make informed decisions
- D) All of the above

Answers:

- B) Information literacy
- C) Credible source
- C) By checking the website's author and publisher information
- A) Fact-checking
- D) All of the above
- B) Secondary source
- C) Misinformation
- A) Data analysis
- D) All of the above
- D) All of the above



Media Literacy

Introduction

Media literacy is the ability to critically evaluate and analyze media messages, including traditional forms such as television and newspapers, as well as newer forms like social media and the internet. It is increasingly important for students to develop media literacy skills, as media plays an increasingly prominent role in shaping public opinion and shaping how individuals understand the world. With the rise of "fake news" and the proliferation of misinformation online, media literacy is more important than ever for students to understand how to navigate the information landscape and make informed decisions. Additionally, media literacy skills can help students to become more critical consumers of media, and to create their own media messages more effectively.

Expectations from Students

Students should be able to:

Analyze media

- Understand both how and why media messages are constructed and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical and legal issues surrounding the access and use of media

Create media products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multicultural environments

Methods to Teach the Skill

There are several methods that can be used to teach media literacy as a skill to students, some of which include:

Media analysis: Students can be taught to analyze different forms of media, including television, newspapers, and the internet, in order to understand how messages are constructed and how they are intended to be received.

Media production: Students can learn to create their own media messages, such as videos, podcasts, and blogs, in order to understand the process of creating media and the impact it has on the audience.

Media critique: Students can critique the media they consume and analyze the ways in which it is biased, or the ways in which it might be constructed to influence the audience.

Media research: Students can research media to understand the ways in which media is used to influence the public and how it is shaping public opinion.

Collaborative discussions: Students can learn to analyze the media together in a classroom setting, discussing the different perspectives on the media and how it is shaping the public's understanding of the world.

Using games and other interactive activities: Games and interactive activities can be used to help students learn the concepts of media literacy in an engaging and fun way.

Incorporating media literacy into other subjects: Media literacy can be integrated into other subjects, such as history, literature, or social studies, to give students a more well-rounded understanding of how media shapes our understanding of the world.

Activities

Keyword Match

Create a list of keywords related to media literacy and have students match them to definitions or explanations. This can help students learn important vocabulary and concepts related to media literacy.

Sample Keywords for a Matching Game:

Here is a list of 10 keywords related to information literacy and their definitions for a matching game for middle school students:

- Media - forms of communication, such as television, newspapers, and the internet, that are used to transmit information and news.
- Literacy - the ability to read, write, and understand a particular language or subject.
- Bias - a preference or inclination, especially one that interferes with impartial judgment.
- Propaganda - information, especially of a biased or misleading nature, used to promote or publicize a particular political cause or point of view.
- Source - the person, organization, or document that provides information.
- Fact - information that is known to be true or can be proven to be true through evidence.
- Opinion - a belief or viewpoint about something, not necessarily based on fact or knowledge.
- Context - the circumstances or background information that surrounds an event or statement and help to explain it.
- Critical thinking - the process of analyzing and evaluating information in order to form a judgement or reach a conclusion.
- Authenticity - the quality of being real or genuine.

Mini Quiz

What is the name for the process of evaluating and analyzing media messages?

- A) Media analysis
- B) Media literacy
- C) Media evaluation
- D) Media understanding

What is the primary purpose of media?

- A) To entertain
- B) To inform
- C) To persuade
- D) All of the above

What is the name for the practice of creating and sharing content online?

- A) Social media
- B) Digital media
- C) Online media
- D) User-generated content

What is the term for the way a message is presented in a media text?

- A) Bias
- B) Perspective
- C) Representation
- D) Framing

How can you determine if a news source is credible?

- A) By checking the source's reputation
- B) By checking if the source is unbiased
- C) By checking if the source is government-funded
- D) All of the above

Why is it important to be able to critically analyze media messages?

- A) To understand the message's purpose
- B) To detect bias and misinformation
- C) To be an informed citizen
- D) All of the above

What is the term for the way a media text is edited and presented to the audience?

- A) Construction
- B) Framing
- C) Credibility
- D) Curation

How can you identify fake news?

- A) By checking the source's reputation

- B) By fact-checking the information
- C) By seeing if the information seems too good to be true
- D) All of the above

What is the term for a media text that is created to change people's attitudes or behavior?

- A) Persuasive media
- B) Informative media
- C) Entertainment media
- D) None of the above

What is the term for the way media represents different groups of people?

- A) Representation
- B) Framing
- C) Curation
- D) Construction

Answers:

- B) Media literacy
- D) All of the above
- D) User-generated content
- D) Framing
- D) All of the above
- D) All of the above
- D) Curation
- D) All of the above
- A) Persuasive media
- A) Representation.



Technology Literacy

Introduction

Technology literacy is an increasingly important skill for students to possess in today's digital age. It is the ability to use and understand various forms of technology and digital tools, including computers, software, and the internet. Technology literacy is not only important for academic success, but also for personal and professional development. With technology rapidly advancing and becoming more integrated into our daily lives, it is essential for students to learn how to use it effectively and safely. In this discussion, we will explore the importance of technology literacy as a skill for students and the various methods that can be used to develop and enhance it in the classroom. From teaching basic computer skills to incorporating digital tools into the curriculum, there are many ways to equip students with the technology literacy skills they need to succeed in the digital age.

Expectations from Students

Students should be able to:

Apply technology effectively

- Use technology as a tool to research, organise, evaluate and communicate information
- Use digital technologies (computers, tablets, media players, GPS, etc.), communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information in order to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

Methods to Teach the Skill

There are several ways to teach technology literacy as a skill to students. Some methods include:

Incorporating technology into the curriculum: Incorporate technology and digital tools into the curriculum, such as using online educational resources, interactive simulations, and virtual field trips.

Providing hands-on experience: Provide students with hands-on experience using various forms of technology, including computers, software, and the internet.

Teaching basic computer skills: Teach students basic computer skills such as typing, word processing, and using a search engine.

Encouraging digital creativity: Encourage students to use technology to express themselves creatively, such as through digital storytelling, animation, and podcasting.

Emphasizing digital citizenship: Teach students about digital citizenship, including online safety, responsible use of technology, and online privacy.

Incorporating problem-solving and critical thinking: Encourage students to use technology to solve problems, research information, and think critically.

Provide feedback: Provide feedback on student's performance and give them guidance on how to improve their technology literacy skills.

By implementing these methods, students will be able to develop the technology literacy skills they need to navigate the digital landscape and use technology effectively, safely, and responsibly.

Activities

Financial Literacy

How to Pay Bills

This ranges from cell phone bills, tuition bills, and the like. As long as a teen is financially responsible for the payments, they need to know how it's done.

Ensure they understand how to access payment portals and set up auto-pay. Similarly, you can advise them to schedule reminders for bill due dates.

Providing a short course teaching them how to do these tasks in schools will prove beneficial. You could even ask the principal for the go-ahead to make it an after-school club.

Money Management

Teach your students about debt management before they're faced with the decision to take on a hefty student loan. This ensures that they know the financial commitment they are getting into, and the impact it will have on their life.

Give the students practical lessons.

For instance, teach budgeting and saving using play money. Give each child three jars—savings, expenses, and charity.

Set up activities that will help the children earn play money. Every time they earn money, they can split it between the three jars.

This will enable the child to:

See that money is earned through work.

Watch their balance grow, equipping them with other life skills such as patience and hard work. Start building a healthy relationship with money.

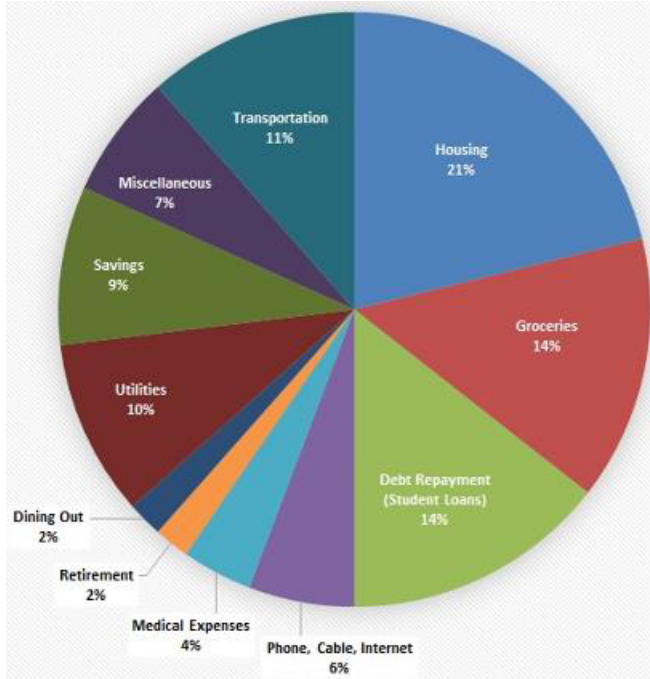
You can ask them to open a savings bank account for kids with the help of a grown-up. They can use it to save their gift money, allowances, or money they make from doing extra chores at home. Teach the students the differences between needs and wants and the importance of prioritizing needs over wants. It will help them build healthy spending habits.

Consider the following example as an assignment for your students to teach them budgeting:

Creating Bella's Budget

Bella is preparing to move out on her own for the first time. Bella’s parents told her that in order to make sure she’s spending her money wisely, she needs to create a budget. Bella’s parents gave her the graph below to help her determine how much she should spend in various categories.

Bella’s paycheck is \$1,000 every two weeks. Help Bella create her budget.



How much does Kelly earn per month? _____

What is the maximum amount Kelly should spend in each of the following categories per month?

Housing _____

Medical Expenses _____

Utilities _____

Retirement _____

Groceries _____

Savings _____

Transportation _____

Eating Out _____

Debt Repayment _____

Miscellaneous _____

Phone, Cable, Internet _____

Computing Systems

Determine level of knowledge of computing systems of your students using the following matching games:

How much do you know about computing systems?

Instructions: Write the number of the image in the space next to the matching term.

1.



2.



8.



___ Search Engine

___ Cloud Computing

___ Network

___ File Extension

___ Server

___ CPU

___ Email

___ Operating System

3.



7.



4.



6.



5.



How much do you know about home computing?

Instructions: Match the words with the images (write the number of the image next to the correct word):

Router:

Ports:

Peripherals:

USB:

Surge
Protector:

Ethernet
Cable:

Antivirus
Software:

Cloud



Flexibility

Introduction

If there's anything that life in a pandemic has shown us, it's how important it is (and how difficult it can be) to adapt to unexpected change. As every aspect of life turned upside down for everyone, it quickly became apparent the areas where we all knew and didn't know how to pivot and demonstrate flexibility. Among all the skills needed to function properly in the 21st century, flexibility is the one we rely on the most especially when the going gets tough and unpredictable. Today, the only consistency from year to year is change and our ability to adapt and change is a very crucial skill to survive constant change.

While there's no set definition of flexibility as a skill, we generally consider flexibility to be the behavior of switching between tasks and demands in response to changes in the environment. In essence, it's our ability to change our behavior to different contexts or stimuli in our world. Other terms researchers might use to describe flexibility include cognitive flexibility, shift, task switching, and mental flexibility.

Individuals who struggle with flexibility have difficulty discriminating between different environments or can't shift focus between various tasks or relevant information. When we're inflexible, we may get 'stuck' or keep trying the same response over and over even though it's not working.

Expectations from Students

Students should be able to:

Adapt to change

- Adapt to varied roles, job responsibilities, schedules, and contexts
- Work effectively in a climate of ambiguity and changing priorities

Be flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks, and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multicultural environments

Methods to Teach the Skill

We begin to learn flexibility and to develop flexible thinking early in childhood. Toddlers and young children complete simple puzzles, games, and play requiring shifting between one behavior and another. As young children learn to shift from activity to activity, they begin to manage transitions and unexpected changes without upset behaviors. Then, as adolescents grow and their social networks continue to expand, they encounter more and more situations where problems and unpredictable events occur. Adults are nearby, however, to support and teach children to adjust dynamically.

As our children grow into teenagers and young adults, we expect them to now manage unpredictable changes to routines, meet the changing demands school, work, and family, and take difficult situations in stride. Our children may need additional support at occasional points, but with well-developed executive functioning skills, they're able to pivot and recover quickly when the unexpected happens.

Activities

Interactive Tasks

Interactive task 1.

Identify four simple but distinct tasks. In a span of 8 minutes, have your students switch between the tasks and start each task with the kind of focus the task requires.

Interactive Task 2.

Similar to [interactive task 1](#), identify several simple but distinct tasks, randomly choose a task for your students and have them focus on the assigned task. At any random point in time, ask your students to shift to another task. Observe your students, make notes regarding their reactions, if necessary. When the tasks are finished ask them the following questions.

- What do you feel when you are asked to switch tasks?
- How easy is it to switch tasks for you?

Interactive Task 3.

As a continuation of the [previous task](#), identify several complex (a complex task would involve several steps to complete) tasks, this time, before selecting and starting a task, prioritize the tasks and discuss with your students which task to prioritize and why. Identify priority criteria such as urgency, potential gain, easiness, time for completion, etc.

Consider the following issues when identifying priorities for tasks

- Identify and communicate the most critical step in a task.
- Identify and communicate the initial step to complete a task.
- Understand the sequence and order to complete multi-part tasks.
- Understand and communicate how much time tasks typically take.
- Discuss deadlines for completing a task and try to meet them.

Interactive Task 4.

Start changing several constant things in your student's daily routine, these changes might include very simple things such as shifting desks of students. Observe your students, make notes regarding their reactions, if necessary. Ask them the following questions after the changes.

- What do you feel when you are asked to change your routines?
- How easy is it to adapt to change?

Mini Quiz

Ask your students to sort below given different flexibility behaviors into categories of “effective” and “ineffective.” Make sure to mix all statements before handing out as an assignment.

Effective:

- Being open to new ideas and perspectives
- Being able to adapt to changes and unexpected events
- Being able to handle multiple tasks and priorities
- Being able to think outside the box and come up with creative solutions
- Being able to work well under pressure
- Being able to work with different types of people
- Being able to understand and appreciate different cultures
- Being able to see different points of view
- Being able to effectively communicate and collaborate with others
- Being able to think critically and make informed decisions
- Being able to adjust to different environments
- Being able to learn from mistakes
- Being able to be comfortable with uncertainty
- Being able to be adaptable to different situations

Ineffective:

- Being resistant to change
- Being inflexible in thinking and approaches
- Being unwilling to consider new ideas or perspectives
- Being unable to handle multiple tasks or priorities
- Being unwilling to think outside the box
- Being unable to work well under pressure
- Being unwilling to work with different types of people
- Being unable to understand or appreciate different cultures
- Being unwilling to see different points of view
- Being unable to communicate and collaborate effectively with others
- Being unable to think critically and make informed decisions
- Being inflexible to different environments
- Being unwilling to learn from mistakes
- Being unable to be comfortable with uncertainty
- Being inflexible to different situations

Answers:

Effective: all of the behaviors listed in the first list

Ineffective: all of the behaviors listed in the second list.

Leadership

Introduction

Leadership is an essential skill for students to develop as it can help them become more confident and effective in their personal and professional lives. Leadership is not just about being in charge but about being able to inspire and guide others, to work effectively in teams, and to make sound decisions. Developing leadership skills in students can help them to become more resilient and adaptable to change, as well as more able to navigate the complexities of the modern world. In this discussion, we will explore the importance of leadership as a skill for students and the various methods that can be used to develop and enhance it in the classroom. From providing opportunities for leadership roles to fostering a culture of teamwork and collaboration, there are many ways to help students become confident and effective leaders.

Expectations from Students

Students should be able to:

Guide and lead others

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage the strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

Be responsible to others

- Act responsibly with the interests of the larger community in mind

Methods to Teach the Skill

There are several ways to teach leadership as a skill to students. Some methods include:

Providing opportunities for leadership roles: Provide students with opportunities to take on leadership roles in class projects, school clubs, and extracurricular activities.

Incorporating teamwork and collaboration: Encourage teamwork and collaboration to foster a culture of shared leadership and responsibility.

Teaching communication skills: Teach students how to communicate effectively, including active listening, assertive communication, and public speaking.

Encouraging problem-solving and decision-making: Encourage students to think critically and make informed decisions.

Emphasizing ethics and integrity: Teach students about ethical leadership and the importance of integrity in leadership roles.

Modeling positive leadership: Provide positive role models through teachers or guest speakers who demonstrate leadership qualities.

Provide feedback: Provide feedback on student's performance and give them guidance on how to improve their leadership skills.

By implementing these methods, students will be able to develop the leadership skills they need to inspire and guide others, work effectively in teams, and make sound decisions. This will help them to be more confident and effective leaders in their personal and professional lives.

Activities

Read About Great Leaders

Every goal or pursuit finds a sense of direction in role models. Role models have an influence on you not because of their achievements alone but the journey that led them there. When you read about great leaders or listen to podcasts about them, it triggers intrinsic motivation. Besides, it also helps you learn what great leaders have done or what they do every day to achieve their goals. There are so many leaders out there to learn and inspire from. You can choose your role models based on your interest. From entrepreneurs to politicians to sportsmen, the list of classical leaders is inexhaustible. Read about how these leaders hold on to their integrity. It is and will always be one of the most important leadership traits.

When you read about these great leaders, you get an insight into their perspectives. You get access to great leadership lessons. Some of them will teach you about curiosity, some will present the idea of innovation to you, and some will add to your knowledge of team management. All these leaders will have at least one unique trait to offer. The more leaders you read about, the more viewpoints you will develop. You will have a better understanding of what it takes to become a leader. Plus, you will comprehend how important it is for a leader to have character. Learning these invaluable lessons at a young age can shape you into an incredible leader. There is already a dearth of great and honest leaders in the world. Maybe you can add to the tally after learning from impeccable leaders.

Matching Game

Find the appropriate leadership type matching the leadership behavior. Possible Leadership styles are:

Democratic
Laissez-faire
Autocratic
Charismatic

A. When leading a school club, the leading student makes decisions for the club without seeking input or consent from members.

B. When organizing a community event, the leading student involves all members in the decision-making process and seeks their input and consent before making decisions.

- C. When managing a team project, the leading student gives the team members freedom to complete the project as they see fit, with little or no supervision.
- D. When leading a school club, the leading student holds regular meetings to allow members to share their thoughts and make decisions together.
- E. A new student captivates the attention of other students with his/her enthusiasm and energy and starts a new music club.

Answers:

- A - Autocratic
B - Democratic
C - Laissez-faire
D - Democratic
E - Charismatic

Sorting Game

Ask your students to sort below given different leadership behaviors into categories of “effective” and “ineffective.” Make sure to mix all statements before handing out as an assignment.

Effective:

- Listening actively to team members and valuing their input
- Delegating tasks and responsibilities to team members
- Making clear and well-informed decisions
- Communicating effectively and openly with team members
- Providing constructive feedback and coaching to team members
- Setting clear goals and expectations for the team
- Encouraging creativity and innovation within the team
- Building trust and rapport with team members
- Being adaptable and responsive to change
- Leading by example and demonstrating integrity
- Being fair and consistent in decision making
- Empowering team members to take ownership of their roles
- Celebrating and recognizing team members' achievements
- Continuously learning and developing leadership skills

Ineffective:

- Ignoring or dismissing team members' input
- Making decisions without considering the impact on team members
- Failing to communicate effectively with team members
- Providing negative or non-constructive feedback
- Failing to set clear goals or expectations
- Suppressing creativity and innovation within the team

- Failing to build trust and rapport with team members
- Being inflexible and resistant to change
- Failing to lead by example and demonstrate integrity
- Being unfair and inconsistent in decision making
- Failing to empower team members
- Failing to recognize and celebrate team members' achievements
- Failing to learn and develop leadership skills

Answers:

Effective: all of the behaviors listed in the first list

Ineffective: all of the behaviors listed in the second list.



Initiative

Introduction

Initiative taking skills refer to the ability to take action and start a task or project without being prompted or directed by others. This skill is important for students, as it can help them become more self-motivated, proactive, and successful in their studies and future careers. Students with strong initiative taking skills are able to identify opportunities, set goals and take the necessary steps to achieve them, and are more likely to take ownership of their own learning and development. Initiative taking skills are also important for problem solving, decision making and leadership. Additionally, initiative taking skills can be a key to personal and professional success and can be a valuable asset for students as they progress through their education and enter the workforce. It is important for students to develop their initiative taking skills early on so they can become self-reliant and proactive learners.

Expectations from Students

Students should be able to:

Manage goals and time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work independently

- Monitor, define, prioritize, and complete tasks without direct oversight

Be self-directed learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels toward a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

Methods to Teach the Skill

There are several ways to teach initiative taking as a skill to students. Some methods include:

Encourage independence: Give students the freedom to make their own decisions and take the initiative in the classroom, such as choosing their own projects or leading group discussions.

Provide opportunities for leadership: Provide opportunities for students to take on leadership roles in class projects, school clubs, and extracurricular activities.

Reward initiative: Recognize and reward students who take the initiative in the classroom, such as by praising their efforts or offering extra credit.

Encourage risk-taking: Encourage students to take risks and try new things, even if it means making mistakes.

Incorporate problem-solving: Encourage students to think critically and solve problems independently.

Foster a growth mindset: Encourage students to see challenges and mistakes as opportunities for growth and learning.

Provide feedback: Provide feedback on students' performance and give them guidance on how to improve their initiative-taking skills.

By implementing these methods, students will develop the skill of initiative-taking, which will help them to become more independent and proactive learners who are able to take charge of their own learning and take the initiative in different situations.

Activities

Matching Game:

Match the scenario to the appropriate initiative taking action.

Scenario 1: A student notices that their school's recycling program is not being properly implemented.

Initiative-taking action: The student takes the initiative to research and propose a new recycling program to the school administration.

Scenario 2: A group of friends wants to organize a charity event to raise money for a local shelter.

Initiative-taking action: One of the friends takes the initiative to research and plan the event, including securing a venue, recruiting volunteers, and promoting the event to the community.

Scenario 3: A team member is consistently missing deadlines and not meeting expectations.

Initiative-taking action: The team leader takes the initiative to schedule a meeting with the team member to discuss the issues and create a plan for improvement.

Scenario 4: A student notices that their school's library needs to be updated and modernized.

Initiative-taking action: The student takes the initiative to start a petition and gather support from fellow students and faculty to propose the idea to the school board.

Scenario 5: A coworker is struggling with a new task and needs assistance.

Initiative-taking action: One of the coworkers takes the initiative to offer help and provide guidance to the struggling coworker.

Scenario 6: A family member is feeling down and in need of support.

Initiative-taking action: A family member takes the initiative to reach out and offer to spend time with the family member, providing a listening ear and support.

Scenario 7: A community member is concerned about the lack of resources for local children.

Initiative-taking action: The community member takes the initiative to research and create a proposal for a new after-school program for children in the area.

Scenario 8: A friend is struggling with an addiction.

Initiative-taking action: A friend takes the initiative to reach out and offer support and resources for the friend to seek help and treatment.

Scenario 9: A team member is not participating in group discussions and is not contributing to the team's goals.

Initiative-taking action: The team leader takes the initiative to schedule a meeting with the team member to discuss their participation and how they can contribute to the team's success.

Scenario 10: A student is struggling in a specific class and needs extra help.

Initiative-taking action: The student takes the initiative to schedule extra study sessions with a tutor or to reach out to the teacher for extra help.

Sorting Game:

Have your students sort the series of actions given below into “initiative-taking” and “not initiative-taking” categories.

Initiative-taking:

- Recognizing opportunities and taking action to seize them
- Being proactive in identifying and solving problems
- Being self-motivated and taking ownership of tasks and projects
- Being willing to take calculated risks
- Being willing to learn and improve
- Being willing to take on new challenges
- Being willing to lead by example
- Being willing to think outside the box
- Being willing to take charge of situations
- Being willing to be an advocate for their ideas
- Being willing to take responsibility for their actions
- Being willing to be decisive and take action
- Being willing to be creative and think creatively
- Being willing to be innovative

- Being willing to be independent

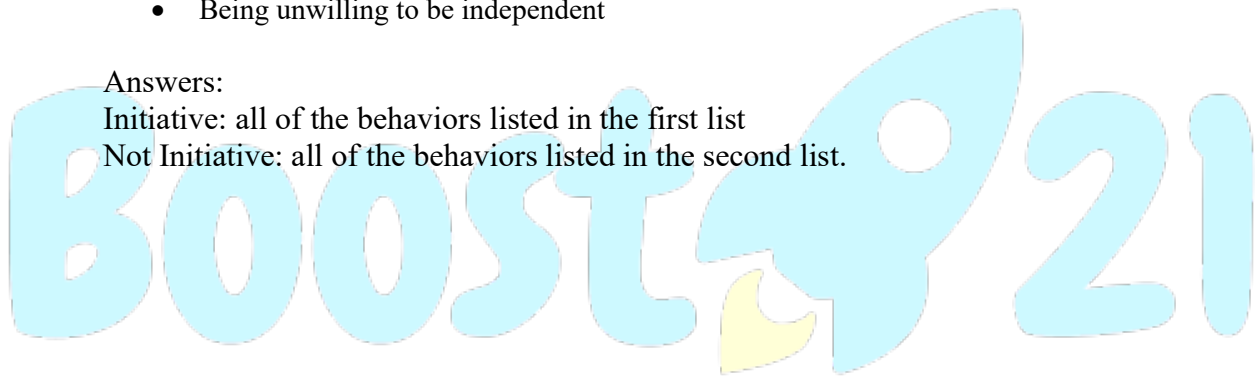
Not Initiative-taking:

- Waiting for instructions or direction before taking action
- Being passive and waiting for problems to be solved for them
- Being dependent on others for motivation or direction
- Being unwilling to take risks
- Being resistant to change and learning
- Being unwilling to take on new challenges
- Being unwilling to lead by example
- Being unwilling to think outside the box
- Being unwilling to take charge of situations
- Being unwilling to advocate for their ideas
- Being unwilling to take responsibility for their actions
- Being indecisive and unwilling to take action
- Being unwilling to be creative or think creatively
- Being unwilling to be innovative
- Being unwilling to be independent

Answers:

Initiative: all of the behaviors listed in the first list

Not Initiative: all of the behaviors listed in the second list.



Productivity

Introduction

Productivity refers to maintaining efficiency in an age of distractions. Therefore, the main focus of this module is the ability to produce something of a certain quality with a given timeframe.

Being productive is important to everyone, whether at school, university, when looking for a job, while at a job, when starting a business, and when seeking investment or financing.

Productivity is the ability to complete tasks efficiently and effectively using these skills:

- (a) setting and meeting goals,
- (b) prioritizing needs,
- (c) managing time,
- (d) working ethically,
- (e) collaborating, and
- (f) cooperating with others.

From a different perspective, productivity means taking a role in the creation of a product or completion of a task and taking responsibility for the performance of the product or the task. Therefore, accountability and productivity are interconnected. When a student feels responsibility over a task or a product, it increases their motivation to complete the task or create the product in a timely and efficient manner, thereby increasing their productivity.

Expectations from Students

Students should be able to:

Manage projects

- Set and meet goals, even in the face of obstacles and competing pressures
- Prioritize, plan and manage work to achieve the intended result

Produce results

- Demonstrate additional attributes associated with producing high-quality products, including:
 - Work positively and ethically
 - Manage time and projects effectively
 - Multitask
 - Participate actively, as well as be reliable and punctual
 - Present oneself professionally and with proper etiquette
 - Collaborate and cooperate effectively with teams
 - Respect and appreciate team diversity
 - Be accountable for results

Methods to Teach the Skill

Today technology offers us unlimited resources to save time and make us more productive than ever. We should harness the opportunity and keep up to enhance our productivity through better time management and distraction avoidance.

Discover Strengths

One way to be more productive is to discover strengths. If there are tasks that your students can accomplish easily and brilliantly while they are working on other tasks with less enthusiasm and passion, relying on what they already do very well can help them reach optimal productivity quickly.

Identifying their strengths and weaknesses will help them become more productive. Everyone has something that makes them unique. Help them find their assets and teach them investing on them.

Stress Management Techniques

Students usually feel stressed when the goals they have to achieve outgrow the resources present at their disposals, such as a homework/assignment time-frame and their current level of motivation. However, the state of being stressed consumes from their minds' capacity, hence leaving them with little room for productivity.

While there are a lot of ways to cope with stress, here are several effective productivity tips to help you and your students cope with stress:

Stop Multitasking:

A theory in psychology called the 'Zeigarnik Effect' states that your brain tends to remember incomplete tasks more than complete ones. Accordingly, when you multitask, your mind will keep hammering you with the other incomplete task you are performing at the same time. So, focus on just one task, and when done, start the other. This might sound counterintuitive with the activities of the [flexibility](#) skill, however, they are complementary skills.

Exercise:

Doubtlessly, this tip perfectly works for anything especially for stress management. You would be surprised if you knew how exercise works in each and every way to help your body systems work harmoniously and supply you with a dose of endorphins to make you more immune to stress afterward. No matter how stuffed your work schedule is, find a way to squeeze exercise in.

Drop Perfectionism:

Sometimes, it's easy to fall into the trap of perfectionism. While 'perfect' doesn't exist, you will constantly feel stressed upon working relentlessly but rarely feeling satisfied about the outcomes. You'd argue that perfectionism brings out the best in you, but try being 'a high achiever' instead. It's a healthier version of success.

Take Regular Short Breaks:

Take a break every now and then because the body and brain of the students can become numb and demanding of a new stimulation to reboot their energy. Take breaks, otherwise, they will soon burn out and motivating them then will become much more difficult and consume much more time and energy.

Activities

Create a Vision Board¹⁰

A vision board is a collection of pictures, magazine clippings, words, and quotes that visually affirm your goals in life. Vision boards—also known as a “goal board” or “dream board”—act as a compass to keep you moving in the direction of your dreams, no matter what is happening in the world around you.

Impart purpose with this visual tool. Creating a vision board helps adolescents take accountability for their actions as they strive to achieve their daily, weekly, monthly, and yearly goals.

Matching Game

Below is a matching game on productivity skills for middle school students where they match 10 productivity related scenarios to both appropriate and inappropriate choices:

- A student is given a project to complete
 - Appropriate behavior: Breaking the project down into smaller tasks, setting a schedule, prioritizing tasks, focusing on one task at a time.
 - Inappropriate behavior: Procrastinating, not setting a schedule, multitasking, not prioritizing tasks.
- A student is asked to complete a reading assignment
 - Appropriate behavior: Setting aside a specific time for reading, finding a quiet and comfortable place to read, taking notes or highlighting important information.
 - Inappropriate behavior: Waiting until the last minute, not setting a specific time for reading, trying to read in a noisy or distracting environment.
- A student is working on a group project
 - Appropriate behavior: Assigning roles and responsibilities, setting a schedule, communicating effectively, delegating tasks.
 - Inappropriate behavior: Not communicating, not delegating tasks, not setting a schedule, not assigning roles and responsibilities.
- A student is given a test
 - Appropriate behavior: Reviewing class notes, studying in advance, arriving to the test on time, staying focused during the test.
 - Inappropriate behavior: Not reviewing class notes, procrastinating studying, arriving late to the test, not staying focused during the test.
- A student has a deadline for a project
 - Appropriate behavior: Setting a schedule, breaking the project into smaller tasks, staying focused, and asking for help if needed.
 - Inappropriate behavior: Procrastinating, not setting a schedule, multitasking, not asking for help if needed.
- A student is asked to clean their room
 - Appropriate behavior: Setting a schedule, breaking the task into smaller tasks, making a to-do list, staying focused

¹⁰ <https://jackcanfield.com/blog/vision-board/>

- Inappropriate behavior: Procrastinating, not setting a schedule, multitasking, not making a to-do list

- A student is asked to organize their backpack

- Appropriate behavior: Clearing out unnecessary items, setting a schedule, making a to-do list, staying focused

- Inappropriate behavior: Procrastinating, not setting a schedule, multitasking, not making a to-do list

- A student is asked to do their laundry

- Appropriate behavior: Setting a schedule, breaking the task into smaller tasks, making a to-do list, staying focused

- Inappropriate behavior: Procrastinating, not setting a schedule, multitasking, not making a to-do list

- A student is asked to cook dinner

- Appropriate behavior: Setting a schedule, following a recipe, measuring ingredients, staying focused

- Inappropriate behavior: Procrastinating, not setting a schedule, multitasking, not measuring ingredients

- A student is asked to walk the dog

- Appropriate behavior: Setting a schedule, staying focused, keeping the dog on a leash, picking up after the dog

- Inappropriate behavior: Procrastinating, not setting a schedule, multitasking, not keeping the dog on a leash, not picking up after the dog

It's important to note that teachers can always adjust the scenarios to better fit the students' needs and interests. Also, productivity skills are not only about completing a task but also about time management, so it's important to include scenarios that reflect that too.

Social Skills

Introduction

Social skills are the abilities and behaviors that allow individuals to interact effectively with others in various social settings. These skills are important for students, as they can help them develop positive relationships with classmates, teachers, and other adults. Additionally, strong social skills can help students navigate the social dynamics of school, which can be challenging for some children. Strong social skills can also help students build a positive self-image and improve their overall mental health. Furthermore, Social skills are crucial for their future success in the workplace and their personal lives. They are essential for effective communication, teamwork, conflict resolution, and building strong relationships. It is important for students to develop their social skills as early as possible.

Expectations from Students

Students should be able to:

Interact effectively with others

- Know when it's appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work effectively in diverse teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase innovation and quality of work

Methods to Teach the Skill

There are several methods that can be used to teach social skills to school children, including:

Role-playing: This involves using scenarios to help children practice different social interactions and develop their social skills in a safe and controlled environment.

Modeling: This involves demonstrating appropriate social behavior and allowing children to observe and imitate it.

Social stories: These are short, simple stories that can help children understand and learn appropriate social behaviors in different situations.

Social skills groups: These are groups of children who meet regularly to work on specific social skills, such as taking turns, sharing, and problem-solving.

Cooperative learning: This is a teaching method that involves students working together to complete a task or project, which can help them learn social skills such as communication, teamwork, and responsibility.

Social skills curriculum: A well-structured curriculum on social skills, which is often based on the most recent evidence-based practices and can be used to structure lessons and activities.

Feedback and reinforcement: Giving positive feedback and reinforcement when children display appropriate social behavior can help increase the likelihood that they will continue to do so.

Counseling and therapy: If a child has difficulties with social skills, counseling or therapy can be beneficial.

It's important to note that it's necessary to adapt the methods to the child's age, maturity, and special needs and use a combination of methods for best results.

Activities

Mock Virtual Meeting

Learning to adapt to new situations becomes a valuable trait, whether with social distancing or in their future workplace. Coming up with new ways to spend time together increases problem-solving abilities, which adds to a set of vital social skills.

Emotion Charades

Emotion charades involve writing different emotions on strips of paper. The student picks one out of a hat or bucket. Then, they must try to act out that emotion.

Emotion charades can help children learn to recognize emotions using facial and body cues. You can even adapt social skills activities like this to create a game similar to Pictionary, where children draw emotions.

By depicting and acting out emotional expressions and reactions in social skills activities, children learn emotion management, which plays an important role in creating positive relationships and communicating feelings.

Playing with Characters¹¹

Using stuffed animals or dolls, the instructor can interact with the students through the intermediary objects.

Having conversations through toys teaches the students to recognize behaviors and communicate their feelings. They practice their communication and social skills through the toys in an imaginary, low-risk environment without worrying about the toys' hurt feelings.

¹¹ Communication

Decision-Making Games¹²

Social skills, communication, and collaboration activities like decision-making games come in many forms. By using strategy games or activities as simple as sorting and matching, the students learn persistence, thoughtfulness, and cooperation with others.

These games help kids with indecision, as they ask the student to make a choice, even if it's not right the first time. It demonstrates low-risk consequences and encourages them to try again if they make a mistake.

Depending on the skill the instructor is focusing on, the decision-making game can be played individually or in groups to engage the students.

Matching Game

Below is a matching game on social skills for students where they match 10 social skills scenarios to both appropriate and inappropriate behavior:

- A student is asked to work on a group project with classmates they don't know well
 - Appropriate behavior: Introducing oneself, asking questions to get to know the classmates, actively participating in the group project.
 - Inappropriate behavior: Ignoring the classmates, not contributing to the group project, being rude or dismissive.
- A student sees another student drop their books in the hallway
 - Appropriate behavior: Helping the student pick up their books, offering to carry their books for them.
 - Inappropriate behavior: Laughing at the student, not offering to help, pushing or tripping the student.
- A student is given feedback on a project they completed
 - Appropriate behavior: Listening to the feedback, asking clarifying questions, considering the feedback and making improvements.
 - Inappropriate behavior: Ignoring the feedback, arguing with the person giving the feedback, being defensive or dismissive.
- A student sees another student being bullied
 - Appropriate behavior: Speaking up, reporting the bullying to a teacher, or giving support and comfort to the victim
 - Inappropriate behavior: Ignoring the situation, laughing at the victim, joining in the bullying.
- A student is in a conversation with a peer
 - Appropriate behavior: Making eye contact, actively listening, responding appropriately, using polite language.
 - Inappropriate behavior: Interrupting, not listening, being dismissive or rude.

¹² Communication, Collaboration

- A student is in a disagreement with a peer
 - Appropriate behavior: Stating one's own perspective, listening to the other person's perspective, finding common ground, compromising if necessary.
 - Inappropriate behavior: Yelling, name calling, being aggressive, refusing to listen.

- A student is invited to a party
 - Appropriate behavior: Saying thank you, RSVP-ing, showing up on time, bringing a small gift if desired.
 - Inappropriate behavior: Ignoring the invitation, showing up uninvited, being rude or disrespectful while at the party.

- A student is asked to borrow something from a classmate
 - Appropriate behavior: Asking politely, saying thank you, returning the item in a timely manner, taking care of the borrowed item.
 - Inappropriate behavior: Taking the item without asking, not returning the item, breaking or damaging the borrowed item.

- A student is in a public space
 - Appropriate behavior: Being aware of one's surroundings, following rules and laws, being respectful of others.
 - Inappropriate behavior: Littering, vandalizing, being loud or disruptive.

- A student is in a situation where they witness dishonesty
 - Appropriate behavior: Speaking up, reporting the dishonesty, standing up for what is right
 - Inappropriate behavior: Ignoring the situation, participating in dishonesty, remaining silent.

Additional Tools on Gamification

The following list was prepared from various Internet sources to give the lecturers a solid idea of what gamification tools can work for them and the experience they can create for their students.

Arcademics¹³

Arcademics makes multiplayer educational games—free math games, free language arts games, and more for K-8 students.

With Arcademics Plus, teachers and parents can view analytics and reports that allow customization of game content.

BookWidgets¹⁴

BookWidgets is a gamification software that serves all educators, including; elementary teachers, middle or high school teachers, university professors, and professional trainers.

BookWidgets also offer 40+ digital exercise templates that work on smartphones, tablets, or computers.

And BookWidgets is a fast and efficient grading system that provides feedback to students and teachers, allowing them to assess problem areas or where students may need extra attention.

Brainscape¹⁵

Brainscape boasts of being the world's most brilliant flashcard app.

Brainscape uses cognitive science gamification software that optimizes studying by repeating more challenging concepts in perfect intervals to maximize memory retention.

And if you cannot find a flashcard deck in their robust database, you can create your own.

Breakout EDU¹⁶

Breakout EDU offers 1,800 kit-based digital games that span every grade level.

Games are available for core subjects like Math, Science, History, and general topics such as holidays, team building, and more.

Through Breakout EDU's puzzle-based game design, students' critical thinking and creativity are put to the test as teams explore clues to create the perfect lock combinations to solve the puzzles.

Cerebriti¹⁷

Cerebriti, created in Spain, is a gamification software platform that offers two distinct angles to the learning process.

¹³ <https://www.arcademics.com/>

¹⁴ <https://www.bookwidgets.com/>

¹⁵ <https://www.brainscape.com/>

¹⁶ <https://store.breakoutedu.com/>

¹⁷ <https://www.cerebriti.com/>

First, students create their educational games, and second, they play other students' or teachers' games to consolidate their learning process.

There are games on all subjects for all ages, and they are multi-platform.

ChemCaper¹⁸

ChemCaper is a video game platform developed by school teachers that teaches fundamental chemistry concepts to teenagers aged 10 to 14 years old.

Students report that they remembered 90% of concepts learned in 6 months after playing the game for the first time.

Based on chemistry concepts and the Periodic Table, students can explore unique environments, craft potions, and battle with collectible creatures.

Classcraft¹⁹

Classcraft promotes social and emotional learning (SEL) through its gamification software.

Class Craft is a mobile game app where students create their avatars complete with special powers to navigate the classroom, its rules, and deadlines collaboratively.

Teachers can utilize Class Craft to get students fully interacting with the rules of their classroom and beyond.

And it is a perfect classroom management tool for students.

ClassDojo²⁰

ClassDojo is an app that is great for connecting teachers with students and parents.

The Class Dojo app focuses on younger children of primary school age.

Creating a positive culture from working hard, being kind, or just helping others, Class Dojo is brilliant at fostering or strengthening new behaviors.

Teachers can also keep parents in the loop by communicating the story of their classrooms by instantly sharing photos, videos, announcements or by privately messaging with any parent.

And Class Dojo will always be free for teachers.

CodeCombat²¹

CodeCombat is a video game platform that teaches students how to code through play.

With CodeCombat's unique gamification software, students learn to play and write code from the start of their adventure in the game.

CodeCombat focuses on beginners learning Python, Javascript, and C++ programming languages.

Teaching over 20 million students Computer Science, CodeCombat teaches students to be critical, confident, and creative learners regardless of experience.

¹⁸ <https://chemcaper.com/>

¹⁹ <https://www.classcraft.com/>

²⁰ <https://www.classdojo.com/>

²¹ <https://codecombat.com/>

Course Hero²²

Course Hero focuses on filling the gap between college and the workplace, offering simple course creation tools.

The gamification features are fundamental, with achievement badges for accomplishments like logging on during the weekend, uploading documents, and completing classes.

There's a sitewide leaderboard, but lacking here is community or interaction between students.

Course Hero's strengths come from its study resources, 24/7 homework support, textbook solutions and explanations, and expert tutors.

Duolingo²³

Duolingo is a free online language gamification app offering 94+ language courses. It boasts 500 million+ users worldwide.

And the Duolingo for schools app offers teachers and its users a fun, gamified way to teach language involving personalized and self-paced assignments.

Meet students where they are by utilizing their personalized learning engine.

With customizable assignments and lessons, teachers can cater to their learning objectives with ease.

Edmodo²⁴

Edmodo is a free app that mirrors the functionality of a social media network for educational purposes.

It provides tools that allow teachers and users to send messages, share training materials, and make learning accessible anywhere.

In addition, Edmodo communicates with parents keeping them up to speed on class updates, allowing them to sync with their children's teachers, and support learning at home.

And lastly, parents can see classroom activity and grades to support their children's progress.

Genially²⁵

Genially is a platform to gamify presentations by making them interactive and fun.

Genially works to elevate the learning experience by allowing teachers to import any presentation by offering rich animation and gamifying anything from quizzes to escape rooms filled with interactivity.

Also, Genially offers a myriad of templates to plug and play existing content into so that you can be up and running fast.

Gimkit²⁶

²² <https://www.coursehero.com/>

²³ <https://www.duolingo.com/>

²⁴ <https://new.edmodo.com/>

²⁵ <https://genial.ly/>

²⁶ <https://www.gimkit.com/>

Gimkit is a gamification software that offers a live learning game show experience with constant updates, new modes, and power-ups that keep the game fresh and relevant.

Students answer questions on their own devices and are presented the same questions in multiple ways to ensure mastery of a topic.

Students' rewards come with in-game cash by answering questions correctly but at the same time can lose some money by answering incorrectly, motivating them to be thoughtful with their answers.

And Gimkit can be used outside of the classroom as homework which facilitates automatic grades for teachers.

GooseChase²⁷

GooseChase is gamification software that allows teachers to run real-world scavenger hunts.

There are multiple ways to use Goose Chase; virtual teams, recreation, onboarding, campus orientation, and K-12 education.

In addition, Goose Chase offers real-time game action that includes a live leaderboard and activity feed, reward points for outstanding submissions, and a reporting dashboard analytics to measure success.

Kahoot!²⁸

Kahoot! offers a game show environment to get students excited about learning. Particularly useful in the school setting for quizzing vocabulary, multiplication, and simple geography.

And Kahoot! provides support to many learning settings such as school, work, and home.

Kahoot! is utilized by more than 1 million+ players per year in more than 200 countries.

Kahoot! is used in the US by more than 50% of teachers and 97% of fortune 500 companies.

Knowre²⁹

Knowre is an online math program platform that supports the needs of all students with a personalized online math curriculum for each student, instructional support at every step, and an intuitive online math interface.

Comics are used for grades six and above to introduce lessons and provide a fun visual learning experience.

Knowre Math provides standards-based instruction for Grades 1-12 with over 70,000 rigorous practice and real-world application problems organized into topic-specific lessons.

Minecraft: Education Edition³⁰

Minecraft: Education Edition is a gamification tool based on the award-winning video game Minecraft.

²⁷ <https://www.goosechase.com/>

²⁸ <https://kahoot.com/>

²⁹ <https://www.knowre.com/>

³⁰ <https://education.minecraft.net/en-us/homepage>

The Minecraft: Education Edition offers features designed for teaching, pre-built lessons, and cross-curricular support.

Meeting children where they are by incorporating a gaming platform that kids are excited about and have brand loyalty with possesses the keys to unlocking the education process in a new, refreshing, and exciting way.

Monster Kit³¹

Monster Kit is a board game aimed at primary school children allowing 1 to 10 players.

It allows teachers to practice creative skills by utilizing drawing, reading, writing, doing calculations, and fostering imagination through the development of funny monsters.

Pear Deck³²

Pear Deck is a way to create interactive presentations in the classroom or remotely.

Pear Deck seamlessly integrates with Google or Microsoft-based systems, so there is no need to learn a new system.

Students can interactively respond to questions in real-time that allows teachers to communicate feedback immediately.

These responses can take the form of dragging and dropping pins, drawings, multiple-choice, short text, giving students a website, and providing a numbers-only reaction.

PlayBrighter³³

PlayBrighter allows teachers to set their students on missions to complete specific learning objectives in a gamified manner.

From spelling to science, French vocabulary, to the Fibonacci sequence, the games employ over 15,000 possible questions teachers could ask and gives teachers the ability to add their questions.

Utilizing avatars, students can add personas to their learning experience to accomplish learning objectives making the game more interesting.

Quizizz³⁴

Quizizz is an online app that allows teachers to quiz and test students in the classroom interactively or at home.

Quizizz offers gamified quizzes, polls, and lessons that can be led by a presenter or self-paced.

Students can join from any device with a web browser and use their iPhone and Android Apps.

Teachers know instantly what's working and what's not with real-time reporting and key performance indicators (KPI).

³¹ <https://www.aulapt.org/2016/07/24/monster-kit-juego-no-puede-faltar-aula/>

³² <https://www.peardeck.com/>

³³ <https://edshelf.com/tool/playbrighter/>

³⁴ <https://quizizz.com/join/>

Quizlet³⁵

Quizlet is a multi-national American company offering digital flashcards, matching games, electronic practice assessments, and live quizzes similar to Kahoot!.

Available in English, German, Spanish, Chinese, Japanese, Korean, Portuguese, Polish, Russian, French, Indonesian, Dutch, Italian, Turkish, Vietnamese, and more.

It is an excellent study aid for anything that requires memorization in a fun, gamified manner.

Socrative³⁶

Socrative is a gaming app that offers everything from quizzes to polls and is 100% free to all students.

Offering three customizable game modes called “space race” aimed at accuracy and speed, your typical question and answer mode, and “Exit Ticket” aimed at assessing how well lessons are creating a learning experience.

Toovari³⁷

Toovari is a multi-player platform created and developed in Spain.

It allows teachers to create a class where teachers can invite students and test their knowledge via game mechanics.

Toovari also includes assessments and communication with parents providing a robust environment that capitalizes on the latest technologies.

Trivenet³⁸

Trivenet is a free online trivia game created by a teacher to gamify the learning process.

In addition, it allows teachers to set up their own trivia game, allowing students to engage with your specific learning objectives.

Virtonomics³⁹

Virtonomics is a business simulation offering student engagement through a gamified experience in economics, entrepreneurship, competition, marketing, finance, sales, production, strategy, innovation, startup development, R & D, HR, supply chain management, and more.

It boasts an online community of 1 million players from all over the world engaging in various business platform simulations.

The intended audience for these games is business people, entrepreneurs, university and college students.

³⁵ <https://quizlet.com/es>

³⁶ <https://www.socrative.com/>

³⁷ <https://www.toovari.com/>

³⁸ <https://www.trivenet.com/es/trivial-online/cambiarLenguaje/lenguaje/en>

³⁹ <https://virtonomics.com/>

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