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# The 60 seconds game

***Help students to figure out how they perceive time.***

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*Better estimate the time it takes students to finish projects and tasks through understanding how well they perceive time. This exercise enhances time management skills by highlighting the subjective experience of time passing and the importance of using management tools.*

SKILL: **Time management**

ABILITIES CONNECTED TO THE SKILL: **Planning & Organisational skills**

DURATION: **~10 min**

1. Before you start, cover all clocks in the room and ask students to do the same with their digital (smart) devices.
2. Students sit on their chairs and close their eyes simultaneously.
3. They are expected to open their eyes and stand up only when they think that from the time they closed their eyes 60 seconds have passed.
4. Take notes on the time each student stands up (e.g. M. stood up at the 42nd second).
5. Once all students have opened their eyes, the game ends.
6. Initiate a discussion on time perception and draw students' attention on how well they estimate time and what are the available tools for better time management.

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# The Action Priority Matrix

***Determine which tasks to focus on, and in which order.***

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*To better manage your time, prioritise your tasks by grouping them into four categories based on how important and how urgent they are.*

SKILL: **Time management**

ABILITIES CONNECTED TO THE SKILL: **Planning & Organisational skills**

DURATION: **~10 min**

1. On the whiteboard, draw the "Action Priority Matrix" following two steps; (a) draw a graph that measures urgency along the x-axis and importance along the y-axis, and (b) add four boxes to the graph, two stacked on top of the others.

2. Ask students to write down their daily tasks on sticky notes.

3. Working on groups, students allocate their notes to the adequate box, choosing between low importance-low urgency / low importance-high urgency / high importance-low urgency / high importance-high urgency. Each group uses the same matrix.

4. Once all students have grouped their notes, initiate group discussions on their proritisation choices, by comparing them with each other.

5. Act as facilitator to group discussions by helping students to understand the rationale behind their choices and realize the added value of task prioritization.

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# The Pomodoro Technique

***Ensure high levels of productivity and deep work by sustaining your concentration within defined short time periods.***

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*Break down your working time into short sessions of deep work by adding breaks between them. This method will keep you hyper focused and productive.*

SKILL: **Time management, Deep work & Productivity**

ABILITIES CONNECTED TO THE SKILL: **Planning & Organisational skills**

DURATION: **-**

1. Organise your class according to the Pomodoro technique; alternate between 25 minutes of deep work and 5 minutes break.
2. After each 25-minute session, ask students to keep track on their performance by measuring the levels of their effectiveness, concentration, and fatigue.
3. Every four sessions, students will have a 15-minute break.
4. After this long break, continue as before; 25-minute session followed by a 5-minute break.
5. At the end of the class, ask students to consult their notes and assess their whole performance using the same criteria; level of productivity, concentration, and fatigue.
6. Initiate a discussion by introducing “the Pomodoro technique” to students and encourage them to try it out during their daily routine, especially during intensive periods (e.g. exam period).

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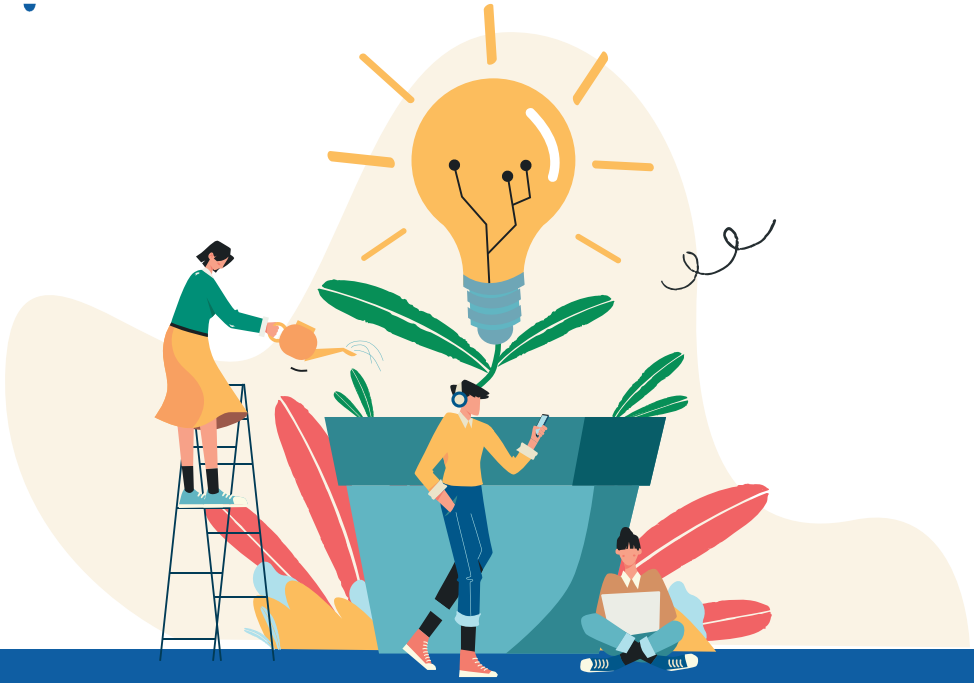

# Brainstorming

***Generate as many ideas as possible to solve a problem.***

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*Conduct an intensive, freewheeling group discussion, in which all members think aloud and suggest as many ideas as possible based on their diverse knowledge.*

SKILL: **Creativity & Innovation**

ABILITIES CONNECTED TO THE SKILL: **Divergent & Lateral thinking**

DURATION: **~45 min**

1. Ask students to create groups of 10 and appoint a person to record the generated ideas.
2. Present a problem to students and ensure it is clearly stated.
3. Students take time to brainstorm ideas individually and write down anything they consider as potential solution, no matter if it may seem impossible.
4. Students share the identified solutions with their group and try to build on each of them considering how much and in what way it can be feasible.
5. The group narrows the list down to the three best solutions by voting on their top choices based on the criteria of effectiveness and feasibility.
6. Present on the board each group's ideas and ask all students to evaluate them with the same criteria as before.
7. Identify the top 3 ideas of today's class.

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# Reverse Brainstorming

***Building on your natural ability to more easily see problems than solutions, identify as many potential failures as possible and, then, reverse them into solutions.***

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*Conduct an intensive, freewheeling group discussion, in which all members think aloud and suggest as many potential failures to a project as possible to, subsequently, reverse them into solutions.*

SKILL: **Creativity & Innovation**

ABILITIES CONNECTED TO THE SKILL: **Divergent & Lateral thinking**

DURATION: **~45 min.**

1. Ask students to create groups of 10 and appoint a person to record the generated ideas.
2. Present a project to students and ensure it is clearly stated.
3. Students take time to brainstorm ideas individually and write down anything they consider as potential failure to the project.Encourage them to ask “What could go wrong with this situation” or “How could I possibly achieve the opposite effect of the desired end-state?”.
4. Students share the identified failures with their group and try to build on each of them by reversing them into potential solutions for the original problem.
5. The group narrows the list down to the three best solutions by voting on their top choices based on the criteria of effectiveness and feasibility.
6. Present on the board each group’s ideas and ask all students to evaluate them with the same criteria as before.
7. Identify the top 3 ideas of today’s class.

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# The Fishbone Technique

***Identify all possible causes of a problem.***

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*Identify all potential root causes of a problem to avoid partial or premature solutions.*

SKILL: **Creativity & Innovation**

ABILITIES CONNECTED TO THE SKILL:
**Productive thinking, Inventive thinking heuristics, Problem-solving**

DURATION: **~45 min.**

1. Ask students to form groups of 5 and appoint a person responsible for drawing and writing down the ideas shared during the session.

2. Write the problem to be solved on the board.

3. The appointed person per group draws a long arrow horizontally across the middle of a sheet of paper pointing to the right. Then, (s)he adds "spurs" at about 45 degrees from this line, one for every potential cause of the problem. This is the "backbone" of the "fish."

4. Students have 15 minutes to think of a potential cause / fact affecting the problem per spur and label each. Sub-spurs represent subsidiary causes.

5. When time is up, students reflect on their drawing and redraw the backbone so that the position of the spurs reflect the importance of the different causes/ facts of the problem, with the most important being closer to the head of the fish.

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# Project-based Learning

***Develop a project responsive to a pre-defined issue.***

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*Students either in small groups or individually actively participate in the search for ways to solve an identified/pre-defined issue.*

SKILL: **Social Responsibility**

ABILITIES CONNECTED TO THE SKILL: **Analytical and problem-solving skills**

DURATION: **Depending on the defined project duration**

1. Ask students to form groups. Students who prefer to work individually, are allowed to do so.

2. Present project topics in the form of problem-solving situations and encourage each student group to choose one.

3. Help each group define: their project's duration, objectives, indicative resources, and mechanisms for their internal communication and coordination.
   In case of an individual work, the student shall define ways to manage his/her tasks.

4. Provide students with indicative thematic material as well as guidelines on how to best utilise it and enrich it.
   When students complete their projects, each group presents a summary of the key conclusions regarding the topic and the adopted working strategy.

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# Inquiry Learning

***Learn new things through posing questions.***

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*Prepare a list of questions to explore an issue from different perspectives.*

SKILL: **Social Responsibility**

ABILITIES CONNECTED TO THE SKILL: **Active listening, Empathy, Task initiation**

DURATION: **Depending on the defined timeframe**

1. Ask students to form groups.
2. Present a complex topic and share a list of questions to pique their curiosity.
3. Working in groups, students discuss the problem and enrich the list with new questions through brainstorming.
4. Together with students, define a timeframe; within this period, students shall study or survey interested stakeholders to answer the list of questions and, consequently, gain a deep understanding of the topic.
5. Each group presents the main research conclusions in a simplified way to the class.

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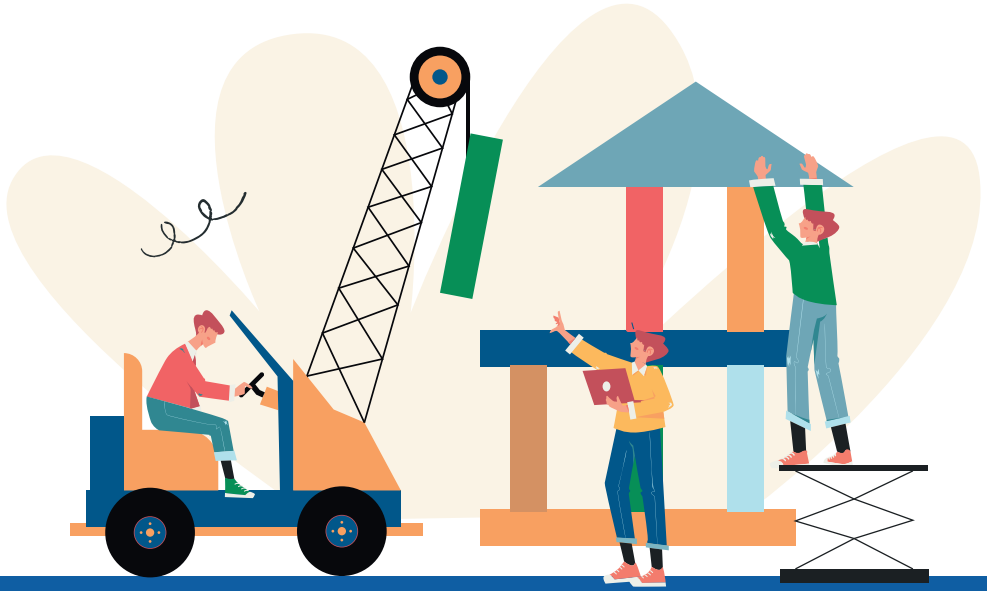

# Case-Based Learning

***Assess a case against a theoretical framework.***

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*Work in groups and build upon your prior knowledge, promoting higher levels of cognition.*

SKILL: **Social Responsibility**

ABILITIES CONNECTED TO THE SKILL:
**Teamwork, Communication skills, Analytical thinking**

DURATION: **~60 min.**

1. Present and explain the theoretical background of the concept in question (e.g. corporate social responsibility).
2. Ask students to form groups and appoint a person responsible for keeping notes on the key points of the upcoming group discussion.
3. Present some cases and write the scenarios on the whiteboard. It is important that the cases are relevant to the presented theory and resemble to real life examples.
4. Each group picks a case, analyse it, and assess it against the presented theory.
5. The appointed person presents the conclusions in class.
6. Acting as facilitator, initiate a discussion on students' conclusions and observations to assess their argumentation.

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# Pop-up Debate

***Publicly speak within an authentic context.***

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*All students contribute with argumentation in an in-class debate.*

SKILL: **Entrepreneurship & Initiative**

ABILITIES CONNECTED TO THE SKILL: **Public speaking skills, Sense of initiative**

DURATION: **1,5 min. x number of students**

1. Before the end of the class, save time for the activity.
   The required time is 1,5 times x total number of students.
   If, for example, students are 20, then 30 minutes are required.

2. Write a debatable statement relevant to the course content on the board.

3. Set strict rules regarding the time allocated to each student and the way (s)he takes the floor to speak.

4. Initiate the debate by encouraging students to stand up and argument in favour of or against the presented statement.
   The person that stands up first has the floor.

5. The speaker presents his/her argumentation for 1+ minute.

6. As discussion facilitator, ensure that there is no cross talk and all students have the chance to speak.

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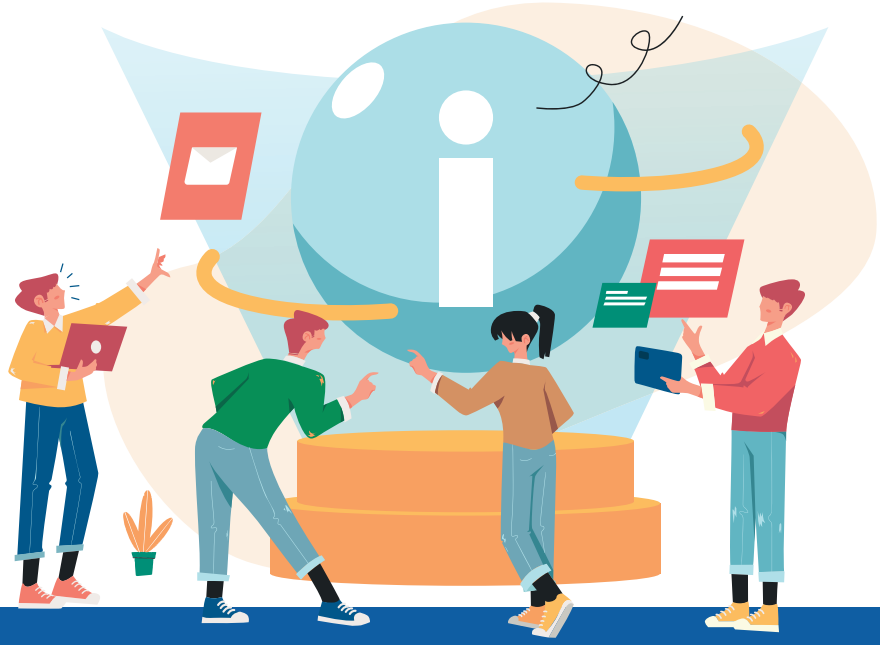

# Business Model Canvas (BMC)

***Develop new Business Models and document existing ones.***


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*Assess and compare business models by using the BMC.*

SKILL: **Entrepreneurship & Initiative skills**

ABILITIES CONNECTED TO THE SKILL:
**Business management, Teamwork, Oral communication skills**

DURATION: **~90 min.**

1. Put a visualisation of the BMC on a wall/board and explain to students each of the nine BMC components.

2. Present a set of business model hypotheses and ask students to work individually and place them in the appropriate BMC box. Preferably use famous brands (e.g. Airbnb) that students have hands-on experience with.

3. Ask students to pair up (if necessary, create breakout rooms for virtual students) to compare their answers. Ask them to reach a consensus, in case of a disagreement.

4. Go one by one through the nine boxes and, for each of them, ask a pair to share what they have written. Then, encourage the rest pairs to speak, in case they have noted something different.

5. When all boxes have been discussed, take time to explain that many businesses don't have just one business model as a part of their success. Instead, many businesses, like Airbnb, are a multi-sided market. In this business model, the needs of all existing parties must be met.

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# Ignite Talks

***Prepare and deliver a five-minute presentation.***

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*Deliver a concise presentation in an innovative and fast-paced style.*

SKILL: **Entrepreneurship & Initiative skills**

ABILITIES CONNECTED TO THE SKILL:
**Presentation & Oral communication skills, Creativity**

DURATION: **~60 min.**

1. Present to the class some topics that are relevant to the class curriculum or to students' individual preferences.

2. Ask students to study on the selected topic and create a summary presenting the key points of their research.

3. Based on their summary, students will prepare a 5-minute, image-centric presentation, consisting of 20 slides which automatically advance every 15 seconds.

4. Working in pairs, students present to each other their presentation and finalise it by integrating their partners' feedback. It is important that the partner assesses the presentation regarding how much comprehensive and engaging it is.

5. Each student presents the final version of their presentation to the class.

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# Summary of Classes

***Make students more focused active listeners and critical thinkers.***

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*Assignment on preparing a summary encourages students to be active listeners and focused on what is being said and learned during the classes. Final result of the activity is the summary of the classes content, prepared in the form selected by teacher: written or visual.*

SKILL: **Communication & Presentation**

ABILITIES CONNECTED TO THE SKILL: **active listening, keeping focus, expressing thoughts, writing, being specific, presentation – oral and with visuals**

DURATION: **during the classes ~ 10 min, to be done as a homework**

1. Inform students that they are supposed to shortly summarize what has been presented during the classes (1-3 students will be selected at the end of classes).
2. Remember to keep the proper pace to give students an opportunity to take notes.
3. 10 min. before the end of the classes give students 5 min. to organize the notes in the form of few statements.
4. Select 1-3 students and ask them to present the summary in 1 min. each.
5. Summarize what has been said and point at the most relevant insights.
6. Ask students for entering their summaries into on-line repository (e-board, wiki).
7. Task the whole group with the homework on preparing the summary in the form of the mindmap (team assignment), infographics or few slides.
8. Before the final exam ask students to prepare final summary for the classes based on partial summaries collected and exam's sample questions provided.

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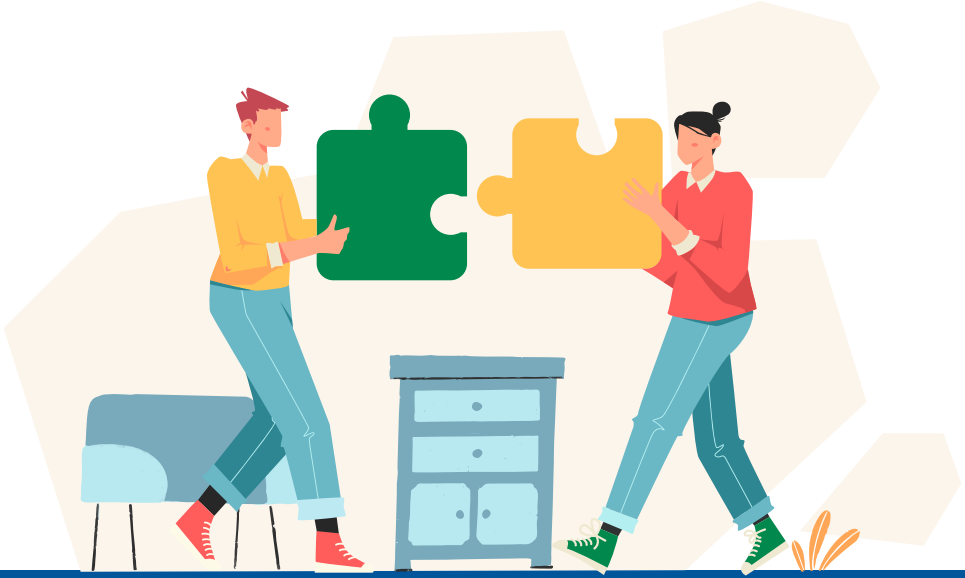

# Oral Classes Summary in Pairs

***Help students to get to know the point of view of their colleagues and understand that 1+1 > 2.***

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*Assignment on oral presentation of classes summary in pairs develops active listening and interpretation of what is being said by interlocutor.*

SKILL: **Communication & Presentation**

ABILITIES CONNECTED TO THE SKILL: **active listening, keeping focus, expressing thoughts, writing, being specific, oral presentation**

DURATION: **~ 10 min.**

1. 10 min. before the end of the classes pair up students (Student A, Student B)
2. Every pair will have 4 rounds of oral summary.
3. Round 1 (30 sec.): Student A orally summarizes the material from lesson to Student B. Student B only listens and doesn't ask questions.
4. Round 2 (30 sec.): Students switch, now Student B orally summarizes lesson to Student A. Student A only listens and doesn't ask questions.
5. Round 3-4: Students can add information they remembered when listening to their partner and add on to their original summary.
   a. Student A adds information to her original summary for 15 seconds. Student B only listens and doesn't ask questions.
   b. Student B adds information to her original summary for 15 seconds. Student A only listens and doesn't ask questions.
6. Two randomly selected pairs present (every student 30 sec.) what they have learned from partners.

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# Writing Short Essay

***Help students to be more persuasive and specific writers who think critically.***

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*Writing an essay is very efficient learning strategy for written communication skills development and enables to better understand subject-matter of the classes. The exercise develops the abilities of thinking critically, articulating point of view as well as being persuasive and specific.*

SKILL: **Communication & Presentation**

ABILITIES CONNECTED TO THE SKILL:
**writing, persuasion, expressing thoughts, being specific, critical thinking**

DURATION: **to be done as a homework, presented during classes ~ 10 min.**

1. Provide students with basic hints on how to write an essay (see "How to section" in manual).
2. Generate essay topics related to classes subject-matter content and set the rules (number of pages, essay type etc.).
3. Assign topics to students individually.
4. Give students the deadline (e.g. 1 week) by which they have to submit the essay.
5. Collect essays, grade them and select 1-2 that are the best ones (according to assessment criteria).
6. Give one author an opportunity to read it aloud to the audience and collect feedback from students.
7. Show and explain to students the relevant relationships between essays' content, the subject-matter of the classes and learning outcomes.
8. Upload all the essays to on-line course repository to enable all the students an access to contents developed by others.

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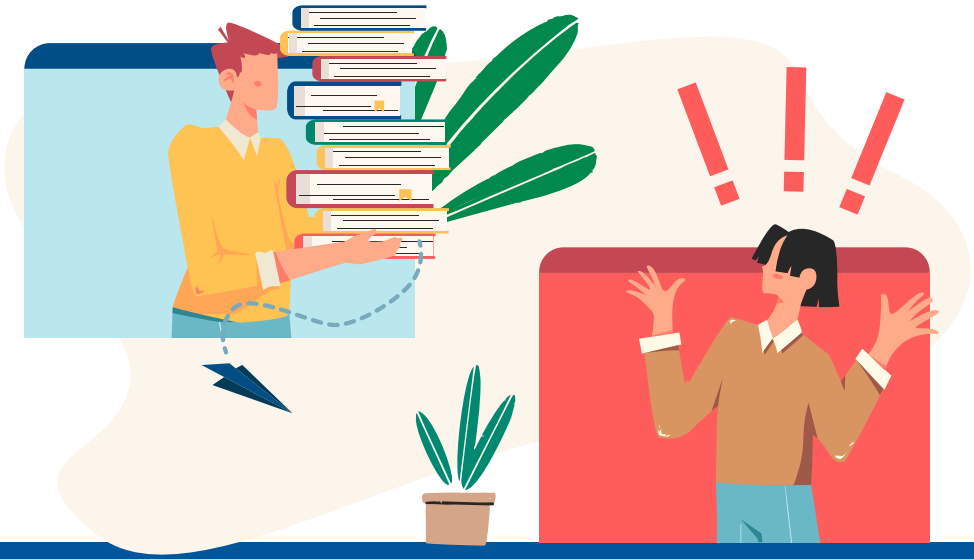

# Article/Book Chapter Summary

***Make students more proactive and autonomous learners and critical thinkers.***

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*Help students to improve abilities to search for valuable sources of information related to classes' subject and assess their value.*

SKILL: **Communication & Presentation**

ABILITIES CONNECTED TO THE SKILL: **writing, being specific, critical thinking, searching for information, learning to learn**

DURATION: **to be done as a homework, discussion during classes ~ 10 min.**

1. Ask 1-2 students to find highly rated article connected with the topic of the classes delivered, that you have not listed in syllabus for the course. For every class new students can be selected.
2. Request students for preparing short summary of the article, bearing in mind the following rules:
   a. Elicit only the most important ideas found in article that are closely related to classes subject-matter.
   b. Use your own words to write the summary.
3. Students are supposed to share prepared summary with classmates in on-line repository. Every student should read the summary prepared by colleagues.
4. 10 min. before end of the classes ask 1-2 students to explain what they have understood from the summary of their classmates.
5. An author of the summary confirms or rejects the explanation provided by the readers.

Variations: The same procedure can be applied to book's chapter summary.

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# Exit Question Summary

***Help students to start thinking with questions about what they learn and assess the material's importance.***

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*At the end of the classes selected students are supposed to tell you one new thing they have learned during the lesson or the biggest question they have with regard to the classes content.*

SKILL: **Communication & Presentation**

ABILITIES CONNECTED TO THE SKILL: **active listening, keeping focus, expressing thoughts, being specific, critical thinking, thinking with questions**

DURATION: **~ 10 min.**

1. At the beginning of the classes inform students that every time they have doubts, clarifying question should be written down.
2. The challenge is also to think about the importance of ideas/concepts they learn. Finally they should be able to select the one, they consider as most valuable.
3. 10 min. before the end of the classes randomly selected students, before they leave the classroom, are supposed to say about one thing they've learned or ask one "big" question with regard to material presented. These can be done orally or written down on small card.
4. Collect all the questions.
5. Use collected questions when providing a recap during beginning of the next classes.
6. Most often repeated questions point at the areas of subject-matter content that is hard to understand by students and the way it is presented should be improved.

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# Team Retrospective on Assignments Done

***Help students to start thinking critically in team about what they've done.***

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*Team retrospective enables students to develop skills on team communication, collaboration and critical assessment of teamwork results and opportunities for improvements.*

SKILL: **Communication & Presentation**

ABILITIES CONNECTED TO THE SKILL: **active listening, expressing thoughts, team communication, collaboration, oral presentation writing**

DURATION: **~ 30 min.**

1. After team assignment(s) is done and you've provided the feedback, give students 10 min. for retrospective on the teamwork and activities carried out.
2. Provide initial questions list e.g.: Where and when did it go wrong in this assignment?; Which tools or techniques proved to be useful? Which not?; What is your biggest impediment?; If you could change 1 thing, what would it be?; What caused the problems that you had in this process?; What could be improved and done differently next time?
3. Ask students to do 3 min. brainstorming session to generate additional questions.
4. After team retrospective is done every team has 2 min. to present the results. Presentations can be recorded and uploaded to course repository on-line.
5. Most often repeated problems point at the areas of subject-matter content that is hard to understand by students and the way it is presented should be improved.

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# Storytelling with Data

***Help students to improve skills in the area communication with data visualization and presentation.***

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*Storytelling is a great medium to influence, teach and engage audience. It enables to bridge the gap whenever it is needed to convince to take action, be more persuasive, understand complex topic or take home kye message.*

SKILL: **Communication & Presentation**

ABILITIES CONNECTED TO THE SKILL: **presentation of important insights based on data, presentation with visuals (e.g., charts), storytelling with data, persuasion**

DURATION: **to be done as a homework, presentation during classes ~ 10 min.**

1. Think about hypotheses related to course learning outcomes. They can be controversial or express commonly agreed facts, e.g. “Nowadays no one is using data in organizations when making decisions.” or “During Covid-19 pandemic most enterprises have undertaken Digital Transformation effort”.
2. Provide students with 101 on Storytelling with data (see Manual). Students can also use manual as a reference.
3. Assign generated hypotheses to students. One hypothesis can be assigned to more than one student.
4. Ask students to formulate the goals of the presentation, decide on takeaway message, collect data from on-line sources, select proper visualization forms, develop narrative and prepare the story.
5. At the beginning or the end of the classes, which topic is related to hypothesis assigned, select 1-2 students and give them 5 min. to present story based on insights drawn from data collected.
6. Comment on presentations delivered and ask audience for feedback.

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# Finding and pitch the WHY? of classes material

***Help students better understand material presented by the teacher.***

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*Deep understanding of WHY? of the classes material that is being learned is crucial to internal motivation driving the students' learning process. This exercise enhances active listening, expressing thoughts, writing and being specific by highlighting by asking the questions "Why am I learning this?", "How this can be used in practice?", "What is this about?"*

SKILL: **Communication & Presentation**

ABILITIES CONNECTED TO THE SKILL: **verbal, aural, non-verbal, written, visual**

DURATION: **~ 10 min.**

1. Before you start your classes, inform students that after discussing the topic, they should be able to answer 3 questions:
   - Why am I learning this?
   - How can I use it?
   - What is it about?
2. Encourage students to ask questions if they want to learn more so they can answer the Why, How, What questions in more detail.
3. Every student should do this small assignment on her/his own.
4. After the classes, selected students are expected to give their answers in a 1-minute summary.
5. Initiate a discussion on understanding the WHY? of class material that is being learned.

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# Product box development for the subject

***Help students better understand course value proposition.***

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*This exercise can be done in the first class to increase students' understanding of the course's material scope, as well as its value. Creating a product box for a course and asking why someone would buy it keeps the students focused on the primary benefits of the course.*

SKILL: **Communication & Presentation**

ABILITIES CONNECTED TO THE SKILL:
**active listening, expressing thoughts, being specific, presentation**

DURATION: **during the classes ~ 10 min, done as a homework**

1. Plan this exercise as a team homework assignment.
2. Inform students that at the end of the class they are supposed to briefly summarize the most important benefits they will get when having learning outcomes achieved.
3. Present the syllabus of the course. Remember to emphasize the relevance of the learning outcomes of the course and their job market importance.
4. 10 min. before the end of the classes select 1-3 students and ask them to present the summary in 1 min.
5. Summarize what has been said by students and point at the most relevant insights they've provided.
6. Split the group into teams, task the teams with the homework on creating a Product Box For A Course

   Present general idea of the Product Box for a course assignment and provide students with short how-to document (the process of preparing the Product Box)
8. The assignment results can be uploaded on-line or presented during the next classes.

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# Post on the course's Facebook page

***Help students improve electronic communication skills.***

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*Electronic communication is a basic form of on-line interaction and collaboration for young generations. The exercise allows students to develop the ability to prepare posts appropriately, taking into account such principles as the length of the information, its detail, tailoring the content to the audience, etc.*

SKILL: **Communication & Presentation**

ABILITIES CONNECTED TO THE SKILL: **expressing thoughts, writing, being specific, searching for information, critical thinking**

DURATION: **to be done as a homework, presented during classes ~ 10 min.**

1. Create a Facebook page for the course at the beginning of the semester.
2. Provide students with basic hints on how to write a post (see "How to section" in manual).

   **Post on the Facebook page assignment**

   - Classes earlier, provide students with topic and goal of the material that is going be presented next classes
   - Ask selected students to prepare a post on the Facebook page with "next classes advertisement" (why it is so important to take part in the next classes).
   - Organize 3 min. Q&A session at the end of the classes.

   **Feedback posts on the Facebook page/vlog assignment**

   - Ask students to prepare a feedback posts on the Facebook page after classes with answers to the following questions: What is one thing I do consider as the most important to me, I've learned during classes?, What 3 doubts I have after classes?
   - Feedback can also contain 3 questions students would like to ask to clarify doubts.
3. Students' work can be presented during the next classes.

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# WIKI entries

***Help students improve electronic communication skills.***

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*Electronic communication is a basic form of on-line interaction and collaboration for young generations. The exercise allows students to improve electronic communication and develop the abilities of thinking critically, active listening, expressing thoughts and being specific.*

SKILL: **Communication & Presentation**

ABILITIES CONNECTED TO THE SKILL: **active listening, expressing thoughts, writing, being specific, searching for information**

DURATION: **to be done as a homework, presentation during classes ~ 10 min.**

1. Plan this exercise as a team homework assignment.
2. Create a WIKI of the course at the beginning of the semester.
3. At the beginning of the course, split the group into teams and assign every team to specific classes (one classes, one team).
4. Inform students that the selected team will be responsible for preparing the WIKI entry on the topic that has been discussed during the classes.
5. At the beginning of each class, remind which team is responsible for making the WIKI entries for this topic.
6. After classes, the team assigned to that topic can create shared document on-line and merge all the notes in one clear and concise summary of the classes material.
7. After team decides that the collaboration is over the content of the document can be entered into the WIKI of the subject to enable all the students an access to contents developed by others.
8. Students' work can be presented during the next classes.

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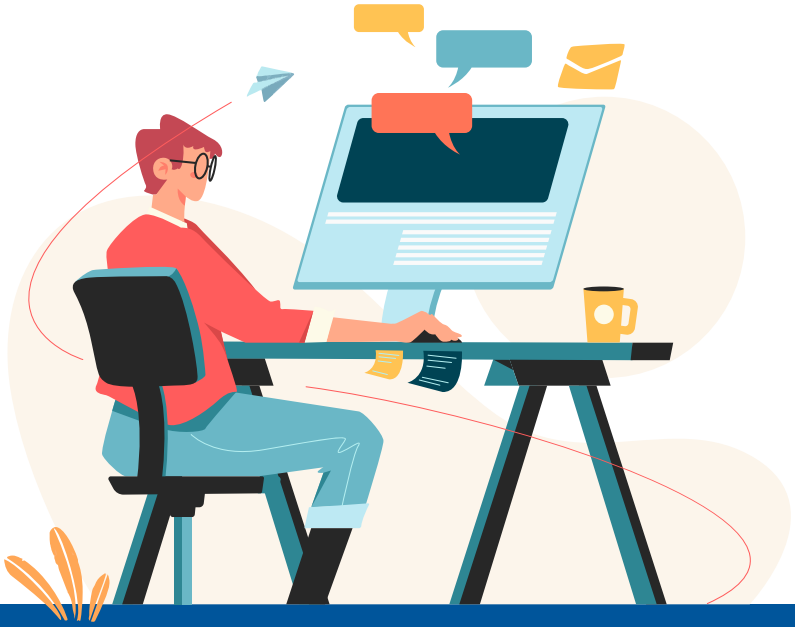

# E-mail messages

***Help students improve electronic communication skills.***

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*Electronic communication is a basic form of on-line interaction and collaboration for young generations. The exercise allows students to improve electronic communication and develop the abilities of writing effective e-mails.*

SKILL: **Communication & Presentation**

ABILITIES CONNECTED TO THE SKILL: **critical thinking, expressing thoughts, writing, being specific, searching for information**

DURATION: **to be done as a homework, presented during classes ~ 10 min.**

1. Plan this exercises as a homework assignment.
2. Provide students with basic hints on how to write an e-mail (see "How to section" in manual).

   **Be curious & impatient assignment**

   After classes, ask all or randomly selected students to prepare and send an e-mail with 1-3 questions they would like to have answered by you at the beginning of the next meeting. Students should comment shorty on every question and explain: Why it is so important to them to get the answer? How it is related to your understanding of subject discussed?

   **Be aware of material importance assignment**

   After classes, ask all or randomly selected students to prepare and send an e-mail with information about the most important thing you have learned during the classes and justification why you do consider it as so important from the perspective of your professional development and job market requirements.
3. Students' work can be presented during the next classes.

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# Preparing interview questions

***Help students shape the skills in the areas of formulating and asking questions.***

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*Ability to formulate and ask questions is fundamental to successful communication and is a key to gain information. The exercise develops the ability to formulate and ask questions for a variety of purposes - learning, problem solving, decision making, better understanding of the things being learned, etc.*

SKILL: **Communication & Presentation**

ABILITIES CONNECTED TO THE SKILL: **expressing thoughts in the form of questions, active listening, being specific, collecting information**

DURATION: **to be done as a homework, presented during classes ~ 10 min.**

1. Provide students with basic hints on reasons of asking questions and how to properly formulate them (see Manual).
2. Approx. two weeks before the final exam ask students to prepare individually the set of interview questions they would like to ask as well as answers for these questions (Q&A should cover the knowledge developed during the classes).
3. Inform students that Q&A should be shared with a teacher and classmates.
4. During the classes before final exam pair up students (Student A and Student B).
5. Ask students to play in pairs the roles of HR dept clerk (Student A) who would like to hire employee (Student B) (the requirements are based on skills and knowledge developed during the classes). HR dept clerk should ask previously prepared set of interview questions.
6. After 10 min. students can swap the roles.
7. The teacher can select the best questions and include them into the contents for final exam.

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# Google Search Techniques

***Learning how to use Google search techniques can help students become better problem-solvers. By knowing how to phrase their search queries effectively, they can quickly identify the information they need and develop a deeper understanding of complex topics.***

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*Teaching Google search techniques can be a valuable skill for students to have, as it can help them become more efficient and effective researchers. Knowing how to use Google search effectively allows students to find more accurate and reliable information. By using advanced search techniques such as site search, date range search, or specific file type search, they can narrow down their results and find more credible sources.*

SKILL: **Digital literacy**

ABILITIES CONNECTED TO THE SKILL: **Collect information from various sources, including new media. Analyze available information. Categorize information**

DURATION: **~ 30 min.**

1. Divide the class into small groups. Provide a laptop for each group.
2. Demonstrate how to use specific keywords that relate to chosen topic or question. This will help you get more relevant results.
3. Demonstrate how to put quotation marks around phrases you want to search for exactly as they appear. This will help students find exact matches for those phrases.
4. Demonstrate how to use advanced search operators such as site: to search within a specific website or filetype: to search for a specific file type.
5. Demonstrate how to use filters such as date range or language to refine search results.
6. Demonstrate how to scan the results quickly and read the titles and descriptions to identify the most relevant results.
7. Then assign students the topic on which they are to find information using Google search. After 15 minutes, ask selected students to present their search results and how they formulated their query.

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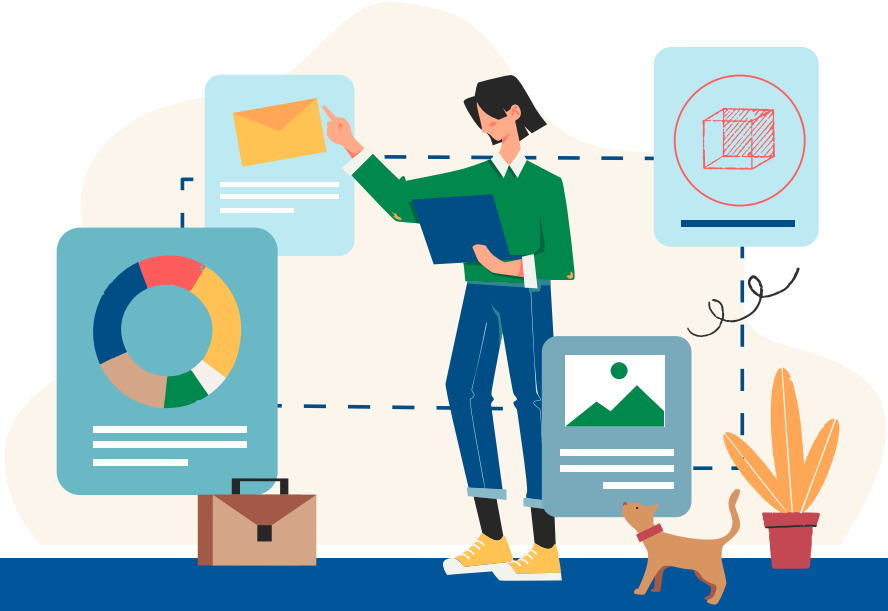

# Finding reliable information

***Finding reliable information encompasses online search, online resource reputation management, and skills to recognize scams and low-quality, unverified information.***


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*Finding reliable information for classroom teaching involves careful research, critical evaluation of sources, and collaboration with other educators to stay up-to-date on the latest trends and best practices.*

SKILL: **Digital literacy**

ABILITIES CONNECTED TO THE SKILL: **Validate sources of information. Analyze available information. Categorize information**

DURATION: **~ 30 min. (depends on the complexity of the question), also done as a homework**

1. Choose a topic: Choose a topic that aligns with the curriculum and will engage students. Ask students to search for information using Google.
2. Evaluate the source: Ask students for finding information from reputable sources such as academic journals, government websites, and educational organizations.
3. Check the author: Ask students to check the author's credentials and affiliations to ensure that they are qualified to provide information on the topic.
4. Verify the information: Ask to verify the information by cross-referencing it with other sources. Request to see if the information is consistent with what is known about the topic from other reputable sources.
5. Check the date: Ask students to look for information that is up-to-date and relevant to their specific needs. Explain that they should avoid sources that are outdated or no longer accurate.
6. Present: Ask student's to present the results of their search to the group. Ask other students for their opinion on the reliability of the information. In case of discrepancies, compare sources.

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# Making podcasts

***A podcast is a digital audio or video file that is made available on the Internet for people to listen to or watch on their own time. Podcasts are often created by individuals or small teams, and can offer a unique and personalized perspective on a particular topic or subject.***

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*Podcasts can be used to enhance learning in a variety of subjects, including language arts, social studies, and science. They can also help students develop communication and critical thinking skills while fostering creativity and collaboration.*

SKILL: **Digital literacy**

ABILITIES CONNECTED TO THE SKILL:
**Use digital technologies to support active citizenship and social inclusion, collaboration with others and creativity towards personal, social or business goals. Ability to create, and share digital content**

DURATION: **~ 2 x 45 min, also done as a homework**

1. Divide the class into small groups (3 – 4 students).
2. Choose a topic: Choose a topic that aligns with the curriculum and will engage students.
3. Research and write a script: Ask students to research the topic and write a script. The script should be informative, engaging, and appropriate for the target audience.
4. Record the audio: Ask students to use a microphone or recording device (e.g. smartphone) to record the audio. Encourage students to practice speaking clearly and with good pacing.
5. Edit the audio: Recommend student's audio editing software to edit the audio and remove any mistakes or extraneous material.
6. Add music and sound effects: Ask students to add music and sound effects to enhance the podcast and make it more engaging.
7. Publish the podcast: Publish the podcast online or share it with classmates and teachers.
8. Use the recorded podcasts in your lessons next year.

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# Concept map

***Help students visualize and organize knowledge***

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*This exercise can help students to communicate within the group while solving problem, identify relationships in the data, verbalize understanding by explaining concepts to peers and evaluate strengths and weaknesses in explanation of the concepts.*

SKILL: **Problem solving & decision making**

ABILITIES CONNECTED TO THE SKILL:
**researching and clearly defining the problem, open-mindedness, flexibility in considering multiple perspectives and viewpoints**

DURATION: **~ 2 x 45 min, also done as a homework**

1. Plan this exercise as a team assignment.
2. Early on in the course, provide students with basic hints on how to prepare a concept map (see Manual).
3. Generate problem to solve related to classes subject-matter content.
4. Split the group into teams. Task the teams with an assignment to develop a Concept map based on at least 30 keywords related to generated problem that they deemed important in chosen chapters of the course textbook.
5. Students should start developing their Concept maps in class and then finalize them at home. Ask students to bring their Concept maps to next week's class for peer discussion.
6. During peer discussion, ask one student in the group to explain their concept map (5 min for each student). Ask other students for the feedback about which concepts were not explained clearly by the presenter (to reflect on knowledge gaps).
7. All group members brainstorm alternative elements to help explain the concept.

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# Problem Tree

***The Problem tree help students understand the complexity of the problem and develop effective solutions to address it. With a tree diagram, it's easy to visualize the interrelatedness of different parts of a problem.***

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*Problem Tree is a useful tool for teachers to help their students analyze and understand complex problems. By preparing Problem tree, teachers can guide their students in creating a visual representation of the problem and its causes.*

SKILL: **Problem solving & decision making**

ABILITIES CONNECTED TO THE SKILL: **Organized and systematic approach to problem-solving. Proactive approach to problem-solving by creating visual aids, and reflecting on the process**

DURATION: **~ 45 min.**

1. Divide the class into small groups (6 to 8 people). Provide a flipchart or laptop for each group.
2. Introduce the problem: Begin by introducing the problem to the class and making sure that everyone understands the issue.
3. Draw the trunk: Draw a large tree trunk on the board/a flip chart paper/electronic board, and label it with the problem.
4. Identify the causes: Ask the group members to brainstorm and list down the different causes of the problem on the branches of the tree. Encourage students to think creatively and critically.
5. Analyze the causes: Help the groups to analyze each cause and identify the factors that contribute to them.
6. Group the causes: Ask students to group the causes into categories that represent the different levels of the problem, and label each branch accordingly.
7. Identify the root cause: Ask students to trace the causes back to their source to identify the root cause of the problem. Each group writes it at the base of the trunk.
8. Brainstorm solutions: Encourage the class to brainstorm solutions to the problem based on the root cause.

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# Thought experiments

***At its core, a thought experiment is a "what if?" scenario imagined in the mind. Thought experiments are a way of exploring a hypothetical situation, without having to conduct a real-life experiment.***

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*Thought experiments can be used to introduce new concepts, challenge assumptions, and encourage critical thinking. By exploring hypothetical situations in the mind, students can gain a deeper understanding of new concepts, challenge assumptions, and develop critical thinking skills. Thought experiments can bring new perspectives and insights to learning.*

SKILL: **Problem solving & decision making**

ABILITIES CONNECTED TO THE SKILL: **Confidence in reason and decision-making abilities. Open-mindedness and impartiality. Willingness to invest time in researching and clearly defining the problem**

DURATION: **~ 20 min. (depends on the complexity of the question), also done as a homework**

1. Introduce the concept: Begin by explaining the concept of thought experiments to the class and providing some examples to illustrate their purpose (e.g. Imagine there were only three numbers. How would that change the way we think about and perform mathematical operations?).
2. Select a topic: Select a topic or concept that the class is studying, such as a scientific principle or a philosophical idea.
3. Pose the question: Pose a question or scenario related to the topic that requires students to think deeply and creatively.
4. Encourage discussion: Encourage students to discuss their ideas and perspectives with each other, and to challenge each other's assumptions and conclusions.
5. Reflect on the experience: After the discussion, ask students to reflect on what they have learned and how the thought experiment has helped them understand the topic in a deeper way.
6. Repeat the process: Repeat the process with different topics and scenarios to further develop students' critical thinking and problem-solving skills.

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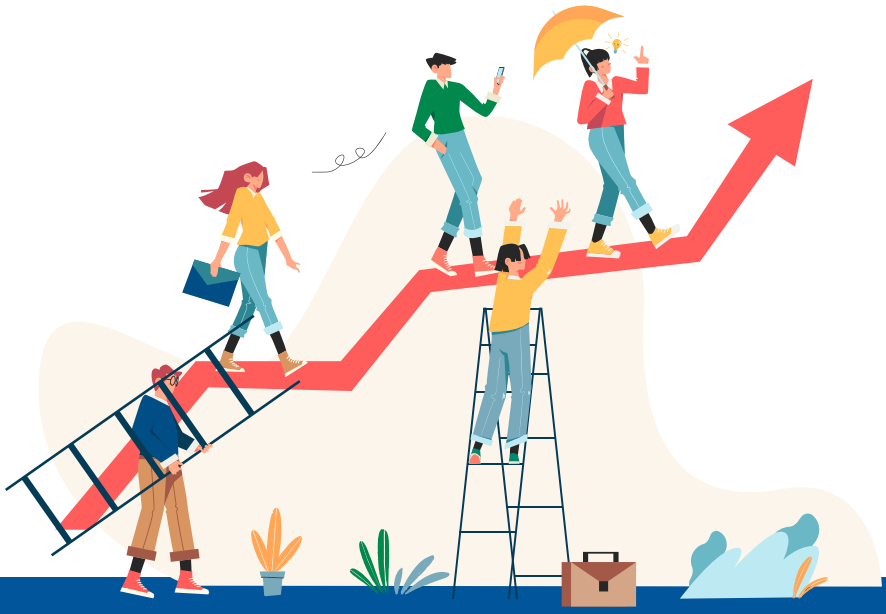

# Decision-Making Map

***Decision-Making Map walks students through the steps involved in selecting a course of action, empowering them to make knowledgeable decisions with self-assurance.***

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*The process of making a decision can be quite difficult, particularly for students who are still honing their critical thinking abilities. That's where the decision-making map comes into play. This strategy aids students in carefully considering the steps involved in selecting a course of action, enabling them to make knowledgeable decisions with self-assurance.*

SKILL: **Problem solving & decision making**

ABILITIES CONNECTED TO THE SKILL: **Confidence in reason and decision-making abilities. Flexibility in considering multiple perspectives and viewpoints**

DURATION: **~ 2 x 45 min., also done as a homework**

1. Divide the class into small groups (6 to 8 people).
   Provide a flipchart or laptop for each group.
2. Identify the Choice: Identify the decision that needs to be made and ensure that everyone in the class understands the decision that needs to be taken.
3. List the options: Ask students to create a list of alternatives - the various options they're deciding between.
4. Establishing Criteria: Ask students what's crucial to them.
   Explain that the choice of criteria will affect the decision made.
5. Consider the pros and cons: Help the groups analyze each option and identify the pros and cons associated with each one.
6. Prioritize the options: Ask for prioritization the options based on their advantages and disadvantages. This will help narrow down the list of options.
7. Make the decision: Ask each group for a presentation of the chosen decision based on best option available (10 min for each group).

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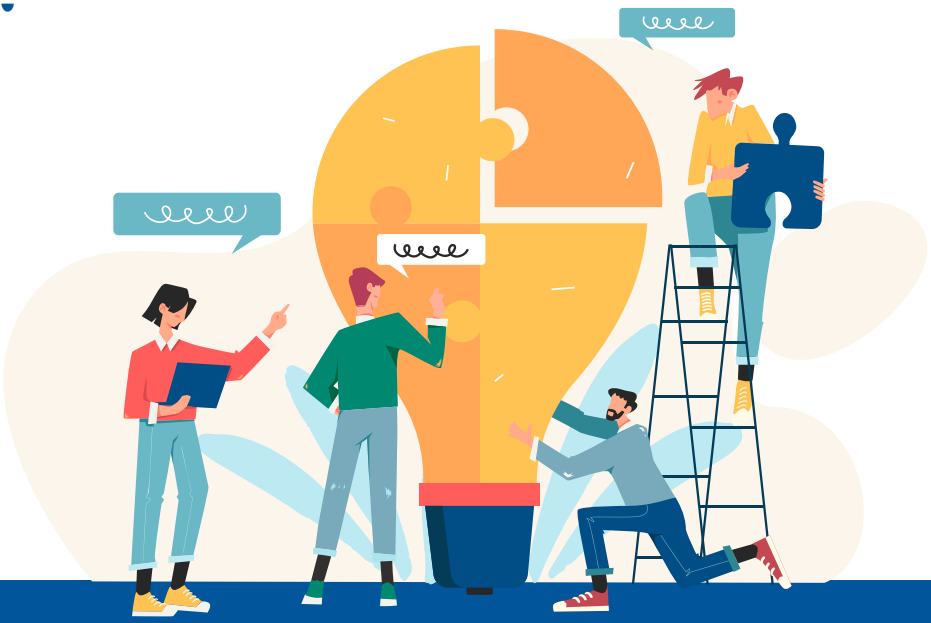

# Brainstorming

***Brainstorming is a group problem-solving technique that encourages creative thinking and generates a large number of ideas in a short period of time.***


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*Brainstorming encourages free-flowing ideas and out-of-the-box thinking. Provides also a safe space for students to share unconventional ideas. In a typical brainstorming session, participants are encouraged to share their ideas freely without criticism or judgement. By using brainstorming in the classroom, teachers can promote collaboration and teamwork among students.*

SKILL: **Problem solving & decision making**

ABILITIES CONNECTED TO THE SKILL: **Flexibility in considering multiple perspectives and viewpoints. Self-awareness of personal biases**

DURATION: **~ 20 min. (depends on the complexity of the problem)**

1. Divide the class into small groups (4 to 6 people). Provide a flipchart or laptop for each group.
2. Set the goal: Identify the goal of the brainstorming session and make sure that everyone in the class understands what needs to be achieved.
3. Set a time limit: Set a time limit for the brainstorming session to keep the students focused and motivated (e.g. 10 min.).
4. Encourage free-flowing ideas: Encourage students to share their ideas freely and without criticism or judgement. Ask them to generate as many
5. ideas as possible. No idea is too small or too ridiculous at this stage.
6. Write down ideas: Ask students to write down all ideas on a flipchart/ paper/on the laptop so that everyone in the group can see them
7. Evaluate ideas: Ask students to evaluate and discuss the ideas in the group, and then identify the most feasible and effective solutions to the problem.

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# The Five W's

***The 5 Whys method is a powerful tool for uncovering the root cause of problems. By asking five consecutive "Why?" questions, students can quickly drill down to the root cause of the problem.***

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*By using the 5 Whys method, students can quickly and effectively get to the root cause of a problem, making it easier to solve and prevent from happening again. The analysis should be done step by step, avoiding jumping to conclusions, and asking "why" until the root cause is identified. Asking relevant questions that clarify different points of view and lead to better solutions.*

SKILL: **Problem solving & decision making**

ABILITIES CONNECTED TO THE SKILL: **Flexibility in considering multiple perspectives and viewpoints. Curious nature and desire to stay informed**

DURATION: **~ 30 min. (depends on the complexity of the problem)**

1. Divide the class into small groups (2 to 4 people). Provide a flipchart or laptop for each group.
2. Identify the problem or topic that needs to be addressed and ensure that everyone in the class understands it.
3. Ask the first "Why?" question to get to the root cause of the problem. Continue asking "Why?" questions until students in each group reach the root cause of the problem. Usually, it takes 5 "Why?" questions to get to the root cause (15 min.)
4. Ask students to collect information related to each of the Five W's questions. This can be done individually or in groups.
5. Ask students to analyze the information collected and evaluate its relevance and significance to the problem.
6. If the analysis becomes looped or the conclusions start to look incorrect, it's recommended to stop asking further questions.
7. Based on the information gathered and analyzed, ask student to formulate and then present a plan of action to address the problem (5 min. for each group).

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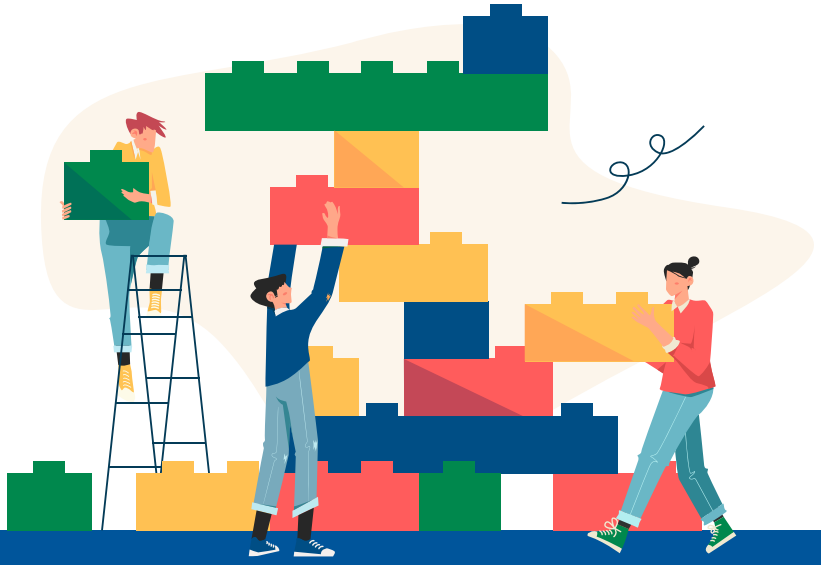

# LEGO SERIOUS PLAY

***LEGO SERIOUS PLAY is a unique and innovative approach to problem-solving that leverages the power of play. In this approach, teachers present a challenge to students, and the students build physical models of the key elements that drive the problem using LEGO bricks.***


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*The goal of LEGO SERIOUS PLAY is to help students overcome limiting beliefs and think more creatively. By building 3D models of their ideas and telling stories about them, individuals can gain a better understanding of their problems and generate potential solutions.*

SKILL: **Problem solving & decision making**

ABILITIES CONNECTED TO THE SKILL: **Proactive approach to problem-solving by documenting ideas, creating visual aids, and reflecting on the process. Flexibility in considering multiple perspectives and viewpoints**

DURATION: **~ 3 x 45 min. (depends on the complexity of the problem)**

1. Prepare the classroom with bricks (LEGO® SERIOUS PLAY®, or any other sets of brick consisting of different elements (such as animals, wheels, tires, windows, trees, mini figure parts, tubes, globes and small base plates).
2. Divide the class into small groups. (3 to 4 people). Each student (as a part of group of 3-4 students) works around one big table with 4 sides accessible. There are blocks in the middle of each table.
3. Explain students the problem. Choose one area of focus and take some time to fully understand the problem at hand.
4. Using Lego bricks, ask students to build and play with different models that represent potential solutions to the problem.
5. After exploring different ideas, ask students to narrow down the options to 1-2 potential solutions.
6. Ask each group to present the chosen solution along with the first steps to implement and put the plan into action.
7. Ask other students for feedback about gaps in the presented solution to the problem.

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# Venn diagram

***A Venn diagram is a graphical representation of the relationship between different sets. It is composed of two or more circles, each representing a set, with the overlap between the circles indicating the intersection of those sets.***

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*The Venn diagram is a simple yet potent tool that can be utilized to enhance a range of abilities in students, from logical thinking and numerical reasoning to the recognition of features and differentiation of data.*

SKILL: **Problem solving & decision making**

ABILITIES CONNECTED TO THE SKILL:
**Organized and analytic approach to gathering and selecting information**

DURATION: **~ 45 min.**

1. Divide the class into small groups (4 to 5 people).
   Ask to use a large sheet of paper or flipchart.
2. Introduce the concept of sets and their relationships:
   You can use real-life examples to illustrate these relationships.
3. Explain the structure of a Venn diagram: A Venn diagram consists of overlapping circles, each representing a set. The overlapping region represents the intersection of the sets.
4. Provide examples: Use examples to illustrate how to create Venn diagrams (check out the tutorial).
5. Encourage practice: After demonstrating how to create Venn diagrams, provide opportunities for your students to practice on their own. You can assign homework or classwork that requires students to create Venn diagrams.
6. Review and assess: Once your students have had a chance ς to practice creating Venn diagrams, review their work and assess their understanding. This will help you identify areas where students may need additional support.

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# Fishbone analysis

***The Ishikawa diagram, also known as a Fishbone diagram, is a powerful tool for identifying the root causes of a problem. It is a visual representation of cause and effect relationships, starting with the definition of the problem or effect and working backwards to identify all the potential causes that led to it.***

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*This technique is particularly useful in situations where there is a suspicion that multiple factors are contributing to the problem. By breaking down the problem into smaller components, the Ishikawa diagram helps to focus the group's attention on the actual causes rather than allowing personal opinions or accusations to dominate the discussion.*

SKILL: **Problem solving & decision making**

ABILITIES CONNECTED TO THE SKILL: **Analytical approach to problem-solving**

DURATION: **~ 45 min.**

1. Divide the class into small groups (4 to 5 people). Provide a flipchart or laptop for each group.
2. Begin by introducing the problem to the class and making sure that everyone understands the issue.
3. Ask each group to draw the Fishbone diagram on the board, flipchart or electronic board, and label it with the problem.
4. Ask student to identify the main groups of causes – the main bones of the skeleton. Help with defining the categories that represent the different areas of the causes and label each branch accordingly.
5. Ask the group members to brainstorm and list down the different causes within defined groups of the causes – small bones of skeleton (diagram).
6. Once each group has a list of possible causes, have your students prioritize them. This could involve discussing the likelihood and impact of each cause.
7. Finally, each group presents the root causes of the problem. Members of the other groups give feedback and comments.

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# Pre-writing

***Pre-writing is an essential stage in critical thinking as it helps to clarify and organize thoughts before starting writing.***

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*Through the process of writing, students can deepen their thinking, formulate their ideas, clarify their points of view, and develop their intellectual abilities. They can use a range of techniques, such as questioning assumptions, checking for logical fallacies, and considering alternative perspectives.*

SKILL: **Critical thinking**

ABILITIES CONNECTED TO THE SKILL: **Assessment of Sources, Asking appropriate questions , Defining correct terminology, Critical and creative thinking & Drawing conclusions with cautions**

DURATION: **~ 60 min.**

1. Ask students to prepare sheet of paper or work with laptop. They need to have Internet access.
2. Assign everyone the same topic to work on. It should be a short text on the subject, containing argumentation adapted to the level of the class.
3. Have a short conversation with students and make sure they understand assignment.
4. Now students have about 25 minutes to research and gather more information and counterarguments to the discussed text.
5. Encourage students to critically evaluate the collected material.
6. After students have analyzed the given text and the information and counter-arguments they have gathered, ask them to write an outline for an article (points) that responds to the arguments in the text. Encourage them to use critical thinking skills to form their own opinions (15 minutes).
7. Reserve the last minutes of the lesson for the presentation of a few outlines in front of the class (10 minutes).
8. Finally, ask students to write a short essay at home based on the prepared outline.

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# Structured Classroom Debates

***It helps students to develop critical thinking skills through structured classroom debates. Allows them to get to know opponents' opinions.***

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*Structured debates are an excellent way to develop critical thinking skills because they encourage participants to analyse arguments, consider evidence, and evaluate different perspectives. In a structured debate, participants take on specific roles, such as the affirmative or negative side of an argument, and are expected to present well-reasoned arguments and counterarguments.*

SKILL: **Critical thinking**

ABILITIES CONNECTED TO THE SKILL:
**Analysing & constructing arguments, evaluating an evidence, considering different perspectives, improving communication skills**

DURATION: **~ 45 min.**

1. Before the lesson prepare topics for debate, a timer or stopwatch, rubric for evaluating the debate.
2. Divide the class into two equal groups (teams), the affirmative and the negative. Each group will take turns presenting their arguments and rebutting their opponent's arguments.
3. Give teams time to research their topic and prepare their arguments (15 minutes).
4. Assign roles to team members (e.g. opening speaker, rebuttal speaker, closing speaker).
5. Set time limits for each section of the debate: opening statements, rebuttals, cross-examination, and closing statements - use a timer (20 minutes)
6. Evaluate the debate: after discussion, evaluate the performance of each team using a rubric that includes criteria such as the strength of arguments, ability to respond to opponent's arguments, use of evidence to support the claims, and overall presentation skills.
7. Encourage the class to continue practising their critical thinking skills by engaging in debates with friends and family or by participating in other structured classroom debates.

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# Six Steps to Effective Thinking and Problem Solving – "IDEALS"

***The IDEALS framework is a six-step process for effective thinking and problem-solving.***

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*The acronym IDEALS stands for Identify, Define, Explore, Act, Learn, and Share. By following these six steps, you can develop a more effective problem-solving process and improve your ability to think critically and creatively.*

SKILL: **Critical thinking & problem solving**

ABILITIES CONNECTED TO THE SKILL: **Analytical thinking, identifying the causes of the problem, predicting the consequences of the taken actions, drawing conclusions - learning from own experiences**

DURATION: **~ 60 min.**

1. Identify the problem with the class. Clearly state the problem, and identify what you are trying to achieve.
2. Define the problem. Ask students to work on their own. Encourage them to break it down into smaller, more manageable parts, and identify the root cause of the problem. Present some of them to the class.
3. Explore possible solutions through class discussion. Do a brainstorming for ideas, analyse potential solutions, and evaluate their feasibility.
4. Vote to choose the solution for the discussed problem that will be used. Act on the chosen solution. Encourage students to imagine how the solution works. Ask them to try monitoring the progress of the process by establishing the critical control points with parameters.
5. With the class try to learn from the process. Think about what could have worked well, what could have gone wrong, and what could be improved for the next time.
6. With the class figure out how to share the knowledge. Why should we share, what we have learned, with others? Where can we present our experience?
7. Finally, encourage students to use the IDEALS framework to solve their own problems.

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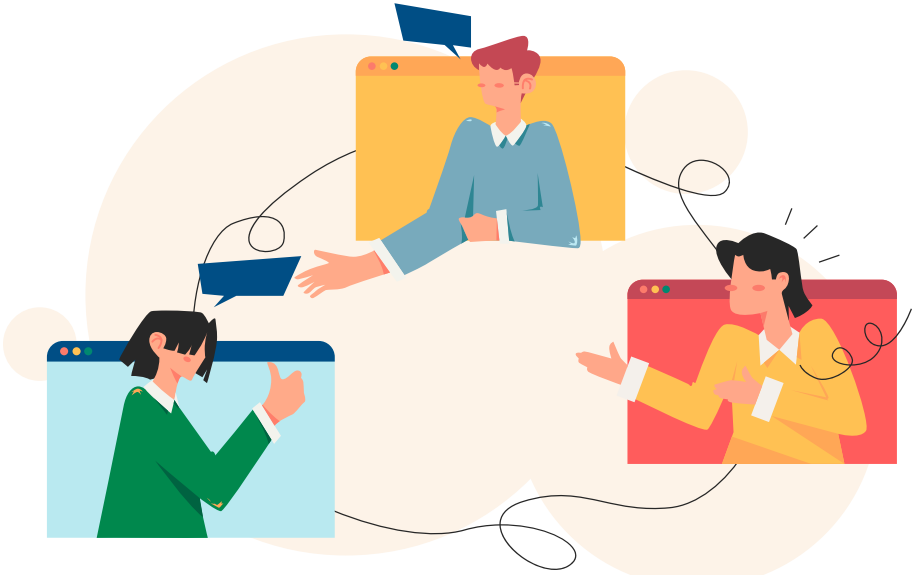

# Meta-lesson

***Meta-lesson teaches students how to analyse their thinking and evaluate arguments effectively. It helps improve the learning process by analysing own approach to the subject and learning itself.***

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*Meta-lesson provides students with the tools they need to become actual critical thinkers. Throughout the lesson, students learn to be aware of their cognitive processes and how to monitor and adjust their thinking as required. It teaches students how to think about their thinking.*

SKILL: **Critical thinking**

ABILITIES CONNECTED TO THE SKILL: **Assessment of way of thinking and the quality of argumentation, asking appropriate questions, having an open mind**

DURATION: **~ 45 min.**

1. Choose and introduce the subject of the lesson to the students. Inform, it will be a meta-lesson on the topic.
2. Analyse the didactic process of the lesson. Divide the topic and method (meta-lesson) into cognitive stages.
3. Invite students to analyse how they think and learn.
4. Let them identify their assumptions and prejudices, resulting from their knowledge, experience or culture in which they grown, which may affect their thinking about the subject of the lesson. What do they think they know about it?
5. Ask students to think about how to gather statements and evidence about the topic, and how to classify and evaluate them. Let them try to assess the importance of the evidence.
6. Encourage students to develop their arguments and theories on the topic. Help them formulate and critically evaluate them.
7. Ask students to identify possible mistakes in their reasoning and think about how to avoid them. What methods should be used for this purpose?

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# Warm-up: the raft

***"The Raft" is a thought experiment used in critical thinking to help students explore problem-solving skills and use them to achieve goals.***

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*The exercise scenario assumes that we are on a raft in the middle of the ocean with limited resources and no means of rescue in sight. The purpose is to challenge students to think critically and creatively to survive and overcome obstacles.*

SKILL: **Critical thinking**

ABILITIES CONNECTED TO THE SKILL:
**Creative thinking, combining skills to achieve synergy, building resilience, and fostering a sense of adaptability in uncertain situations**

DURATION: **~ 20 min.**

1. Divide students into small groups of 4-5 people.
2. Ask students to imagine that they are on a raft in the middle of the ocean. They have a limited supply of food and water. There are no means of communication. The raft is small, and the weather is harsh. They must survive and find a way to make it to safety.
3. Help students ask the right questions:
   - What are their immediate needs, and how can they fulfil them?
   - What resources or skills do they have available?
   - What risks and challenges will they face, and how can they mitigate them?
4. How can they signal for help or find a means of rescue?
5. Encourage students to think critically and creatively. They can explore potential solutions to the challenges they face on the raft.

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# “You can only say YES!” game

***This game can be a fun and engaging way to help students develop their critical thinking skills and practice active listening, questioning, and analysis.***

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*"You can only say YES!" is the communication game where one person can only respond with the word "Yes" to questions or statements made by another person. One potential issue is that it can limit meaningful communication and lead to frustration and misunderstanding. It's important to use this game as a lighthearted activity and not to take it to seriously or use it as a primary means of communication.*

SKILL: **Critical thinking**

ABILITIES CONNECTED TO THE SKILL: **Active listening, asking right questions, stimulating creative and open mind thinking, formulating matching answers, exploring different viewpoints**

DURATION: **~ 30 min.**

1. Divide the class into small groups of 4-5 students.
2. Assign a different topic to each group.
3. Instruct the groups to discuss the topic, with each member taking turns making statements or asking questions related to the topic. They only can start their answer with the word "yes", and then formulate more creative and sophisticated responses.
4. Invite students to ask open-ended questions and make thoughtful statements that require further exploration and discussion.
5. After the 15-minute time's up, have each group share their discussion and any insights they gained from the game.
6. Debrief the activity by discussing the importance of critical thinking, the limitations of saying "yes" all the time, and the value of exploring different perspectives and challenging assumptions.
7. After the game, you can have a discussion with the class about the critical thinking skills they used during the activity, such as creative problem-solving, logical reasoning, and open-mindedness.