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# Face to face methods, approaches, tools.

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## 1. Lecture

Teacher represents new information to students.

## 2. Survey

Teacher asks students their opinion or asks to answer the question

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

## 3. The board of decision (Timeline)

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

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

## 4. Inventors

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

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

## 5. Business card

Each participant chooses materials to create individually a business card to present themself.

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

The goal is to find and give away the card to the owner. Who is the fastest?



## 6. Ranks

Teacher says the criteria.  
Students make ranks by criteria

## 7. Collection of data

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

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

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

## 8. MAP

Students should take their place on the world map on the floor where they would like to be now or dream to go?

Then they have to tell some interesting facts about this place or explain their choice.

## 9. Philosopher

Teacher prepares a list of words listed by numbers.

Students choose randomly numbers. Then the teacher says words according to the number (additional word).

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

Student have to write metaphor by template:

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

## 10. Fishbone



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Mindaugas Quilis



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Draw a fish skeleton.

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

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

## 11. User story

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

They typically follow a simple template:

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

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

## 12. Polarities (sheep and wolves)

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

Students should be divided into 2 parts by their answers.

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

## 13. Groups

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

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

## 14. Brainstorming

Brainstorming is group discussion to produce ideas or solve a specific problem



by gathering a list of ideas spontaneously contributed by its members.

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

## 15. Negative brainstorming

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

The process is the same as described above.

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

These are examples of bad solutions:

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

A transformed bad solution can be:

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

## 16. Six Thinking Hats

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

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

Use real or printed hats.





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Mokykla



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

<b>White Hat – Facts and Information</b>	This covers facts, figures, information needs, and gaps. It looks at what is known and what information could be missing. The association is with paper, on which 'facts' are recorded.
<b>Red Hat – Feeling and Intuition</b>	This covers intuition, feelings, and emotions. It focuses on what people feel about the issue under discussion. Importantly, there's no need to rationalize or explain.
<b>Black Hat – Caution and Problems</b>	This is the hat of judgment and caution. It is the most valuable hat. The focus here is on problems, risks, and challenges that this idea might pose.
<b>Yellow Hat – Benefits and Advantages</b>	This is the logical positive— why something will work and why it will offer benefits. It can be used in looking forward to the results of some proposed action, but can also be used to find something of value in what has already happened.
<b>Blue Hat – Managing Thinking</b>	This is the overview or process control hat. Could you summarize the findings so far? What needs to happen next?
<b>Green Hat – Creativity and Solution</b>	This is the hat of creativity, alternatives, proposals, what is interesting, provocations and changes. This hat is often used in a brainstorm to generate ideas.



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

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

<http://www.rightattitudes.com/>

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

Which order should be used when we conduct an analysis?

Depending on the goal:

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

## 17. StartUp / project

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



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

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

### CHECK LIST

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

## 18. RECIPE

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

Usually contains:

- Ingredients
- Equipment
- Directions
- Notes and facts
- Cooking time
- Nutrition Facts

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

## 19. ROOM

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



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Students have to draw additional objects or write words and name it.

Study tour, students exchange

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

## 20. Living library

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

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

## 21. MIND MAP

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

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

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

## 22. Storytelling

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

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

## 23. Metaphor

Each student should choose one of the seasons (or other metaphorical cards).



Justify your choice and present it.

Decide how it correlates with your inner personal "I"

Connect your choice with learning skills / studying methods. Describe.

Active reading

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

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

## 24. Prediction (Black Box)

Teacher prepares questions. Students should predict and answer this question quickly.

## 25. Research

Teacher prepares questions.

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

## 26. CUCKOO

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

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

## 27. Active communication

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



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

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

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

## 28. Mood boards

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

Designers and others use mood boards to develop their design concepts and to communicate to other members of the design team. They are used by artists and are based on a particular theme of their choice too. Here you can find some more useful information about mood boards.

## 29. Mandala

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

Students create mandala and take a photo

## 30. TRUE or FALSE

Teacher explains what to do.

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

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

## 31. Cinquain

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





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Mėgdėmė Dėvėlė



Each student writes and reads cinquain by example:

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

## 32. The Insights Game

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

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

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

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

## 33. Gallery

Put on the wall a big sheet of papers and papers and define main topics or key goals, or terms of the lesson to discuss.

Divide participants into equal groups or each student may participate alone. Students move between papers and write ideas





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## 34. Photo

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

Print the memory photo to each one

## 35. ABC

Teacher prepares a sheets with ABC table

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

## 36. Matrix

Matrix helps to make data structured

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

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

## 37. Pyramid

Put words and groups to pyramid helps to make data structured

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

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

## 38. The friend iron

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

Students should make pairs.



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

Answers should be found as soon as possible.

## 39. Alias

Teacher prepares head cards with terms.

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

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

1. The teams take turns explaining words. The players in every team take turns explaining.
2. The number of words guessed correctly = steps forward on the game board.
3. Mistakes and skipped words = steps backwards on the game board.
4. The space your team's game piece is on determines the words you should explain.
5. Passing a stealing space means that on the team's following turn everyone guesses at the same time. 6. The first team to arrive in the finish space wins the game!

### Alias rules

1. Shuffle the word cards and place them in piles next to the game board. The players form teams of at least two people, and agree on the order the teams get to explain and guess.
2. Each team chooses a game piece and places it in the starting space. The first team in turn decides which one of them will explain while the rest of the team will guess.
3. The explaining player picks up a stack of word cards. The words on the cards are numbered 1-8, so check the number on the space your game piece is standing on and explain the words of the same number on the cards. Turn the sand timer and start explaining (see Explaining).
4. Whenever the team gets a word right, the explaining player places the card on the table and begins to explain a new word of the same number



from the next card. The words have to be guessed completely right. If the word is "run", "running" is not accepted. If the word is "suspenders", "suspender" is not enough. The other teams can monitor the timer. If the explaining player is still explaining a word when the time runs out, the other teams can also try to guess it. The fastest team wins the card and can move their game piece one step forward on the game board.

5. When the last word has been guessed, count together all the words the team guessed correctly. Count the mistakes and the skipped words as well - the team will have to move a step backwards for each mistake or skipped card (see Minus Points).
6. Now it's the next team's turn. The player who was the last to explain places the used cards in the bottom of the pack.
7. The role of the explaining player changes to the next player inside the teams on every turn.
8. The team that makes it to the finish space first wins the game - but the other teams still get to play their turn.
9. The game ends when the first team reaches the finish. This team is declared the winner of the game.

## 40. Story dices

### The Standard Method

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

### Review Grammar Forms

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

### Random Discussion Topic

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



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## Group Story

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

## 41. Entangled snake

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

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

After the signal students should stay and not move.

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

Teacher please everyone to hold their hands and unravel.

## 42. Blind Tasting

Teacher prepares some object to research and define without seeing

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

## 43. Circles (Gears)

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



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


## 44. Iceberg

Draw an iceberg.

Define all You know about the topic on the upper side of the iceberg.

Find 3 times more new facts about it.

## 45. Tree

	<p>Draw a tree.</p> <p>In the center write topic or question.</p> <p>Leaves are future consequences (half are positive and half are negative)</p> <p>Roots are causes.</p>
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## 46. 5 WHY?

Ask 5 times WHY question to know the main reason.

Goal: I want to own my own business



## 47. Laboratory work

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

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

## 48. SWOT





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

Students should fill matrix

## SWOT ANALYSIS



### How to identify strengths

To determine your company's strengths, start taking advantage of these internal factors:

- What is my company's competitive advantage within the industry?
- What is our unique selling proposition?
- Do our employees have skills or technical expertise that our competitor's employees lack?
- How well-financed is our business?
- What makes our product line stand out in the market?
- Do we have any unique technology that our competitors don't?

### How to find weaknesses



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To find possible weaknesses in your organization, ask these questions:

- What complaints do we commonly hear from customers and clients?
- Are the business's technology, equipment, and machinery outdated?
- Is the business adequately staffed?
- Does the company suffer from cash flow problems?
- Does the company suffer from supply chain problems?
- Does the company have excessive debt?

### **How to discover business opportunities**

Find and create opportunities for your organization by looking into the following external factors:

- Are there market requirements that the business is currently ignoring?
- What opportunities for geographic expansion exist?
- Is the organization capitalizing on current market trends?
- Are there potential new sources of financing that could help the business?
- Do competitors have any weaknesses that could benefit the company?

### **How to anticipate threats facing your business or projects**

Recognize and brace for threats by considering these points:

- What possible new industry trends could hurt the company?
- How might technological advances negatively affect the business?
- Is our loyal customer base shrinking?
- Does the business rely too heavily on one big customer?
- Could possible social changes negatively impact demand for our product and service?



## 49. Scales

Teacher prepares scales with 2 answers.

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

## 50. Hot stone

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

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

## 51. Talking cube

Make cube with words or tasks

**I KNOW**

**I FEEL**

**I CAN**

**I AFRAID**

**I USE**

**I APPLY**

Students take turns rolling the dice and giving a feedback

## 52. MIRROR

Students write to the sheet of paper their name.

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

