



Erasmus+

FutureMinds: Cultivating Innovative Leaders in STEAM and Active Citizenship

Project n° 2024-2-BE01-KA210-SCH-000286437

Activity Template **Let's up soft skills**

School: Topelius School

Teacher Name and surname: Terhi Santikko, Kaisa Lehtosalo, Henna Pikkarainen

Activity objectives: Ice breakers: cooperation, getting to know each other, soft skills and making acquaintance of some habits of the Finnish culture.

General framework: This activity is linked with many cross curriculum activities and the soft skills. The students toured different activity points with small groups and worked collaboratively to solve different tasks.

Cross-curricular subjects involved: music, art, sports, English, soft skills

Material needed to develop the activity: balls, papers, pencils, toys, music etc.

Timing: total timing 2,5 hours, each activity in the small group lasts about 8 minutes.

Groups: The pupils were divided into six small groups/about 6 pupils per group. Finally we all gathered together and danced the Finnish traditional dance.

Procedure to develop the activity: The pupils from our school designed various games and activities that they thought were appropriate for the age level. The pupils also provided instructions for the tasks they had planned. Teachers helped and supervised the group work.

Competences and skills to be acquired: cooperation with everyone, courage to express oneself.

Three examples of the activities:

Memory Game

Materials: a few small items/objects

The students sit in a circle on the floor, and the instructor has various small objects laid out in front of everyone. The students close their eyes, and the instructor removes one object. The students must remember which object was taken away.

In the second round, one of the students gets to play the role of the guide and remove one of the objects. The game continues until every student has had a turn being the leader.

Back-of-the-Back Drawing Game

Materials: papers, pencils

Students line up in a row. The instructor shows a picture (like the sun) to the last person in line, who has to draw it on the back of the person in front of them. Each person continues drawing the picture on the back of the person in front until the first person in line draws it on paper.

The instructor then decides if the picture drawn is acceptable, and the team earns a point. Teams draw as many pictures as they can within a set amount of time.

Teaching Finnish Traditional Dance

Materials: Music and excited students

The instructor gathers the whole group together and says that now they will learn one of the traditional dances of Finnish culture, the *letkajenkka*.

The instructor plays some music so everyone can get into the dance mood.

Next, the students form six lines in small groups, and the instructor turns their back to them.

The instructor demonstrates the correct moves with their feet at the front, and the students follow along.

Then, the moves are done to the rhythm of the music.

Finally, once the moves have been practiced in small groups, the whole big group forms a large circle, and everyone dances together.

Pictures:



Pitfalls and strengths: Easy to organize, puts everyone in a good mood, opens up the atmosphere.

Pitfalls: There must be a large, enough space to use and soundproofing place.



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Activity Template Co-working Co-Cooking

School: Topelius School

Teacher Name and surname: Terhi Santikko, Kaisa Lehtosalo, Henna Pikkarainen, Josselin Vasseur

Activity objectives: Explore a different culinary culture. Work in groups. Compare with other culinary cultures.

General framework: The goal of this activity is to raise awareness of the local food supply chain in order to balance human needs with respect for biodiversity

Cross-curricular subjects involved: Geography, biology and health sciences

Material needed to develop the activity: food & kitchen utensils

Timing: 3-4 hours

Groups: The pupils are in groups of four

Procedure to develop the activity:

1. Overview of the local culinary culture (e.g., a. number of meals per day, mealtimes; b. staple ingredients for a locally sourced diet; c. consideration of special dietary needs [allergies or ethical choices]; d. description of a typical plate)
2. Overview of the menu and its significance in local culture.
3. Preparation process and division of tasks.
4. Seating arrangement and tasting

Competences and skills to be acquired:

1. Practical Culinary Skills
 - Following recipes step-by-step

- Cooking techniques (boiling, sautéing, baking, etc.)
- 2. Cultural Competences
 - Knowledge of traditional dishes and ingredients from different cultures
 - Understanding of dietary customs and restrictions
 - Appreciation for cultural diversity through food
- 3. Teamwork & Collaboration
 - Assigning and fulfilling roles within a team
 - Effective communication in a multicultural group
 - Problem-solving and adaptability
- 4. Life Skills
 - Time management and organization
 - Responsibility for cleaning and tidying
 - Confidence in trying new tasks
- 5. Language & Social Skills
 - Using basic food-related phrases in different languages
 - Sharing personal stories and cultural traditions
 - Giving and receiving constructive feedback
- 6. Reflection & Learning
 - Describing flavors, textures, and cooking experiences
 - Reflecting on what was learned about other cultures and themselves

Pictures:



Pitfalls and strengths:

Pitfalls to take in consideration:

- complex organization (ingredients, space, time).
- dietary restrictions: risk of health/ethnic issues

Strengths:

- encourages respect and understanding through cooking.
- develops collaboration and communication skills.
- provides students with memorable experiences.
- builds a sense of accomplishment and pride.