



S
O
F
T
S
K
I

NATURALLY

S

*Content: Simon Poulsen
Design: Johannes Tamegger
Graphic recording: Olalla Gonzalez
Methods: participants of soft skills - naturally*

NATURALLY

SHOKKIN!



www.shokkin.org



Intro

"Soft Skills - Naturally" was a semi-outdoor training course held in Põlvamaa, Estonia during the period of 5-13 July 2016. The training course involved 25 motivated youth workers/youth leaders from Estonia, Denmark, Germany, Turkey, Spain, Cyprus, United Kingdom & Poland. Supported by the team of experts the participants met in a place called Taevaskoda to explore how to link outdoor educational activities to soft skill development in order to contribute to fighting unemployment.

Outdoor education can provide the environment of developing soft skills mentioned above. Outdoor activities have all the necessary characteristics to foster problem-solving, teamwork, communication, adaptability, critical thinking, time management and so on. The challenging environment gives the opportunity for creating strong educational sessions or activities followed up by strong reflection. If the sessions are designed and carried out with emphasis on soft skills and their development, then youngsters can benefit from them by increasing their employability and attractiveness to employers.

The project aims were to raise young people's employability with better developed soft skills through training youth workers/youth leaders in fostering soft skills development in the outdoor setting.

The objectives of the training course were:

- To foster mutual understanding of soft skills and their role in employability of young people;*
 - To give knowledge regarding soft skills and their characteristics;*
 - To give tools to participants for contributing of soft skills development;*
- To give opportunity for participants to practically experience creating an outdoor learning environment;*
 - To promote soft skills development to organizations and other institutions;*
- To create a handbook of educational outdoor activities aimed at fostering certain soft skills;*


The project was foreseen to impact participants, making them confident and competent outdoor youth workers/youth leaders contributing to soft skills; organizations, making them more noticeable and with a larger network of reliable partners; young people, benefiting from the results of this project; educators of formal institutions, making them think of contributing to soft skills development.



Soft Skills

General about soft skills

Soft skills is a synonym for "people skills." The term describes those personal attributes that indicate a high level of emotional intelligens. It can also be called personality traits. These attributes go by many names in the literature, including soft skills, personality traits, noncognitive skills, noncognitive abilities, character, and socioemotional skills. These different names connote different properties. The term "traits" suggests a sense of permanence and possibly also of heritability. The terms "skills" and "character" suggest that they can be learned. In reality, the extent to which these personal attributes can change lies on a spectrum. Both cognitive and personality traits can change and be changed over the life cycle but through different mechanisms and to different degrees at different ages. Soft skills are broadly applicable across job titles and industries. It's often said that hard skills will get you an interview but you need soft skills to get -- and keep -- the job.



The 8 soft skills

During the Erasmus + project the participants focused on 8 specific softskills. One soft skill don't excludes the other but transversal. They often cross over and it's important to be clear about the definitions.



Inner readiness

readiness and ability in initiating action for oneself. Inner readiness includes personal motives, desires and passions, experiences, emotional states, beliefs and values, physical and mental conditions, feelings etc. Inner readiness can be considered as long and short-term cognitive, emotional and visceral habits to respond to a particular situation. Short-term habits are those based on the most recent experience. Long-term habits have been formed a while ago, maybe even in childhood, and may have been refreshed during the course of life. Inner readiness can be described as the learner's habitual way of relating to a situation by mobilising or withholding her capabilities to choose and act.

Problem solving

The process of working through details of a problem to reach a solution.

Often through a process following these steps:

Defining the problem.

Generating alternatives.

Try out

Evaluating and selecting alternatives.

Implementing solutions.

Analysis and synthesis of information

considered the easiest one for Universities to teach. It's the ability to examine a subject, exercise or obstacle in detail in order to discover meaning, essential features, solvings, etc. and afterwards combining the detailed informations as separate elements or substances to form a coherent whole.

Critical thinking

Critical thinking is that mode of thinking — about any subject, content, or problem — in which the thinker improves the quality of his or her thinking by skillfully analyzing, assessing, and reconstructing it. Critical thinking is self-directed, self-disciplined, self-monitored, and self-corrective thinking. It presupposes assent to rigorous standards of excellence and mindful command of their use.



Communcation

A person can clearly articulate goals and can work in a team. The person knows when to take a leadership role and when to sit back. The person knows when to speak, when to listen and when to suggest a compromise.

Lifelong learning

lifelong learning is a personal good and an inherent aspect of democratic life. Lifelong learning may be broadly defined as learning that is pursued throughout life: learning that is flexible, diverse and available at different times and in different places. Lifelong learning crosses sectors, promoting learning beyond traditional schooling and throughout adult life.

Lifelong learning is based on 4 aspects:

Learning to know

Mastering learning tools rather than acquisition of structured knowledge.

Learning to do

Equipping people for the types of work needed now and in the future including innovation and adaptation of learning to future work environments.

Learning together, and with others

Peacefully resolving conflict, discovering other people and their cultures, fostering community capability, individual competence and capacity, economic resilience, and social inclusion.

Learning to be

Education contributing to a person's complete development: mind and body, intelligence, sensitivity, aesthetic appreciation and spirituality.

Teamwork

Definition of teamwork: The process of working collaboratively with a group of people in order to achieve a goal. To have skills in teamwork the person need to be aware of group dynamics; the interactions that influence the attitudes and behavior of people when they are grouped with others througheither choice or accidental circumstances.

Organization and planning

Management function involving formulation of one or more detailed plans to acheive optimum balance of needs or demands with the available resources. Often the planning goes through this process:

Identifying the goals or objectives

Strategy of achievement

Arrangment or creation of the means required

Implementation



Soft skills in outdoor education

Facilitating a session about soft skills by outdoor education is about building up a safe environment in which people are allowed to take risks. Outdoor education is based on the theory of experiential learning. The following is a couple of definitions that is important for facilitation soft skills in outdoor education

The definition of:

Experiential Learning

learning through reflection on doing. A non-dualistic approach. Body and mind is the same.


I hear and I forget. I see and I remember. I do and I understand. (Confucius)

Outdoor education

refers to organized learning that takes place in the outdoors. Outdoor education programs sometimes involve residential or Journey-wilderness-based experiences in which people participate in a variety of adventurous challenges and outdoor activities such as Hiking, climbing, canoeing, ropes courses and group games.

Non-formal learning

is purposive but voluntary learning that takes place in a diverse range of environments and situations for which teaching/training and learning is not necessarily their sole or main activity. These environments and situations may be temporarily, and the activities or courses that take place may be staffed by professional learning facilitators (such as youth trainers) or by volunteers (such as youth leaders). The activities and courses are planned, but are seldomly structured by conventional rhythms or curriculum subjects. They usually address specific target groups, but rarely document or assess learning outcomes or achievements in conventionally visible ways.



Background knowledge about Experiential learning:

*David Kolb learning circle (Experiencing, Reflecting, Conceptualizing, applying).
Described in 4 stages of experiential learning by Hovelynck when experiential
learning occurs:*

The first stage

- (1) occurs when people highlight and recognize behavioral and emotional patterns. People become aware of and gain insight in their own experiential knowledge.*
- (2) Acknowledging, accepting and owning up one's own figures of thought underlying the behavior patterns and taking responsibility rather than blaming others/the situation, is the second stage. If desired, the third stage*
- (3) is experimenting, exploring alternative ways to behave more efficient and -in depth- to generate alternative figures of thought. This stage means literally a breakthrough in the learning process.*

The integration (4) of the new frames of reference in the people's essence form the fourth and last stage. This condition implies that people do not only behave different. They are different, they have changed. They developed and broadened their frames of reference, which gives them a wider and freer range to act and to be.

InTEAMigration

Name of the exercise
InTEAMigration

Environment
An outdoor space with a lake

Duration
60 minutes

Target group
A group of young immigrants (more or less 20 people) with ages ranged from 20 to 25. The group should also include native citizens.

Aim
One of the main aims of this exercise is to further develop integration in two main aspects. Firstly, it would foster integration within the group being part of the exercise. Secondly it also encourages participants to develop the skills needed to integrate in the society.

Objectives
Among other objectives we would like to point out three:
1. Teamwork: By working with different people participants get to know how to improve this basic soft skill, since working together improves group behaviours and allows to work on them.
2. Motivation: This kind of exercises empower people to feel motivated to try out new things and losing their fear of taking initiative.
3. Self-empowerment: This objective is dose related to the above mentioned one. The target is to show participants that they are able to overcome challenges.

Step by step description
A group of 20 people is divided in groups of 5 people.
Each group has one boat with which they have to complete a paddle trip with obstacles in it.
Before starting each participant has to write down on a paper different traditions and fun facts related to their different nationalities.
Once this is done, participants have to paddle out to reach several floating boys, that have the above mentioned papers with the information in it.
There is a fixed time.
Each boy should be reached only once by the boats.
Once they're back teams have to gather and read out loud in order to guess from which nationality the piece of information is.
RULE: Each boat group should be gender-equal and multicultural (at least 2 different nationalities).
**This rules may vary.*

Materials needed:
Five boats+ equipment needed
Sailing boys
Plastified sheets with questions written by participants

PARTICIPANTS WHO WROTE THIS METHOD:
Jonas – Germany
Stine- Denmark
Laura Danis- Spain:

Lalaland Hotel

Overview:

This is a role play game which is aimed to increase the communication level in the group. People will be given specific descriptions of different characters randomly. Then they will be given a scenario in which they have to act according to their role. Some will have fixed beliefs they will try to pass to others, and some will have flexible ones. The latter will then be called to vote and approve or disapprove a proposal.

Time wise, the activity is divided into 4 parts.

Division of roles (5 minutes): People get a piece of paper with their role and they are given time to fit the description. (adjust their attitude, wear special clothes e.t.c.). Also a scenario is given that includes a decision for the people that do not have a fixed opinion.

Creating a strategy (15 minutes): Everyone will gather in groups according to their roles. Then they begin thinking about their strategy and get ready for the debate that follows. Roles with fixed beliefs find arguments to convince the others, and roles without fixed beliefs talk between them in order to form a first opinion.

Public debating: Every group takes a turn to speak, giving their opinion on the subject. At that time the other groups are taking notes. When the group finishes talking, each other group can make up to two questions.

Off the record (10 minutes): In this time the groups have time to talk informally between them however they want.

Voting (5 minutes): The non-fixed opinion roles get together and vote. The decision should be either approving or disapproving the proposal. No middle ground can be reached.

Reflection: People discuss about their emotions during the game, why they reacted in a specific way, what were the pros/cons of their strategy, what they would change about their strategy or the strategies of the other groups e.t.c.

Material list:

Each person will receive a small note with the description of his/her role.

Each team of people with the same role will receive a more detailed explanation of their part in the game and some guidelines on what their behavior should be.

Optional: Some A3 papers and a board if the teams want to make a more visual presentation during their turn in the debate.

Participants work

Outdoor Activity

Topic: *Planning and organization*

Target group: *Young Offenders (20-30 people)*

Name of exercise: *(D)RAFTING*

Duration: *All day – (the rafting can happen either the same day or another day).*

Aim: *To emphasize the importance of planning and organization.*

Objectives:

Planning transportation

Delegating tasks

Constructing time tables

Identifying materials needed

Budget organization

Risk planning

Materials needed:

Flip charts

Post-it notes

Pens

Paper

Preparation time: *2-3 days*

Step by Step:

1) *Introduction of organizers and the participants*

2) *"Why are we here?" - introduction to task*

3) *Motivation – how planning pays off. (Additional videos and pictures of rafting experiences)*

4) *Moderate storming part.*

5) *Make sure objectives are remembered.*

6) *Groups are organized by the moderator (one leader works as a supervisor in each group)*

7) *Each group focuses on planning and organizing each objective*

8) *All the groups meet up and reflect on the development*

9) *Back in groups to face and solve occurred problems*

10) *Groups present their plans to each other*

11) *The plans are combined into one big plan and the plan is put up visible for the participants in order to increase the excitement leading up to the "River Rafting Day".*

Participants Report

Clumpsy cannooying challenge

The cannooying trip at day 4 was something special for sure. Everybody knew great countryside, sporty activities and relying on the boatmate would give another opportunity of widening the broad spectre of everyone's experience and memory. Here comes one entertaining individual view on the exercise and the emotional highlight of it.

Everyone had preconceived ideas about the dumsies that set out 3rd in the canoeing line. Convinced about their prejudice. If any bookers had bets on it would have been on team StephieJoni, the number one catastrophe team, the team that was the cutest since the family of ducklings sailed by. Even Stephie had doubts. "Johannes, I would like to go in a boat with anybody but hopefully not Jonas", she secretly whispered. But destiny always finds her way...

In fact we had a bumpy start and after a short time the boat was placed 11th (as the ambitious would have seen it). Anyway after going down some rapids StephieJoni relaxed as usual. Their deserved rest after a bit of good coordination.

This gave the other (driven) teams the opportunity to overtake. Almost all of them did so... Unlike the others our team had an eye for details. Suddenly the familiar cabin sauna that we once appreciated on land at the first venue appeared, a rusty retro bike, the scenes reflected Amazon.

So far so good but the dramatic scenes are to come...

When StephieJoni were already at the last quarter of the race, and forced upon them by the teams who had already finished and claimed they had icecream. That was when things started to get overwhelming for StephieJoni. They were not prepared for such a spectacular scene from the perfect first class perspective next to the shocking hotspot. Coincidentally StephieJoni were just chilling at that moment about to welcome more overtakers. When familiar voices were heard. They came from a premeditated happy place. It was Precious and Yusuf looking for some fun in the speedy flow of the river. "Hey StephieJoni here we coooooome!". None of them had a clue that in fact they were the doomed team facing a near dead experience. "Oooooohhh- what the f.....", Precious screamed. They really underestimated the combination of rapids, wood and massive boulders centimeters under the water surface.

Ysef was the first one to recognize that it was time to save himself like the professional canoer had instructed. Precious on the other hand still believed in the truth of her saying team work makes the dream work. Unknowingly Precious subscribed her own death sentence. Picture the scene. Ysef is now starended on a thin islanda, between two rapids, while precious was still fighting the canoe which was in an already horizontal position after capsizing. At that time Precious was paddling in the water like a four month old puppy. She was trying to stay with the canoe that was already filled with water.

Participants Report

Precious had a few potential rescuers. Ysef was none of them. Precious saved herself by climbing to near by shore. Without the canoe and paddle of course. Ysef had managed to prioritize saving the first paddle along with himself.

Team StephanieJoni was more than amused about witnessing the funniest thing happening for years. The next moment they realized they were in charge of saving at least the boat which Precious had sacrificed herself for.

Then all of a sudden two guardian angels came, the river patrol guards from Shokkin Denmark and Shokkin Estonia. Unlike the name of the organization they are working for, they weren't shocked at all. While StephanieJoni struggled hard to stick to the abandoned canoe the patrol team took charge of the crisis plan ensuring StephanieJoni was nowhere near the scene.

Meanwhile brave Precious was safe on high ground but was completely beside herself, not knowing real help was near. Despite not having a boat, and despite possible tension in the now reunited team, Precious and Ysef did not come last in the race. Jonas dream came true that we would be the last team to finish. All in all it was a delightful trip for everybody, the busy struggling, the fast trackers, the life savers of the river patrol, the adventure searching Turkish and English canoe and of course the one and only winners of hearts: StephanieJoni.

Quotes of the involved

Precious:

"If it would have happened to anyone, it had to be us."

Johannes:

"First we start laughing when we saw him standing on the rock in the river. Then we realized we had to save him."

Simon:

"It was cool to finally have something to do."

Yusuf:

"I felt down on the rock, I didn't jump!"

Participants work

Anonymous reflection in a pot

By: ?

Step by step:

Gather the whole group, make a circle

Ask the group about WHAT happened and WHAT they noticed + "Could something you have done be changed?"

3 post-its for each person

Green - something you liked

Red - something you did not like so much?

Orange - what could have been

People put it in a pot from the camp side

The pot goes around in the circle, participants take a post-it and read it out loud.

Info: The facilitator leads the discussion.

Blindfold reflection in nature

by: ?

Step by step:

Everyone is gathered and blindfolded

Answer yes/no to a series of questions

While people think and decide there is silence 30 sec.

They take off the blindfold

The yes-people go together and discuss their answer, as do the no-people.

5 - 10 minutes

Everyone meets and discuss

Participants work

Body-reflection in nature

By: Kenan, Daniel, Arthur, Stephanie, Ksenija

Step by step:

Go to a space in nature that express how you felt after the task (exercise, game tec.).

Take as long time as you need - get back to the group and circlize

Get in a group of 5

Show each person using your body where you went or explain it

Write and present to the group

What happened

What went well

What didn't go well

What do you need to improve and link to soft skills

Reflection in nature

by: Stine, Michaelis, Emel and Katrine

Step by step:

Everybody is asked to go in the nature and find an object that describes their feelings towards the training course

As they return, half of the people make an inner circle, facing the rest of the people in the outer circle

Each person then has 30 → 60 sec to describe this link (to their partner)

The inner circle moves a step, finds a new partner and a new question is asked.

The participants are not prepared for a second question and have to use their imagination to link it to the object found in the nature

How do you feel towards the training course?

What didn't go so well

Would could be changed?

Illustration of the training course



Fresh BRAIN WORK

TASK: Create Methods about:

- ✓ COMMUNICATION
- ✓ PROBLEM SOLVING
- ✓ PLANNING & ORGANISING
- ✓ TEAM WORK
- ✓ LEARNING TO LEARN

■ **Step by step** description

🔧 Needed **MATERIALS**

■ Specific **TARGET GROUP**

🎯 Specific **OBJECTIVES**

60 MIN

OUTDOOR CONTEXT



3rd MORNING Reflection

Remembering the day before.



Illustration of the training course



Illustration of the training course

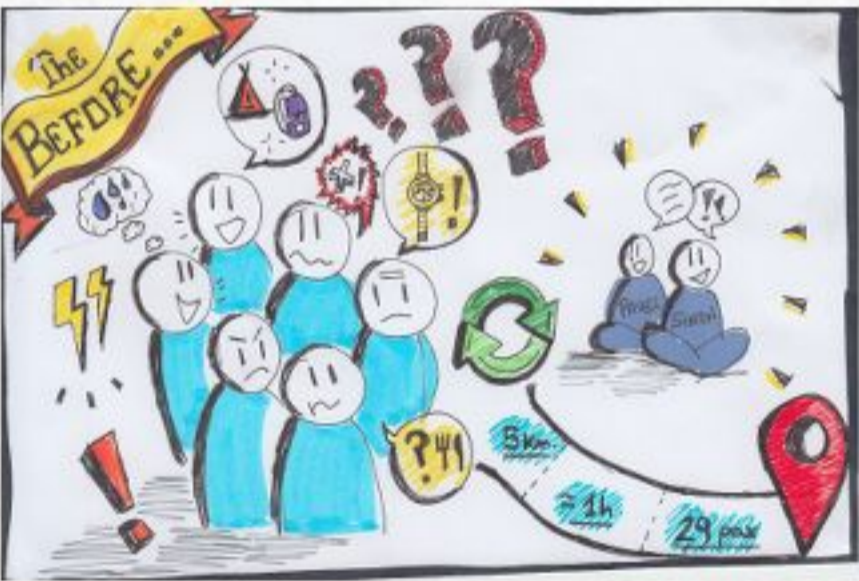
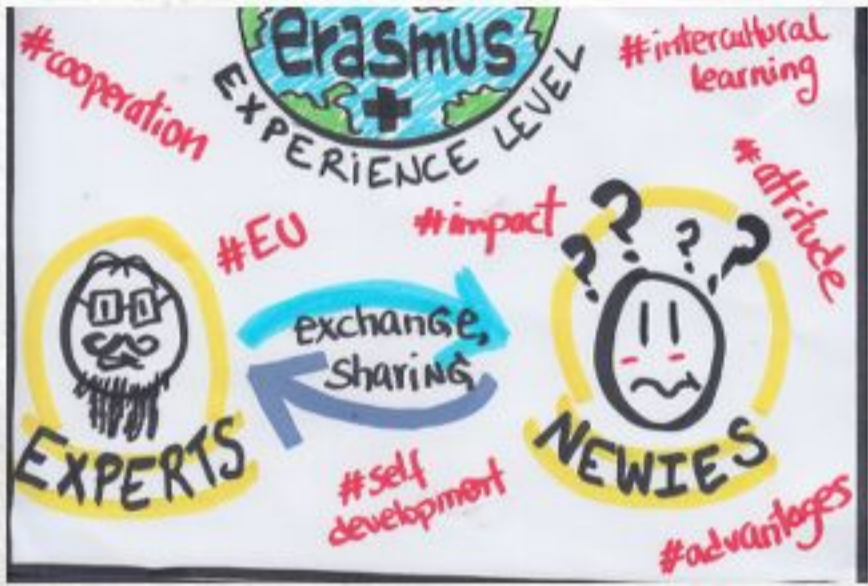


Illustration of the training course



SOLUTIONS

- ✓ Improve training through **Reflection**
- ✓ Conceptualise the **learning**
- ✓ Change the **ATTITUDE!**
- ✓ Apply the changes on your **ENVIRONMENT**

“where do we place choice balance within the school system?”

Morning Reflection

MISCOMMUNICATION

RULES

- Washing in the river
- fire responsible
- team responsible
- Keep your stuff
- time keeper



