

**KID\_Preneurship**  
**2020-1-LV01-KA201-077505**



<b>ACTIVITY NAME</b>	<b>Mr. &amp; Mrs. Right</b>
<b>OUTPUT NUMBER</b>	<b>IO2</b>
<b>PARTNER</b>	<b>Akademie für Politische Bildung und demokratiefördernde Maßnahmen</b>
<b>ACTIVITY CLASS</b>	<b>&amp;</b> Learning through mistakes Classes: 8-10 years
<b>DURATION</b>	
<b>OBJECTIVES</b>	Main: Learning through mistakes  Other:
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• Prepared exercises</li> <li>• Error patterns</li> <li>• Videos to show that you can learn from mistakes (best practices)</li> </ul>
<b>LEARNING ACTIVITY METHOD</b>	<p>Part 1</p> <p>The teacher stimulates a discussion on the topic of "making mistakes". The children sit in a circle on the floor with a flipchart in the middle. The mistake is written: "Mistakes - so what!"</p> <p>The teacher asks the children to think about the last time they made a mistake.</p> <p>What kind of mistake did they make?</p> <p>How did it make you feel?</p> <p>What impact does the mistake have on now?</p> <p>Then the children should think about what mistake others have made once. The children should not discuss a mistake made by a</p>

	<p>child who is present in the group. It is best if the person is called by an imaginary name.</p> <p>They should now think about what they thought when that person made a mistake?</p> <p>What impact does the mistake have on the present?</p> <p>The students should realise that very few mistakes made in the past have an impact on the present and that it is therefore not necessary to pay too much attention to these mistakes.</p> <p>Then they should talk about whether mistakes can also be opportunities and which ones.</p> <p>The teacher writes these opportunities on the flipchart.</p> <p>The students should realise that they can learn from mistakes and also from the mistakes of others.</p> <p>Now the teacher asks the students to watch the videos on the topic of "making mistakes".</p> <p>The students should realise that many children have the same problem, the same feelings come up.</p> <p>Part 2</p> <p>Edit mistakes</p> <p>The teacher hands out exercises and the children have to look for mistakes.</p> <p>These can be different exercises.</p> <p>Exercises from the Internet</p> <p>Errors that the pupils find, for example, in a text in German, ... ..</p> <p>Strategies on how to approach a cloze text, etc.</p> <p>The students should learn to look for mistakes and develop strategies to avoid them.</p> <p>Tip:</p> <ul style="list-style-type: none"><li>• The following factors should be considered in this exercise: Students can reduce the likelihood of making mistakes by</li></ul>
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	<p>repeating tasks they have already done after the teacher has made clear what mistakes have been made; These must be dosed appropriately to avoid overloading, which would lead to overexertion and therefore fatigue and lack of effectiveness. Students understand that overcoming failure requires: courage, confidence, and the knowledge that they can solve problems. The comparison with the class is useful for this: Within the class group no error is the same, the same error can have a different cause and motivation.</p> <ul style="list-style-type: none"> <li>• Returning to flaws in them can cause negative emotions. At this age it is difficult to analyze the mistakes and negative situations in which they find themselves. The situation of “mistakes” should be discussed with children of this age individually and immediately after the mistake made.</li> </ul>
<b>VISUALS</b>  <b>Images/videoclip</b>	<b>WHAT</b> CH: <a href="https://youtu.be/ndvt89ybSSE">https://youtu.be/ndvt89ybSSE</a> <a href="https://youtu.be/E0TA60qo4-o">https://youtu.be/E0TA60qo4-o</a> <a href="https://youtu.be/iNVxv8w5ILE">https://youtu.be/iNVxv8w5ILE</a>
<b>TEACHER PREPARATION</b>	<ol style="list-style-type: none"> <li>1. To prepare exercises for the activity</li> </ol>
<b>TEACHER'S EVALUATION</b>	<ul style="list-style-type: none"> <li>• Can the pupils recognise that mistakes are part of life, can happen to anyone and in the end do not necessarily have an impact on the life that follows?</li> <li>• Can the pupils recognise that mistakes are opportunities and that one learns from mistakes?</li> <li>• Can they develop strategies to minimise mistakes in certain areas and tasks in the future?</li> </ul>

## Sources:

- <https://youtu.be/E0TA60qo4-o> last accessed on 12.03.2021.
- <https://youtu.be/iNVxv8w5ILE> last accessed on 12.03.2021.
- <https://youtu.be/ndvt89ybSSE> last accessed on 12.03.2021.