

KID_Preneurship
2020-1-LV01-KA201-077505



ACTIVITY NAME	Young Citizens in Charge
OUTPUT NUMBER	I02
PARTNER	Akademie für Politische Bildung und demokratiefördernde Maßnahmen
ACTIVITY & CLASS	How to define a goal Classes: 8-10 years
DURATION	
OBJECTIVES	Main: How to define a goal Other: Creativity
MATERIALS	<ul style="list-style-type: none"> ● paper ● Scissors ● Glue ● Periodicals, magazines ● Decoration material ● pencils ● Painting supplies ● Cords, etc. ● Photo printer ● computer ● printer ● scanner
LEARNING ACTIVITY METHOD	<ul style="list-style-type: none"> ● The teacher gives a brief explanation on "How can you really achieve goals"? <p><u>The main topics are:</u></p>

- Definition of goals (example: New Year's Eve)
- Resources in my life - who or what will help me achieve goals?
- Ballast in my life - who or what is preventing me from achieving my goals?
- Game: What brings me forward - step by step!
- Visualizing goals - my vision board

Definition of goals (example: New Year's Eve)

- In the plenary session, students share goals or resolutions that they have or have not achieved before.
- Then the students discuss what it takes to achieve goals -> brainstorming (real goals, not unattainable)

Resources in my life - who or what will help me achieve goals?

Ballast in my life - who or what is preventing me from achieving my goals?

- The teacher now introduces the terms resources and ballast.
- The students get cards with words (internet, sport, smartphone, ...) on them or cards that don't say anything and they can write something on them themselves. They assign these cards to the categories of resources or ballast.
- The students now discuss their results in a plenary session.
- The aim is to make the students aware of the issue of resources and ballast as drivers or barriers to achieving their goals.

The students should become aware that it is in their hands to achieve their goals.

Game: What brings me forward - step by step!

The students hear a story. (A person wants to achieve a goal. The students should now pretend that they also want to achieve this goal. Each student now receives a card stating which family they come from, what financial means are available, what school education their parents have health requirements, etc. Now all students stand in a row and listen to questions, and whenever they can answer yes to the question, they are allowed to take a step forward.

	<p>At the end of the game, of course, not everyone makes it to the front row.</p> <ul style="list-style-type: none"> ● Now there is a discussion at the meta level why not everyone, even if they work very hard on their goals, cannot always achieve them. ● Questions related to this are discussed: ● How flexible do you have to be? ● What does "solution-oriented" mean in this context? Etc. <p>In the last part of the exercise, students turn to their own goals - they have to visualize them:</p> <p><u>Visualizing goals - my vision board</u></p> <ul style="list-style-type: none"> ● The teacher provides the theoretical input. <p>This exercise is good for interdisciplinary teaching. This exercise could also be implemented in the subject: art / visual education.</p> <p>This will help students focus on their goals.</p> <p><u>Levels of activity:</u></p> <p>UNDERSTAND: In this phase, students learn about the relationship between resources and ballast and the factors that influence them to achieve their goals</p> <p>EXPERIENCE: In this phase, the students learn in a role play that not only their own self is responsible for achieving a goal, but also other factors such as origin decide whether I can achieve all goals or not.</p> <p>DEFINE: The students define goals and try to represent them visually.</p>
<p>VISUALS</p> <p>Images/videoclip</p>	

TEACHER PREPARATION	<ol style="list-style-type: none">1. Provide materials for the creative activities2. Present the story for the game "step by step", prepare situation cards and question cards3. Prepare theoretical inputs
TEACHER'S EVALUATION	<ul style="list-style-type: none">● Can students see that resources bring them closer to their goals and that ballast prevents them from achieving them?● Can the students describe other influencing factors that, in addition to their will and commitment, can also influence the achievement of goals?● Will the children be able to visualize their goals independently in the future?