

KID_Preneurship 2020-1-LV01-KA201-077505

Content

1. ART Together	2
2. Counting game.....	3
3. First one	3
4. Goal Definition	4
5. Doctor Miss Take	5
6. Little Bonds	7
7. My goal is SMART	8
8. The coin man	9
9. The ability to ask questions.....	10
10. I can count on me	11
11. Investigating inventions.....	12
12. How much I learn from mistakes!.....	13
13. Small world big world	15
14. Successful products.....	16
15. What kind of person do I want to be? How can I train myself?	17
16. Actions and Consequences	18
17. Biomimicry	20
18. Group Ideas	21
19. Jewellery from Nature	23
20. How do I look in the eyes of the others?	24
21. Will this product sell or not?	27
22. The Magic Wand.....	30
23. From two pencils – a millionaire.....	32
24. “Who wants to be a millionaire?” for kids	35
25. “Flea Market.....	38
26. Mr. & Mrs. Right.....	39
27. World Café	42
28. Young Citizens in Charge	44
29. Card game: What is the Value	46
30. You Lead, I listen	47

1. ART Together

ACTIVITY NAME	ART Together
OUTPUT NUMBER	IO2
PARTNER	ArtSmart
ACTIVITY & CLASS	Team Work and Communication 8-10 Years old
DURATION	30 minutes
OBJECTIVES	<p>The activity will teach that even if one has limited resources (here: colors) cooperating with others will ensure an excellent final result.</p> <p>Activity will develop teamwork, including such skills as</p> <ul style="list-style-type: none"> • sharing of tasks and resources, • communication and listening (incl. not talking all team members at the same time); • finding common agreement on how to proceed
MATERIALS	<ul style="list-style-type: none"> • Drawing or painting equipment • If work with colours, “working clothes” to exchange • Activity can be performed as part of planned arts or creativity lessons, thus pupils will have all necessary materials with them.
LEARNING ACTIVITY METHOD	<ul style="list-style-type: none"> • Teacher gives a short intro about teamwork and main reasons why in teams we will achieve more (from materials of necessary skill descriptions). • Class is being divided in teams of 3 members each. • Each member of the team is assigned with 2 colours she//he should work with. Class members can each choose the colours they will work with. • Additional option: if work with colours, team members can get their own brushes, sponges or other painting equipment that they work with and do not change with other team members; • Changing the colours among team member is not allowed, they should cooperate having exact colours they have. • Teacher gives the task or topic for the team to work on • During the process of the activity teacher observes the communication of the team – encourages leadership and tries to limit chaos within the team. • Each team works on development of one drawing.
VISUALS Images/videoclip	n/a
TEACHER PREPARATION	<ul style="list-style-type: none"> • Drawing and painting equipment, if work with colours, equipment to protect class from colours (e.g. plastic films) • Preferred colours to offer: Black, White, Yellow, Red, Green, Blue • A topic or theme for the work – simply enough for kids aged 8-10 years old and colour intensive (e.g. our city, our classroom, we, etc)
TEACHER’S EVALUATION	<ul style="list-style-type: none"> • Did the over ability to cooperate within teams improved during the task? • Did the members of the class succeed to work with limited resources? • Did the teams managed to solve challenges of lacking resources (e.g. the fact that they in total at the beginning have only 6 colours, the other colours can be mixed via cooperation); • Did any of the team members take an initiative to be leaders and lead the process of the drawing//painting?

2. Counting game

ACTIVITY NAME	Counting game
OUTPUT NUMBER	IO 2
PARTNER	ArtSmart
ACTIVITY & CLASS	Financial Literacy 8-10 Years old
DURATION	30min
OBJECTIVES	Train a skill of counting and collecting.
MATERIALS	<ul style="list-style-type: none"> • 1-3 dices • A scorecards representing one surface of the dice (annex 1.1) • Tokens (in annex1.3.) OR use some available materials, like, shells, beans, wood sticks, small rocks, acorns, stickers
LEARNING ACTIVITY METHOD	<ul style="list-style-type: none"> • Pupils roll the dice in pre-defined order (e.g. all sit in a circle and roll in clock-wise order). • Each pupils gets a scorecard with the amount they have rolled on. The objective is to keep the count of the score and rise hand as soon as some concrete number is reached (e.g. 15; 20 or 25 – which can be decision of the class prior the game). In order to make the game more challenging, players, when receive their scorecard, should keep it turned off, so that they train their memory as well. If they forgot their score, they start to count from the beginning (if they announce that they have reached the score, but make a mistake, they as well should start counting from the beginning (or upon the agreement of the class receive other less harsh penalty). • When somebody has reached the agreed number of points, it receives a token (cycle should be played till the end, so that the pupil who rolled the dice the first one, does not have an advantage) • The overall winner is the pupil who gets the most tokens or who reaches first previously agreed number of tokens (e.g. 3) • For larger classes of pupils, they can be divided into groups of 6-8 pupils, so that the game goes on faster. In case of groups a group competition can also be made – which group makes more tokens or which group is the fastest to collect predefined amount of tokens. • In order to make the game more complicated, additional mathematic actions can be added, e.g. multiplication.
VISUALS Images/ videoclip	Scorecards – annex 1.1 Dice with numbers or dots 1-6 (not included) OR cut out and glue dice from Annex.1.2 Examples of tokens – annex 1.3
TEACHER PREPARATION	Prepare materials for the game – Scorecards, dices and tokens. Decide up to what count each round will be played (e.g. 15; 20; 25), decide if players see their scorecards or not (trains memory as well) and decide when the game ends. Think of some similarities in real life and real life finances, e.g. like collecting now points is like saving money for some larger aims.
TEACHER'S EVALUATION	Did the game developed the counting skills? Did the game develop the memory if the scorecards are hidden? Did the discussions about saving had reflections in children, did they realise that saving actually as easy as this game (or any other reflection or discussion)?

3. First one

ACTIVITY NAME	First one
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OUTPUT NUMBER	IO2
PARTNER	ArtSmart
ACTIVITY & CLASS	Taking Initiative 8-10 Years old
DURATION	Introduction to the activity 10min Sum up of the results at the end of the day/week 5min (total 20-25min)
OBJECTIVES	To increase the sense of initiative in the class by encouraging . The activity should also increase the sense of competition as the class participants not only take initiative to answer the question or do the tasks, but they as well compete who will do it for the most times.
MATERIALS	Activity does not require specific materials, the only necessity is to ensure board where “badges” for being the first one is being collected (either small magnets, stickers or some table on the whiteboard)
LEARNING ACTIVITY METHOD	<ul style="list-style-type: none"> • The teacher introduces with the concept of the initiative and one of the easiest exercise that can be done in school – being the first one who rises the hand to answer the question in the class. • The activity is ongoing for a week or month (teachers decision) with sum of results after each day or week. • Lessons where class participate and badges are counted can be either only the lessons of the class teacher or if agreed also other lessons as well. • If there are more than one class member who rise the hand, give the possibility to answer the question to all of them and give the “badge” to all answered (not dependent on wheather the answer was right); • Preferably to encourage participation of less active and bit shy class members • If the class already have electronic system for badges, if possible, a new badge for initiative is introduced there or in order to make these badges more special, they are still given out in the tangible way.
VISUALS Images/videoclip	n/a
TEACHER PREPARATION	Teacher should prepare “badges” and the board where they will be collected Introduction about the importance of initiative.
TEACHER'S EVALUATION	<ul style="list-style-type: none"> • Are class members got less afraid to rise their hand the first ones? • Does the class overall have few very active “hand risers” or does is spread more or less equally over the class. If there are few outstanding members, does this polarisation reduced during the activity (did the less active/shy members of the class started to participate more actively during the activity)? • Did the class members appreciated that initiative can lead to “prize”, e.g. where there class members that were too shy or inactive in the beginning but during the activity did understand that initiative can lead them to badges?

4. Goal Definition

ACTIVITY NAME	Goal Definition
OUTPUT NUMBER	IO2
PARTNER	ArtSmart
ACTIVITY & CLASS	How to define a goal 8-10 Years old
DURATION	30 minutes (a combination from several short sessions)

OBJECTIVES	The activity will teach to define the goals, follow them and evaluate the level of achievement.
MATERIALS	Board or some other surface where goals can be written down and stay visible throughout the whole span of the time.
LEARNING ACTIVITY METHOD	<ul style="list-style-type: none"> Teacher runs a short introduction lecture on what is a goal and why it is important to set them. At the beginning of the day teacher asks class to write precise, measurable goal for the day. As the activity is splitted to numerous days, teacher can remind main lessons learned in the previous days (e.g. unmeasurable or unprecise goals) so that previous mistakes are not being repeated; At the end of the day class discusses the level of achievement of the settled goals, if it was achieved, what helped to achieve and if was not, what where the main reasons of not achieving it. Activity is being repeated for 2-4 weeks or longer period of time. Starting from the week #2, class can add a definition of the goal of the week.
VISUALS	n/a
Images/videoclip	
TEACHER PREPARATION	<ul style="list-style-type: none"> Introduction lecture on goal setting based on materials of the "KIDpreneurship" course Board or some other surface where goals can be written down and stay visible throughout the whole span of the time
TEACHER'S EVALUATION	<ul style="list-style-type: none"> Did the class understood the necessity to set goals? Did the goals where precise and measurable? If not, did it improve over the execution of the activity? Did the evaluation of the goals helped to set more "down to earth" goals in the next days? Did the class learned from mistakes made in previous days? Did the quality of goals improve over the execution of the activity? If the activity was run for at least 2 weeks, did the class understood how to build a larger goal (weekly goal) from smaller ones (daily goals)?

5. Doctor Miss Take

ACTIVITY NAME	Doctor Miss Take
OUTPUT NUMBER	IO2
PARTNER	Indicated by SYNTHESIS
ACTIVITY & CLASS	Learning from mistakes Classes: 8-10 years old
DURATION	1h
OBJECTIVES	<ul style="list-style-type: none"> - To enhance students' understanding that mistakes are human, and important for learning. - To foster students' resilience skills - To teach students' strategies to cope with failure
MATERIALS	<ul style="list-style-type: none"> - Pictures to accompany the story telling (online or printed) - Pencils with eraser to give as a gift to the students

LEARNING ACTIVITY METHOD	<p>The teacher will read the following story to the students:</p> <p>"George was a good student, a good football player, a good guitarist, and a good friend. Many of the children at school loved Michael, and he got along well with his parents and his little sister, too. From the outside, it looked like George had much to be pleased about. But George did not feel fortunate. He felt worried all the time. Although George had almost all, he was not excellent in his grades. Despite the fact he played football well, he still could not score sometimes. Even though he was a good guitarist and in the school rock band, he was not as good as he would like to be. No matter how much George achieved, he never stopped making mistakes, and that filled him with stress. When he started having stomach aches almost every day, his mother took him to the doctor.</p> <p>The doctor could not find anything physically wrong with George, so he asked how George's life was going. George acknowledged that he was having a tough time. He was always stressed from pressing himself so hard but never reaching excellence. The doctor picked up a pencil from his desk and asked George what he saw at its end. George replied, "An eraser." "Correct," said the doctor, "and are you aware that pencils are manufactured with built in erasers because it is presumed that anyone who uses a pencil will make a mistake at some time?" The doctor stressed out that pencils with erasers are sold to everyone and not just to some people. No one is asked as they check out at the shop, "Do you make mistakes? If yes, you have to purchase the pencil with the eraser. If not, you can get the pencil with no eraser."</p> <p>The doctor told George that the pencil with an eraser is a terrific memento of human flaw. No matter how intelligent, tough, judicious, or experienced a human is in any area at any time, they are not and cannot be flawless. They still need erasers on their pencils. He told George to remember the acronym PENCIL for Perfectionists Enjoy No Contentment in Life. From that day on, George had a pencil with him wherever he went. He decided to alter his aim from striving to be flawless to just doing the best he could. He stopped feeling stressed all the time, his stomach aches disappeared, and he started enjoying school, music, football, and his family much more."</p> <p>After finishing the story, the teacher will discuss with the students what the story was about. The teacher can ask students to share their stories of failure and discuss their feelings as well as how they managed to overcome any negative feelings. More importantly, is to discuss what they have learned from that incident. At the end, all students will be given a pencil with an eraser as a gift.</p>
VISUALS Images/videoclip	See material
TEACHER PREPARATION	<ul style="list-style-type: none"> - The teacher will have to find and select pictures to accompany the story when reading it in the classroom. - Alternatively, students can read the story to their classmates. In this case, the teacher should select the students that will read (one student per character).

TEACHER'S EVALUATION	<p>The teacher will evaluate:</p> <ul style="list-style-type: none"> - The students' understanding of the story's meaning. - The students' level of attention during the story telling. - The existence of failure coping mechanisms in the students. - The extent to which students' developed strategy/ies to cope with failure and anxiety.
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6. Little Bonds

ACTIVITY NAME	Little Bonds
OUTPUT NUMBER	IO2
PARTNER	Indicated by SYNTHESIS
ACTIVITY & CLASS	Team working and communication Classes: 8-10 years old
DURATION	1h
OBJECTIVES	<ul style="list-style-type: none"> - To foster team spirit among students - To enhance the students communication skills
MATERIALS	<ul style="list-style-type: none"> - Eggs Or - Balloons filled with water - Cleaning tools in case the fragile container breaks
LEARNING ACTIVITY METHOD	<p>The teacher divides students into teams, and explains to them what they will have to do in this activity.</p> <p>Team members have to imagine that they are working for the secret service and have a very important job to do. They are in charge of keeping secret some very important information that is contained within a very fragile container (an egg or a balloon filled with water). They must design a method to transport the secret information out of the building and to safety (it can be a specific place in the school yard). The only way to save the information is to drop the information out of the window to safety. BUT remember that the secret information is kept safely in a very fragile container, and... the container must not break or crack as the information will leak out.</p> <p>Once the mission is explained, the teacher will give to each team the fragile container. Students in each team will need to discuss a plan of how they will carry the container safely out of their classroom. Before executing their plan, they will need to share it with the teacher. The teacher will need to ensure that the plan's execution is safe for the students and give approval to proceed.</p>

VISUALS Images/videoclip	
TEACHER PREPARATION	<ul style="list-style-type: none"> - The teacher will have to select members for each team in advance, considering their personality. - Decide the type of fragile container (egg or balloon with water). - Ensure the availability of cleaning tools. - Protection clothing for the students in case the fragile container breaks.
TEACHER'S EVALUATION	<p>The teacher will evaluate:</p> <ul style="list-style-type: none"> - The students' communication skills - The students' team working skills

7. My goal is SMART

ACTIVITY NAME	My goal is SMART
OUTPUT NUMBER	IO2
PARTNER	Indicated by SYNTHESIS
ACTIVITY & CLASS	How to define a goal Classes: 8-10 years old
DURATION	2h
OBJECTIVES	<ul style="list-style-type: none"> - To teach students how to set SMART goals. - To make them aware of how to assess their goals. - To foster their goal planning skills.
MATERIALS	<ul style="list-style-type: none"> - Old magazines - Scissors - Glue - A3 cardboards - Power point presentation - Computer with projector or smart board
LEARNING ACTIVITY METHOD	<p>The teacher asks the students to think of a goal (the goal can be something simple like visiting another country, achieving a better grade). Once they have selected their goal, the teacher explains to them the SMART goal setting tool by using the following questions:</p> <p>S – Is the goal specific? What do you want to happen? What would you like to accomplish?</p> <p>M – Is the goal measurable? How will you track your goal? How will you know when you have reached your goal? Who can help you?</p>

	<p>A – Is the goal achievable? Is there anything that could stop you from reaching your goal? Have you set enough time to achieve this? Do you have the skills or tools you need?</p> <p>R – Is the goal realistic? Why is this goal important to you? Why do you want to do this?</p> <p>T – Is it time-bound? When will you complete your goal by? How long will it take you to achieve your goal?</p> <p>Once they set a goal according to the above mentioned criterias, students will use old magazines, and cut pictures to create their vision board.</p>
VISUALS Images/videoclip	
TEACHER PREPARATION	<ul style="list-style-type: none"> - The teacher will need to collect old magazines for the students to cut for their vision board. - Alternatively, the teacher can ask students to bring their own old magazines. - The teacher will need to prepare a presentation about the SMART goal setting tool.
TEACHER'S EVALUATION	<p>The teacher will evaluate:</p> <ul style="list-style-type: none"> - The students' understanding of the SMART goal setting tool. - The students' ability to set SMART goals.

8. The coin man

ACTIVITY NAME	The coin man
OUTPUT NUMBER	IO2
PARTNER	Indicated by SYNTHESIS
ACTIVITY & CLASS	Financial education Classes: 8-10 years old
DURATION	1h
OBJECTIVES	<ul style="list-style-type: none"> - To enhance students numerical skills - To promote students awareness on the coins' values
MATERIALS	<ul style="list-style-type: none"> - Coins of different value - Glue - A4 cardboards
LEARNING ACTIVITY METHOD	<p>The teacher will review with the students the coins and their values. Then, the teacher will give to each student a cardboard, some glue and a pile of coins. The students will create their own coin men using as many or as few coins as they wish. The teacher will explain that each coin man must have a head, arms, legs and a body. The teacher should avoid making any other rules or</p>

	<p>restrictions regarding the form or shape of the coin men. Once the students finish with their coin man creation, they will have to calculate the total value of their coin man.</p> <p>They should count the number of cents in the man's arms, legs and head and write down the values on a sheet of paper.</p>
VISUALS Images/videoclip	
TEACHER PREPARATION	<ul style="list-style-type: none"> - The teacher will need to gather coins of different values or can ask students to bring coins from their home.
TEACHER'S EVALUATION	<p>The teacher will evaluate:</p> <ul style="list-style-type: none"> - The students' knowledge of coins' value. - The students' ability to perform numerical operations.

9. The ability to ask questions

ACTIVITY NAME	The ability to ask questions
OUTPUT NUMBER	IO2
PARTNER	FPP
ACTIVITY & CLASS	Observe an absolutely common object and train the class to ask as many new questions as possible about it to which they do not know the answers. The question about this task will be accompanied by research in extra scholastic time.
DURATION	30' – 40' minutes
OBJECTIVES	<ul style="list-style-type: none"> - reinforce the cognition that the creative process is generated by the ability to ask questions - stimulate the students in the understanding of the "world" behind any object, invention, idea; - understanding the effort and intention to contribute to the improvement of quality of life in common, everyday objects, inventions and ideas.
MATERIALS	5 common use objects, ex. Telephone, pc, electricity, switches, snack machine.
LEARNING ACTIVITY METHOD	<p>The teacher will write 5 questions on the blackboard (the teacher should have a preliminary idea of the answers):</p> <ol style="list-style-type: none"> 1. who invented the object? 2. what is the purpose of the invention? 3. why the invention has worked? 4. how has society benefited from it? 5. how has the inventor benefited from it? <p>The teacher will present the objects one at the time and will stimulate the pupils in thinking about the questions on the board.</p> <p>The teacher will highlight all the questions which have no answer yet and will suggest how many things we still have to discover about the world around us.</p> <p>The teacher will assign each student a small research on an object that the student will choose with the teacher. The child will then answer the questions with every tool available to him/her (including interviews to parents and family).</p>

	<p>The task will be accompanied by a final question: what have you learned in searching for the answer to these simple questions?</p> <p>This final part of the task can be commented in class.</p>
VISUALS Images/videoclip	The students, in their personal task can enrich the research with images.
TEACHER PREPARATION	<p>Before presenting the objects in class find the answers to the questions proposed to the students.</p> <p>The teacher will focus on the sense of curiosity and on stimulating an interested outlook on the environment.</p>
TEACHER'S EVALUATION	<ul style="list-style-type: none"> - how accurate is the deepening of the answers? - how the effort in doing the task has stimulated curiosity and wonder?

10. I can count on me

ACTIVITY NAME	I can count on me
OUTPUT NUMER	IO2
PARTNER	Fondazione Patrizio Paoletti
ACTIVITY & CLASS	<p>Class:8-10 years</p> <p>Taking initiative: Children will start learning from their consolidated skills and qualities (both human and scholastic). The class together will choose the main quality of each of the pupils, which must be confirmed by the child himself/herself. Having received feedback on their competence/quality, everyone can focus on outputs. E.g.: "since I have this competence, I can do: 1,2,3,4,5 ..". He/she can then read them or tell them to the class (all of them or just some of them).</p>
DURATION	<p>Phase 1: 30'</p> <p>Phase 2: 15'</p> <p>phase 3: over time, periodically reinforce the pupil's intentions and understandings on the occasions when he/she can take the initiative</p>
OBJECTIVES	<ul style="list-style-type: none"> - Recognizing one's own skills and competences; - Connecting one's skills and competences to specific tasks; - Gaining confidence in one's own abilities in order to take initiative.
MATERIALS	Each child should have as many sheets of paper as his or her classmates and a large envelope in which you will write your name to receive feedback.

LEARNING ACTIVITY METHOD	<p>Phase1:</p> <p>a) Arrange the class in a circle.</p> <p>b) In turn, each pupil stands up and all his or her classmates are asked to write down their skills and talents on a sheet of paper. These can be qualities in school subjects, sport, relationships or personality.</p> <p>c) All the sheets are handed over to the pupil, who puts them in his or her envelope.</p> <p>d) At the end of the "round", each pupil can share with the class one of the characteristics they have received in which they see themselves and which makes them happy.</p> <p>The phase will end with the teacher emphasising the sense of well-being that comes from knowing that one's qualities are recognised and how this makes us strong.</p> <p>Phase 2:</p> <p>Each pupil will be asked to focus on a sheet of paper on the usefulness and value of the qualities and skills he or she has been recognised as having. He or she will then write down the situations in which he or she will be able to take the initiative thanks to these qualities.</p>
VISUALS Images/videoclip	n/a
TEACHER PREPARATION	<ul style="list-style-type: none"> - No special preparation is required, except to direct attention that all pupils receive positive feedback. - It will be important to check that the feedback received from peers is concretized and translated into opportunities for action and initiative.
TEACHER'S EVALUATION	<ul style="list-style-type: none"> - Were the pupils delighted by the feedback from the class? Were they surprised? - Were they individually able to translate their skills into opportunities for action? (this key step will require the teacher's attention the most).

11. Investigating inventions

ACTIVITY NAME	Investigating inventions
OUTPUT NUMBER	IO2
PARTNER	Fondazione Patrizio Paoletti
ACTIVITY & CLASS	<p>Class: 8-10</p> <p>A number of inventions that have changed the history of humanity are briefly presented in the classroom. In group, children will be able to choose their favorite invention and engage in different investigative steps in order to satisfy any curiosity they may have about it: these may include questions about the person who conceived the idea, questions around the historical period that it is relevant to; the functioning of the invention and all the uses that have been made of it. It will be essential to stimulate creative questions such as: what has this invention allowed? What would the world be like without this invention? What situations would we be living in? And what ideas does this research bring to you? What progress can humanity still make?</p>

DURATION	15' presentation Research (2h in class or homework) 45' group presentation of research to the class 15' classroom commentary
OBJECTIVES	<ul style="list-style-type: none"> - Stimulating curiosity and wonder in children - Becoming aware of the context that generates an idea - Becoming aware of how an idea can be a contribution to society
MATERIALS	If the research work is carried out in class, it is essential to provide individual groups with the opportunity to surf the Internet and (if paper-based research is desired) to print out images and materials.
LEARNING ACTIVITY METHOD	<ol style="list-style-type: none"> 1) divide the class into 4/5 groups 2) The teacher briefly presents to the class 10 inventions that have changed history (examples: the wheel, the bicycle, printed paper, waterworks, electricity, the telephone, television, the internet, medicines that have solved pandemics, one could also choose only those that could help us save the planet: e.g. the sieve to filter sea water, sponges that absorb oil, ecological cars etc.) 3) each group chooses the invention they are most passionate about, but there must be no repetition in the choice. 4) Each group will have to write a research paper answering the following questions: How does the invention work? Which person or group conceived the idea? In which historical period was the invention conceived? What needs did/does the historical period have? What uses have been or can be made of the invention? Has it improved the world? Did it make it more difficult? What would the world be like without this invention? In which situations would we live? And what ideas does this research bring us? What progress can mankind still make? What would you like to see invented in this area? 5) Each group will present their work to the class. At this point, the teacher should point out how many new things have been discovered as a result of the pupils' investigation
VISUALS Images/videoclip	Pupils can use images to enrich their research work at home.
TEACHER PREPARATION	<p>The teacher will select 10 inventions that can involve the class. When dividing the class into groups, care will be taken that everyone can contribute.</p> <p>The teacher will have to consider whether the task can be carried out at school (if there are means and time) or whether it can be assigned at home (if the pupils can work together).</p>
TEACHER'S EVALUATION	<ul style="list-style-type: none"> - How thorough is the research work? - Is it accompanied by in-depth study? - how much awareness of the value of creativity for humanity has been stimulated?

12. How much I learn from mistakes!

ACTIVITY NAME	How much I learn from mistakes!
OUTPUT NUMBER	IO2

PARTNER	Fondazione Patrizio Paoletti
ACTIVITY & CLASS	Class: 8-10 Learning from mistakes: Each child is invited to focus on their own mistakes. Everyone is invited to ask themselves the following questions regarding the mistake: in what situation do I make or have I made this mistake? One can then write at least five reasons for which he/she is grateful for this mistake. It could be fun to wrap up the work with Snoopy's phrase: "I've learned so much from my mistakes that I'm thinking of continuing to make them."
DURATION	30' the same exercise can be carried out several times over time by analysing tasks from different disciplines
OBJECTIVES	<ul style="list-style-type: none"> - Don't look at mistakes negatively but as a step towards becoming more and more capable: mistakes are a great teacher! - Generate awareness that every creative process presupposes progress, but every time I do something new and important I will encounter error! It is a travelling companion. "Only he who does not do does not make a mistake".
MATERIALS	The teacher will choose an individual task already performed by the class.
LEARNING ACTIVITY METHOD	<ol style="list-style-type: none"> 1) Choose a task already completed by the pupils where there is at least one significant error. If it is difficult to select a suitable task from those already completed, the teacher can prepare an activity specifically for this purpose. 2) The pupils will be invited by the teacher to choose the error they want to investigate (the teacher will help them to choose those which are most suitable for the activity). 3) Everyone is invited to ask themselves the following questions regarding the mistake: Is it something I did not understand? Is the mistake due to emotion? (for example, when I am agitated for an exam) Is the mistake due to distraction? in what situation do I make, or have I made this mistake? 4) After having identified the type of mistake every child will write what he/she will have to do /exercise to not make the mistake again; 5) What did I learn from my mistake? That I have to deepen the knowledge of the topic? That I have to relax more? That I must be more focused? 6) They can then write at least five reasons for which he/she is grateful for this mistake. 7) It could be fun to wrap up the work with Snoopy's phrase: "I've learned so much from my mistakes that I'm thinking of continuing to make them."
VISUALS Images/videoclip	n/a
TEACHER PREPARATION	<p>The teacher should select the tasks and errors to be investigated that:</p> <ul style="list-style-type: none"> - lend themselves to the activity; - errors that can be "managed" by the child and about which he is not particularly sensitive, and then increase his capacity for tolerance and deal with more important errors;

	<ul style="list-style-type: none"> - it is important for the teacher to emphasize very strongly the importance of the discoveries that everyone will make about their own mistakes, restoring confidence and a sense of ability; - To help consolidate understanding, the teacher can often take up the process of "insight" generated by the exercise when errors occur in the future.
TEACHER'S EVALUATION	<ul style="list-style-type: none"> - Did the pupils identify the cause and context of their error? (if they have not yet understood, repeat the exercise with other work materials) - Did the pupil manage to have a proactive attitude towards the error? - An important factor is the evaluation over time (has the error been reduced?).

13. Small world big world

ACTIVITY NAME	Small world big world
OUTPUT NUMBER	IO2
PARTNER	Fondazione Patrizio Paoletti
ACTIVITY & CLASS	Curiosity Class: 8-10
DURATION	15' presentation 30' work in groups 15' classroom commentary Homework
OBJECTIVES	<ul style="list-style-type: none"> - Approaching current affairs with an attitude of curiosity and interest. - To initiate in children the important process of asking critical questions about events.
MATERIALS	<ul style="list-style-type: none"> • a local newspapers; • international press releases; • 4-5 photocopies of the first page of each of the newspapers selected (depending on the number of groups the class will be divided into)
LEARNING ACTIVITY METHOD	<ol style="list-style-type: none"> 1) The teacher presents the class with the front pages of the three newspapers. All the headlines of the three newspapers are read together. Comment with the whole class on how the topics on the front pages differ from each other in scale of investigation. 2) The teacher will then read out the details of the piece she has selected for each newspaper. 3) The class will then divide into 4-5 groups. 4) Each group will try to answer (briefly with one or two lines for each question) the 6 questions for each article: Who? What? When? Where? How? Why? 5) Comment together: the individual groups will be asked: What was easiest and what was most difficult? What did you discover that you knew? What did you discover that you did not know?

	6) A homework assignment will be given (the teacher can decide whether to give this research individually or in groups depending on the conditions): Buy a national newspaper, choose a news item that is the pupil's preference (or the group's if this option is chosen), repeat the same survey expanding the quality and depth of the answers (at least 5 lines for each answer). They will produce a research paper linked to the clipping of the chosen article and, if they wish, will be able to insert additional elements (images, more details of the same theme, etc).
VISUALS Images/videoclip	Pupils can use images to enrich their research work at home.
TEACHER PREPARATION	<p>The teacher will examine the front pages of the three newspapers and choose a news item suitable for the work to be done (fairly short articles where it is possible to answer the 6 questions. It is important that the news selected in the local newspaper is about the local area and the news in the national newspaper is about the world or continent).</p> <p>The teacher will emphasize the importance of getting up to date on an ever larger scale and going beyond what is immediately around us to better understand the world, people and events.</p> <p>In fact, it is very likely that the larger the scale (with the international journal), the more complex the work will be and the fewer the pupils will have tools to answer the questions. This is not at all a problem but rather an opportunity to reflect on how much we can still discover and how fascinating it is to be interested in what is 'bigger' and not immediately perceptible.</p>
TEACHER'S EVALUATION	<ul style="list-style-type: none"> - Has the class work helped the pupils to become aware of the concept of "scale of interest" (small events around you vs. big events in the world)? - Was the group work participatory? - Was the homework accurate?

14. Successful products

ACTIVITY NAME	Successful products
OUTPUT NUMBER	IO2
PARTNER	
ACTIVITY & CLASS	<p>Target group/skill category How to define a goal, take the initiative, work in groups and communicate</p> <p>Children divide into groups, choose an object they are interested in, choose a slogan to promote it, define who can be interested in it, and why.</p> <p>Available materials.</p>

	Teacher's activity: the teacher discusses the work with the whole class. The teacher asks the children stimulating questions.
DURATION	Phase 1: 30' Phase 2: 30'
OBJECTIVES	<ul style="list-style-type: none"> - Get across the concept that for something to work it has to be well communicated - Identify the key questions for the success of a product through the right questions (target, diffusion, criticality)
MATERIALS	10-15 Images of commercial objects of various titles and very varied (a shoe, a jewel, a tractor, a musical instrument, a set of colours, a small child's clothing, cat food etc.)
LEARNING ACTIVITY METHOD	<p>phase 1)</p> <ul style="list-style-type: none"> - the teacher presents the objects one by one, saying only their names; - the class divides into small groups; each group chooses an object from those presented (it is possible that the same object is chosen by more than one group); - the class chooses a slogan to sell the object; - each group presents its product and slogan to the class. <p>step 2) the teacher asks the following questions based on the group's work:</p> <ul style="list-style-type: none"> - Why did you choose this product? - Why did you choose this slogan? - Why would people like it? - Who would like it in particular? - How much could it cost? Who might buy it? - Where would you have to advertise this product for your target group to see it? <p>(the important thing is to encourage children to ask lots of questions about the process and also to identify any difficulties they might encounter).</p>
VISUALS Images/videoclip	At the end of the work, if the tools and conditions allow, it will be possible to show the pupils an advertisement for a successful product.
TEACHER PREPARATION	<ul style="list-style-type: none"> - preparation of object sheets - preparation of questions - selection of a successful commercial (if possible, show it in class. if this is not possible, the children can be asked to list the commercials they see on TV, on the internet or in the street)
TEACHER'S EVALUATION	<ul style="list-style-type: none"> - Did the questions stimulate the curiosity of the class?

15. What kind of person do I want to be? How can I train myself?

ACTIVITY NAME	What kind of person do I want to be? How can I train myself?
OUTPUT NUMBER	IO2
PARTNER	Fondazione Patrizio Paoletti

ACTIVITY & CLASS	Class: 8 - 10 How to define a goal: starting from the most important aspirations, learning to listen to one's preferences and confirming one's talents. Individual exercises: examples: What person do you want to be when you grow up? What qualities do you already have? Now define how to make these qualities even stronger in the various areas of life (in the classroom, at home, in sports, with friends). For at least one area detail what you can do when you have developed that quality even more. Then try to place that result in a timeframe. The support of the teacher will be very important both for strengthening skills and for setting goals in an appropriate timeframe. If the child wishes to, they can share their goals with the class.
DURATION	1h
OBJECTIVES	<ul style="list-style-type: none"> - identifying one's deepest aspirations - enhancing one's talents - focus on actions that make use of skills and desires. <p>Given the age of the children and the purpose of the activity, it is important that the work is not directly oriented towards a professional outlet for example, but remains more open to soft skills: what person do I want to become? what talents do I have?</p>
MATERIALS	n/a
LEARNING ACTIVITY METHOD	<p>Individual work. Assign the development of this theme/survey: What kind of person do I want to be? How can I train myself?</p> <ol style="list-style-type: none"> 1) The pupils are asked to describe the human qualities that are most important to them. 2) How can I manifest these qualities already today with my family? with friends and at school? 3) How can I train myself in these contexts to be even more capable in these qualities? Give examples.
VISUALS Images/videoclip	n/a
TEACHER PREPARATION	<ul style="list-style-type: none"> - It is not essential for the child to work alone (without help). the teacher should pay attention to helping the children to make the connection between what they want and what they can do. It will be important that the examples come from them.
TEACHER'S EVALUATION	<ul style="list-style-type: none"> - Were the most important human qualities easily identified? - Is it clear to children how they can manifest themselves? - Is it clear to the children what to do to strengthen them?

16. Actions and Consequences

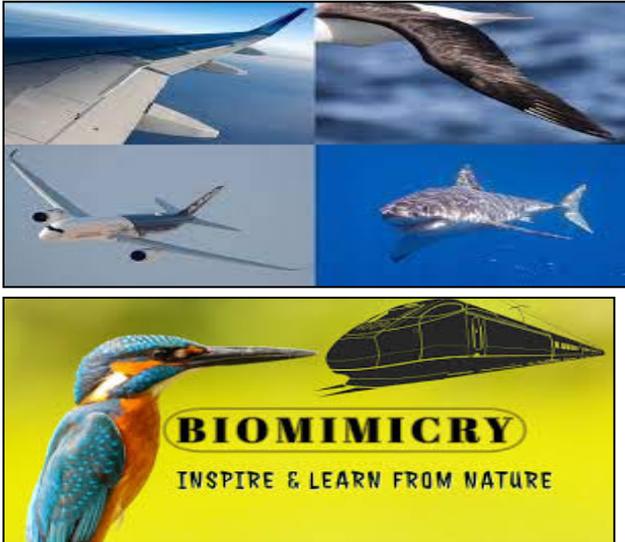
ACTIVITY NAME	Actions and Consequences
OUTPUT NUMBER	IO2
PARTNER	FUTURE FOCUS

ACTIVITY & CLASS	Learning through mistakes Classes: 8-10 years
DURATION	30 minutes
OBJECTIVES	Main: Learning through mistakes Other: Team work and communication; Creativity The goal of the exercise is stimulating children to extract what they learned from their mistakes
MATERIALS	<ul style="list-style-type: none"> • Papers • Pencils
LEARNING ACTIVITY METHOD	<ol style="list-style-type: none"> The teachers shows the videoclip and the images to the students and encourages students to give their opinion on the visuals The students are asked to think and write down simple words that are related to a mistake that the children made They are invited to share with the group, how they learnt from their mistake The students can use different methods to recount their stories including drawing pictures, singing, reading and so on. The other students are encouraged to share their experiences and to make interventions
VISUALS Images/videoclip	<p>WATCH: https://www.youtube.com/watch?v=MQx39z99_Js</p>  
TEACHER	<ul style="list-style-type: none"> • To prepare the materials required to conduct the activity • To find informative material on how to deal with mistakes

PREPARATION	
TEACHER'S EVALUATION	<ul style="list-style-type: none"> • How has this activity helped the students accept that mistakes are common to everyone? • Has the activity helped the students to open up and admit their mistakes? • How has the activity helped the students find an alternative to acts that lead to mistakes? • How has the activity helped students to learn from the act? • How has the activity helped the students to become aware of the consequence of mistakes, and to learn from this?

17. Biomimicry

ACTIVITY NAME	Biomimicry
OUTPUT NUMBER	IO2
PARTNER	Future Focus
ACTIVITY & CLASS	Curiosity Classes: 8-10 years
DURATION	30 minutes
OBJECTIVES	Main: Curiosity Other: Creativity
MATERIALS	<ul style="list-style-type: none"> • Set of cards – animal pack • Set of cards – objects pack • Drawing papers • Pencils
LEARNING ACTIVITY METHOD	<p>The teacher gives a brief explanation about the topic of biomimicry, and shows students pictures/video clip in order to explain this topic.</p> <p>Students are given a number of cards with pictures of animals. These will include eg: dog, cat, bird, insects etc. The students are given another pack of cards with pictures of objects such as airplanes etc.</p> <p>The objective here is to introduce the topic of biomimicry to the students. The students are asked to match pictures to each other, from each of the packs. For instance the bird is matched with the airplane to show that streamlining was inspired from the natural abilities of the bird.</p> <p>The student who creates the match is asked to give a reason why he thinks that the two images match each other. Other students may also give out their opinion.</p> <p>This will help the students to improve on their skill of curiosity about natural potentials around us.</p> <p>The activity can be taken to a higher level where students may be asked to suggest ways on how nature can be applied to help in everyday scenarios, other than the examples already present in the cards. Here the students may create their own pair of flash cards to depict their idea. These new set of cards may be used as a matching game and the student who came up with the idea can explain the link of how that</p>

	<p>natural element can be applied for everyday use. This part of the activity apart from strengthening curiosity, will also help to improve the skill of creativity.</p> <p>Stages of the Activity:</p> <p><u>UNDERSTAND</u>: In this stage students will look at any images/video clips and listen to the explanation provided by the teacher</p> <p><u>DEFINE</u>: During this stage, pupils will put together all the information they gained and are able to understand more.</p> <p><u>IDEAS</u>: Students think of the experience and use the information to try and link the pictures to each other.</p> <p><u>SAMPLE</u>: Students are encouraged to talk about the experience, ask questions and try to come up with more examples.</p> <p><u>TEST</u>: During this last stage students will be able to answer questions related to the activity.</p>
<p>VISUALS</p> <p>Images/videoclip</p>	 <p>WATCH: https://www.youtube.com/watch?v=V2GvQXvjhLA</p>
<p>TEACHER PREPARATION</p>	<ol style="list-style-type: none"> 1. To prepare packs of cards for the activity 2. To find videoclips/images related to the activity
<p>TEACHER'S EVALUATION</p>	<ul style="list-style-type: none"> • Can the students come up with the matching pairs of images? • Can the students talk about the connection between the two images? • Can the children come up with more ideas besides those present in the cards.

18. Group Ideas

ACTIVITY NAME	Group Ideas
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OUTPUT NUMBER	IO2
PARTNER	FUTURE FOCUS
ACTIVITY & CLASS	Classes: 8-10 years
DURATION	30 minutes
OBJECTIVES	Main: Teamwork and Communication Others: Learning from mistakes; Taking initiative; How to define a goal
MATERIALS	<ul style="list-style-type: none"> Images and videoclips related to the activity
LEARNING ACTIVITY METHOD	<ol style="list-style-type: none"> The teacher encourages initiation of discussion by showing related images/videoclips The teacher asks the students to recount stories showing how they initiated communication and encouraged teamwork These stories could be divided into categories example <ol style="list-style-type: none"> communication at school communication at home communication to reduce conflicts The students are divided into smaller groups or teams in accordance with their preferred category Students within each team start a discussion and share ideas on the topic of their category The teams are given a time slot each to recount their stories Other teams comment and make their own interventions <p>This will be followed by a week of class activities around the theme of communication with good initiative being rewarded with stars on a board. Instruction to teacher: The teams have to agree, during brainstorming/sharing, on which particular aspect they are going to start their communication within their group.</p>
VISUALS	<p>Images/videoclip WATCH: https://www.youtube.com/watch?v=ALtsSru4jzE</p> 
TEACHER PREPARATION	To show images and videos to the class and encourage the initiation of brainstorming and discussion within the classroom.
TEACHER'S EVALUATION	<ul style="list-style-type: none"> How far has this activity encouraged communication within the class?

	<ul style="list-style-type: none"> • Has there been communication from the students to the teacher? • Has there been increased communication between the students? • Did categorisation of ideas bring for the creation of teams? • Did students with similar ideas work together as a team? • Has the sharing of similar ideas helped the students to communicate better with others within the class?
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19. Jewellery from Nature

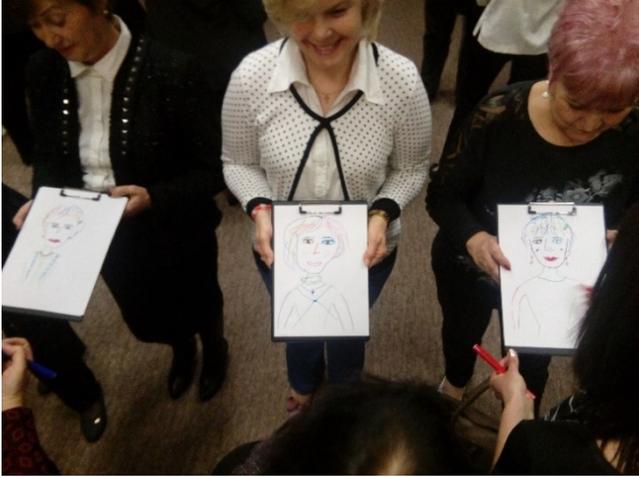
ACTIVITY NAME	Jewellery from Nature
OUTPUT NUMBER	IO2
PARTNER	FUTURE FOCUS
ACTIVITY & CLASS	Creativity Classes: 8-10 years
DURATION	30 minutes
OBJECTIVES	Main: Creativity Others: Team work and communication; Curiosity
MATERIALS	<ul style="list-style-type: none"> • Clay • Clips • Pottery tools
LEARNING ACTIVITY METHOD	<p><u>On-site Activity</u> The class goes to the nearest field/forest</p> <p>The students are to:</p> <ol style="list-style-type: none"> Observe the environment around them Collect twigs, leaves, little stones <p><u>Class-based Activity</u></p> <ol style="list-style-type: none"> The students are given clay and pottery tools The teacher shows the images to inspire creative ideas from the student Students as a group come up with ideas of what they can create The students design jewellery from the clay using the objects collected as inspiration to create their own item The pottery teacher will help the students to integrate their ideas in order to make the design they have planned. Accessories such as clips are provided by the teacher. <p>The scope of this activity is to encourage the children to observe and create by getting inspiration from the things around them.</p>
VISUALS Images/videoclip	 

	WATCH: https://www.youtube.com/watch?v=hDNN_JxMfFA
TEACHER PREPARATION	<ol style="list-style-type: none"> 1. To obtain the necessary material before the session 2. To obtain consent form from parents to go out on excursion 3. Repeat the security and safety rules for being outside the school
TEACHER'S EVALUATION	<ul style="list-style-type: none"> • What have the students learnt from their observation of the place around them? • How creative have the students been with creating things inspired by nature? • How far has this activity improved the creative skills of the children?

20. How do I look in the eyes of the others?

ACTIVITY NAME	How do I look in the eyes of the others?
OUTPUT NUMBER	IO2
PARTNER	“Values, Virtues, Integrity” Foundation
ACTIVITY & CLASS	CURIOSITY Classes: 8-10 years
DURATION	From an hour to an hour and a half
OBJECTIVES	<p>Main: To stimulate curiosity</p> <p>Other:</p> <ul style="list-style-type: none"> To stimulate creativity To reflect on the correlation between how a person is perceived and how s/he is perceived by others To overcome possible fears of acceptance by having fun
MATERIALS	<ul style="list-style-type: none"> Clip boards (one for each participant) Sheets of A4 paper (one for each participant) Multicolored markers (enough for all participants) Chairs (optional) Scotch tape
LEARNING ACTIVITY METHOD	<p>It is talking and drawing exercise.</p> <p><u>Part 1</u></p> <p>The teacher says a few introductory words about how important it is to look good. S/he may point out that in the past, artists painted portraits of princes and princesses, and these portraits were used to evoke marriages between royalties. The teacher asks the children how they think they look in the eyes of others. Each participant is given the floor to describe how s/he believes s/he is viewed by the others. What specific features or details do they think others would capture? Whether they are worried about what others will notice or not? And are they curious to understand how other children perceive them?</p>

	<p>This part of the activity should sound serious, as a counterpoint to the fun part that will follow. The teacher should encourage the children to express themselves without worrying much about the reaction of others, while at the same time finding ways to predispose shy children.</p> <p><u>Part 2</u></p> <p>The teacher invites the children to form two circles – inner and outer ones. Both circles must be formed by an equal number of participants. If the number is unequal, the teacher (or her/his assistant) stands in one of the two circles to equalize the number and gives instructions from there.</p> <p>There are two ways to make circles - by standing or sitting individuals. For a smaller number of participants it is recommended that the participants are on their feet, for a larger one - to be seated. In the second case, it is necessary to have more space to fit the two rounds of chairs.</p> <p>In any of the above mentioned settings, the teacher makes sure that in front of each participant stands another participant. Then the teacher gives details and explain the rules of activity. The kids in the inner circle are supposed to be the models, while the kids in the outer circle act as painters. Each 'model' receives a clip board with an A4 sheet of paper attached to it. Each 'painter'/'artist' gets a different color marker. The purpose of the activity is for the artists to jointly draw portraits of each of the models.</p> <p>At a sign given by the teacher, for 20-30 seconds, each painter/artist first looks at the person in front of him/her and then makes just a sketch of the model's portrait. The idea is for the drawing person not to make the whole portrait, but only a part of it, leaving room for other other painter to develop and complete the portrait. After the first interaction, the models stay at their places, while each painter steps aside and moves in front of the next model, making the next sketch in the new model's portrait. This way the painters move around, putting more features in the portrait of each model, until they reach to the initial position. At the end of the process each model gets a portrait made by the hands of all painters.</p> <p>During the process, models do not have to look at how their portraits are formed. This is done in order to sharpen their curiosity and the final result to be a surprise for them.</p> <p>Once the cycle is complete, the teacher gives the children a little time to look at the portraits. The process gets repeated with changed roles – the "models" becoming painters and vice-versa.</p> <p><u>Part 3 (optional)</u></p> <p>The class or the group of children may have an exhibition with the artistic products of the process. They can simply arrange the portraits next to each other by sticking them with paper scotch tape on a long wall. The teacher should give 10-15 minute forthe children to look calmly at both their own portraits and those of the other participants in the process. The teacher should give the children 10-15 minutes to look at both their own portraits and those of their peers. The teacher then invites the children to sit in a large circle to discuss what happened.</p> <p>If the debriefing takes place in another room, children should be allowed to take their portraits. In any case, they must maintain visual contact with the portraits during the discussion.</p>
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	<p><u>Part 4</u></p> <p>The teacher does the debriefing after the activity. This may happen in a big circle. The questionc might be the following:</p> <ul style="list-style-type: none">- How did you feel during the exercise?- Did you feel more comfortable in the role of an artist or in the role of a model? Why?- Do you like your portrait?- Did the portrait surprise you with something?- What are your distinctive features (that you know) depicted in the portrait?- Are there details in the portrait that you did not suspect your classmates would capture?- What did the artists depict that you don't know about yourself?- Does your portrait contain elements of your clothing?- How would you dress or what would you complement your image with if you went to a business meeting?- Would you show your portrait and to whom? What do you think the reaction would be?
<p>VISUALS</p> <p>Images/videoclip</p>	<p>Version of the activity held during a blended mobility for young people and youth workers in Velingrad, Bulgaria (June, 2019)</p>  <p>Version of the activity during a teacher training in Nesebar, Bulgaria (March 2018)</p> 

	<p>Outputs of the activity held during the youth exchange “Out of the box”, held in Samokov, Bulgaria in August 2019</p>  <p>Source: VVIF photo archive of accomplished projects</p>
<p>TEACHER PREPARATION</p>	<p>This activity is really fun. The teacher can always count on the exercise to create a good atmosphere in the classroom. At the same time, it is good to extract from the exercise all the significant benefits for both the children and the thematic area - in our case entrepreneurial skills.</p> <p>The teacher must also be well prepared for the logistics of the exercise. Space is needed, especially if the activity is done on chairs. The chairs are good considering that all the 'artists' have to move to the next 'model' to start the next stage of painting (i.e. there will be no chair that is not occupied.). This will make it easier for the teacher to control the process. If the exercise is performed in an upright position, there is always a risk that an artist will be slower and a cluster may form in some part(s) of the circle – i.e. two or three artists to wait their turn in front of a certain model, and other models to be left without an artist in front of them.</p> <p>The teacher must also give the instructions aloud (possibly through a microphone so that everyone can hear) and ensure that the children move smoothly and in a synchronized manner in the outer circle.</p>
<p>TEACHER'S EVALUATION</p>	<p>The teacher can evaluate the activity at several levels:</p> <ul style="list-style-type: none"> - The emotional response and the quality of fun during the activity. - The depth and quality of pupils' reflection on their portraits. - The degree of development of children's ability to judge how they look in the eyes of others. - Willingness to change the look in order to achieve results (in a social and/or entrepreneurial context).

21. Will this product sell or not?

<p>ACTIVITY NAME</p>	<p>Will this product sell or not?</p>
<p>OUTPUT NUMBER</p>	<p>IO2</p>
<p>PARTNER</p>	<p>“Values, Virtues, Integrity” Foundation</p>

ACTIVITY & CLASS	CURIOSITY Classes: 8-10 years
DURATION	Once for one hour or repeatedly for 10-20 minutes
OBJECTIVES	Main: To stimulate curiosity Other: To sharpen observance and critical thinking To help develop communication and argumentation skills To enhance reasoning, analytical and marketing skills To help understand casual relationships To develop abilities to prevent future failure and to plan for future success
MATERIALS	New products/services on the market that will become an object of scrutiny Computer with Internet connection and an overhead projector
LEARNING ACTIVITY METHOD	<p>The activity relies on provoking a discussion among the participants about the fate of the product or service in question.</p> <p>The teacher (or the pupils) finds real, everyday examples of innovation from around the world or local sources and briefly present them to the class. These can include examples of new products designed for the market. Some of the best discussion stems from “bad examples” – i.e., consumer products that the student or teacher believes may not succeed. After introducing the item, the pupil/teacher passes the item around the room and the participants in the process explains why they believe it will succeed or fail.</p> <p>The items may be purchased at a store, or pupils may bring in news about new product releases. Objects for scrutiny could be simple merchandise like a school backpack or sophisticated appliances like smartphones. Or the teacher/pupil(s) may do a presentation about a product/service on the Internet or show a catalog, advertisement or other information material for an item for sale. It is preferable for the object to be examined to be tangible so that it can pass through the hands of everyone and each participant expresses an opinion and makes a prediction.</p> <p>At the end of the process, a kind of voting can be done to illustrate the opinions of the participants. If more subjects are considered within the class, they can be divided into two piles - successful and unsuccessful, depending on the expressed opinions and conclusions.</p> <p>The process can be repeated several times with new products, as long as there is interest and children gain the confidence of marketing experts.</p>
VISUALS Images/videoclip	Similar proces in 55-th “Prtko Karavelov” School in Sofia, Bulgaria (April, 2019)

	 <p>Source: VVIF photo archive of accomplished projects</p>
<p>TEACHER PREPARATION</p>	<p>The teacher first has to decide whether the activity will be done once or repeatedly. Each option has its strengths and weaknesses.</p> <p>The one-time implementation of the process allows many products and services to be considered within the allotted time. In this case, the teacher must provide the items for examination. The teacher can procure some of them and s/he can also give the pupils the task of bringing similar products from home or looking online for a new or innovative service to present to the class. A variety of goods is recommended to get children used to analyzing different items, regardless of their shape and composition.</p> <p>Repeated implementation of the process in smaller time intervals gives children the opportunity to get used to the activity and look forward to it. In this case, the teacher must consider how much time of the class s/he wants to spend on this activity and how many times (and in which classes) to repeat. The teacher can give individual and/or group tasks to specific children to prepare the next edition of "Sellable or not?" until all pupils in the class take their turns. Of course, the teacher must be prepared with a backup option, in case the children do not bring the necessary materials for the process.</p>
<p>TEACHER'S EVALUATION</p>	<p>The most important thing in this activity is the participation of everyone. The item(s) must pass through everyone's hands. Each participant must do observation, reasoning, and justification about whether the product/service will be successful or not.</p> <p>The more arguments that are made (even contradictory ones), the better. To provoke this type of response, the teacher can use the following questions:</p> <ul style="list-style-type: none"> - What do you see? - What is the purpose of this subject/appliance? - Would you personally buy it and why? - How many days would you work to acquire this item? - How is this product/service useful? - Why do you think people will not prefer this product/service? - What is fundamentally new in this product? - How is it different from the others? - What does it lack to attract you?

	<ul style="list-style-type: none"> - What would you further improve in it? - How would you persuade your parents to buy it for you? <p>Depending on the intensity of the discussion and the quantity and quality of the arguments presented, the teacher can judge the success of the activity.</p> <p>Finally, as a surprise and/or if appropriate, the teacher may give as a gift the subject under discussion to the student who gave the most original, persuasive, or comprehensive answer.</p>
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22. The Magic Wand

ACTIVITY NAME	The Magic Wand
OUTPUT NUMBER	IO2
PARTNER	“Values, Virtues, Integrity” Foundation
ACTIVITY & CLASS	LARNING THROUGH MISTAKES Classes: 8-10 years
DURATION	From 90 min to one day (depending on the setting)
OBJECTIVES	<p>Main: To help pupils recognize bad conduct/behavior, suggest alternatives, and propose correcting actions</p> <p>Other: Taking initiative Critical thinking Overcoming of guilt Creativity Positive attitude</p>
MATERIALS	<p>A white sheet 2m x 3m (or larger)</p> <p>A rope or a wooden stick to keep the sheet straight</p> <p>Clips to attach the sheet to the rope/stick</p> <p>A projector or video-projector</p> <p>A laptop (optional)</p> <p>Paper material and other various props</p> <p>A lot of imagination</p>
LEARNING ACTIVITY METHOD	<p>Shadow theater is a very simple and easy tool to implement with children. At the start of the activity the teacher intruduces to the children the „scene” and the „audience” part of the room. Each child is invited to the scene in order to pass close to the sheet and get to know the shadow. the kids in the class might be asked to do a sketch/etude with two ends – first unhappy and then happy. The sketch/etude may be comprised of 2-3-4 logically connected scenes, usually severed from each other with a stop-motion (the light is switched out and, when switched on again, another scene begins). The ‘unhappy’ version presents wrong behavior, or mistake of choice or conduct, in a certain situation, and the situation logically develops into an unhappy end. The ‘happy’ version begins from the moment after which the things when wrong. It starts with a stop-motion immediately before the error occurred and then the plot develops alternatively, leading to a positive solution.</p>

	<p>The magic stick is in the hand of a little fairy, who intervenes in the crucial moment, changing the course of the presented story. The fairy touches with her magic stick the heads (or the hearts) of the participants in the story and they change their minds and do something differently from what they have done before.</p> <p>When the pupils feel confident with this means of expression, the teacher divides them into small groups of 4-5 persons and gives them the task to think of a story on the model of the magic wand to present to the other participants.</p> <p>The teacher must give each team enough time to first invent a script and then rehearse their own sketch. If necessary, s/he must subtly help them to cope with this not easy task.</p> <p>The inclusion of a musical background in the performance gives a very good result, so that the pupils should be well encouraged to do that as well.</p> <p>Generally, the teacher is expected to give creative freedom to the young actors and to intervene with advice, an idea or a recommendation only when necessary, especially in the formation of the plot (where children usually encounter the greatest difficulties) and with the stills (the timing of the stop-motion moments). In some cases it is useful the teacher to support children by simplifying their script in case it has too many actions and might be hard to understand.</p> <p>The method strongly encourages innovation and creativity and makes participants think on how to visualize their ideas. At the same time it is equally powerful as an impact on the audience, which may be composed of other pupils in the class, other classes, or the entire school community (including teachers and parents).</p> <p>In the framework of the education on entrepreneurship and the competence <i>Learning through mistakes</i>, the method is also very useful as it presupposes the involved young actors first recognize where the error is, and then take action to correct it.</p>
<p>VISUALS</p> <p>Images/videoclip</p>	<p>Final scene of a shadow theater performance based on <i>the magic stick</i> concept, held on August 20, 2020 in the town of Velingrad, Bulgaria (the fairy with the magic stick is in the center of the image).</p> 

	<p>Source: VVIF photo archive of accomplished projects</p> <p>Videoclips from the four miniatures comprising the performance can be seen at the Facebook page of the project “Shadows of the change in Lesichovo municipality”:</p> <p>https://www.facebook.com/Сенки-на-промяната-в-община-Лесичово-628352271148762</p>
TEACHER PREPARATION	<p>The teacher together with the children have to change the setting of the room and to make it suitable for shadow theatre. This involves darkening of windows (with thick curtains, blinds or otherwise) and installing the equipment for making a shadow theatre. They must hang the rope on two different parts of the room and put the sheet on it using clips. Thus two separate spaces are formed – the "scene" and the "audience".</p> <p>If pupils are unfamiliar with shadow theater, the teacher can initially play videos for them about this art and then invite them to try it. This is done by first introducing the children to their shadows (all the children pass between the spotlight and the sheet, examining their reflection), followed by a series of simple exercises for one, two or three persons such as performing simple actions, professions or animals and letting the others to guess what they are performing.</p> <p>If appropriate time, support and conditions are provided for the whole creative process, the teacher(s) and the audience will most probably be fascinated with the production of the kids.</p>
TEACHER'S EVALUATION	<p>It is not difficult to evaluate this activity. The teacher simply has to rate the enthusiasm of the participants in the creative process and the applause of the audience.</p> <p>If the storytelling is well structured and the finale of the sketch is spectacular, both the actors and the audience will long remember what the mistakes presented as a matter of fact are and what is supposed to be learned from them.</p>

23. From two pencils – a millionaire

ACTIVITY NAME	From two pencils – a millionaire
OUTPUT NUMBER	IO2
PARTNER	“Values, Virtues, Integrity” Foundation
ACTIVITY & CLASS	TAKING INITIATIVE Classes: 8-10 years
DURATION	One day, week, month or other specified time
OBJECTIVES	<p>Main: To develop sense of initiative and entrepreneurship</p> <p>Other: Innovation Combinatorial thinking Tactical and strategic planning Taking advantage of opportunities</p>

	<p>Communication skills Persuasion skills Learning from success/mistakes</p>
MATERIALS	Two pencil for each team/participant
LEARNING ACTIVITY METHOD	<p>The method is based on learning from experience, trial and error, and striving for improvement in each subsequent cycle of the process. The activity is a replica and adaptation of the famous story of the entrepreneur who originally had two apples, sold them, bought four, etc., until he had amassed a fortune. In this case, instead of the two apples, the teacher will give the students as initial capital two pencils (or other common objects in school life). The game can be played during breaks – individually by each pupil or in teams of 3-4 pupils. The task for the players is to go out of the classroom during the breaks (within the school), take the initiative to talk to pupils from other classes or teachers, negotiate with them, and exchange the pencils for other object(s) of greater values/price than the pencils. Then, in the same manner, the participants have to exchange the exchanged object(s) for other object(s) that is/are more expensive and so on... The winner is the participant/team with the most expensive object exchanged within a day (week or defined by the teacher period of time).</p> <p>The teacher may prepare a special paper forms that the kids will fill in after each transaction, documenting what the next object is and when and by whom it was acquired. This will help the participants to account for turnover and to remember the steps and participants in the capital increase.</p> <p>At the end of the day (or the agreed period), the teacher gathers the participants and they have to demonstrate what the two pencils have become. Each participant/team shows the commercial achievement, evaluates the value of the acquired object(s), and tells the story behind it.</p> <p>The teacher facilitates the debriefing with a focus on participants' experiences, successful and unsuccessful transactions, and the lessons learned during the process.</p>
VISUALS Images/videoclip	 <p>Source: VVIF photo archive</p>

TEACHER PREPARATION	<p>The teacher has to prepare with the story of the millionaire who has started with the two apples and this way to motivate the pupils, at least as a game, to follow this mythical example. The better option is at the beginning to divide the class into groups of 3-4 participants so that the latter can support each other.</p> <p>The teacher can vary:</p> <ul style="list-style-type: none"> - the number of participants in the groups (thrios, pairs, singles, larger groups); - the objects that form the initial capital (it could be as in the story itself – two apples, or one chocolate, or concert/movie tickets, etc.); - duration of the activity (from one day up to a week or longer) - venue of the activity (it can be not only at school, but also at home, or on vacation, etc.). <p>The teacher must give freedom (of initiative) to the participants, but at the same time s/he must take measures to prevent cheating. Rules must be set not to 'trade' with parents, relatives, and close friends.</p> <p>It is recommended that the activity should not be a one-off action. At least three or four plays of the game are necessary to develop the related personal skills. In fact, the more the game is played, the more opportunities there are to change parameters and gain new and valuable experience.</p>
TEACHER'S EVALUATION	<p>The teacher has to evaluate the activity at several levels:</p> <ul style="list-style-type: none"> - Willingness/motivation of the participants to take the challenge: it is not easy for the kids to go out bargaining, so the mere fact that the teams/participants will do that is a mere success. - The largest number of transactions made: the teacher has to distinguish the team that has made the longest chain of transactions, whether successful or not. This means that the team members have shown the greatest initiative and have been convincing in the effort of exchanging and increasing the value of start-up capital. - The steepest increase of value: the teacher has also to distinguish the most successful deal, which has increased the available capital the most. At the same time, s/he must analyze this transaction with the group and all participants must assess how fair and real it is. - The steepest decrease of value: attention must also be paid to the most unsuccessful transaction. Questions can be asked about how it affected the overall process - whether it discouraged participants and how and whether they found the strength to overcome the failure and move forward.

24. “Who wants to be a millionaire?” for kids

ACTIVITY NAME	“Who wants to be a millionaire?” for kids
OUTPUT NUMBER	IO2
PARTNER	“Values, Virtues, Integrity” Foundation
ACTIVITY & CLASS	TEAM WORK AND COMMUNICATION Classes: 8-10 years
DURATION	One to four hours
OBJECTIVES	<p>Main: In a competitive setting to stimulate team work and communication in order to win a popular game</p> <p>Other: Increase knowledge in the business/entrepreneurship field</p> <ul style="list-style-type: none"> Perform in front of an audience Decision making in a tense situation Logical thinking Elimination of implausible alternatives Making a choice
MATERIALS	<p>Pre-prepared questions in the field of economics and business</p> <p>Pre-prepared cards with four possible answers to a question</p> <p>Setting of the room as close as possible to that of the game "Who wants to be a millionaire?" in the respective country.</p>
LEARNING ACTIVITY METHOD	<p>The learning method is a simulation of the television game show “Who wants to be a millionaire?” – adapted for minors, focused on questions related to the economy and business field, and tailored to the level of knowledge of the children of the age group.</p> <p>The class divides in three or more teams. Each team chooses a contestant. The contestant can also be determined by pre-play within the team itself.</p> <p>In the real game, each contestant answers eight questions from the “business” world, prepared and presented in the fashion of the popular TV game show “Who wants to be a millionaire?”. If hesitating, the contender has the help options “Call a friend” (from his/her own team), “Help from the audience” (from all teams and spectators) and “Eliminate two of the wrong answers” (the teacher does this for the participant).</p> <p>The team whose contestant has answered most of the questions wins. In equal score – a tie-breaker.</p> <p>It could be agreed that the contestants be two, three, half of the team or the whole team (this would considerably extend the duration of the game).</p> <p>The prize fund (real or symbolic) might come from outside or be collected from the participants (or their parents) so that they could be more engaged. Instead of money, the prize fund could be composed of candies, balloons, cookies, etc.</p> <p>It is recommended that the correct answers to the questions with increasing difficulty have the following real or symbolic value: Question 1 – 50 Euro cents Question 2 – 1 Euro</p>

	<p>Question 3 – 2 Euro Question 4 – 5 Euro Question 5 – 10 Euro Question 6 – 20 Euro Question 7 – 50 Euro Question 8 – 100 Euro</p> <p>It is not recommended to have questions in which the wrong answer to lose money.</p> <p>Two competing options are possible: - The contestant answers all the questions, whether correct or not, taking money/points only for the correct answers. - The contestant answers and collects points/money while answering correctly; in case of a wrong answer s/he drops out and does not receive more points.</p> <p>The first option is good when the team has only one contestant or two-three, while the second option is better in case most of the team or the whole team plays.</p> <p>When more than one participant plays, the results of the individual participants are summed and the team with the highest score wins.</p>
<p>VISUALS Images/videoclip</p>	<p>https://en.wikipedia.org/wiki/Who_Wants_to_Be_a_Millionaire%3F Source: Wikipedia</p>  <p>Source: https://bntnews.bg/bg/a/8-godishen-uchastnik-v-stani-bogat (article about the youngest participant in the TV show game in Bulgaria – a 8-year old boy).</p>
<p>TEACHER PREPARATION</p>	<p>The teacher must first talk to the class and together choose the duration and the specific version of the game.</p> <p>Participants must be given a certain amount of time to prepare for the game (a couple of days, a week or more, depending on the agreement).</p> <p>The teacher has to set the room as close to the original of the TV show game as possible.</p> <p>Obviously, the teacher must be ready to act as the host of the show (unless s/he is replaced by one of the students).</p> <p>But the most important thing is to prepare a sufficient number of questions (and possible answers) of the appropriate level of difficulty. The teacher can prepare them himself/herslef, but s/he can also engage the students to come up in advance with such questions & answers. In the latter case, luck will be involved</p>

	<p>in the game, as the contestant could pull out a question asked by him/herself. A mixed option is as well possible (and even recommended): some of the questions to be prepared by the teacher and others by the students.</p> <p>Following is an example set of questions for the respective levels:</p> <p>Question 1 (50 Euro cents): What is the currency unit of our country? Answers: A. Euro; B. The old currency (before the Euro) or the current one has to be mentioned here – for example in Bulgaria it is Lev; C. Dollar; D. Ruble.</p> <p>Question 2 (1 Euro): How many euro cents are there in one euro? Answers: A. 1; B. 10; C. 100; D. 1000.</p> <p>Question 3 (2 Euro): Which is the institution that distributes loans? Answers: A. My father; B. The school; C. The bank; D. The government</p> <p>Question 4 (5 Euro): Is it true about the salary? Answers: A. Not subject to taxes. B. Paid regularly; C. The same for everyone in the company; D. The only thing that is taken into account when looking for a job</p> <p>Question 5 (10 Euro) What can an entrepreneur afford not to understand? Answers: A. Business; B. Management; C. Commercial Law; D. Music</p> <p>Question 6 (20 Euro) What is social entrepreneurship? Answers: A. It is not entrepreneurship at all. B. It is made only by adults. C. It does not require risk; D. It is done for the benefit of socially vulnerable people</p> <p>Question 7 (50 Euro) Who is subject to value added tax? Answers: A. The students; B. The citizens; C. The companies; D. The state.</p> <p>Question 8 (100 Euro) A company with an initial capital of 100,000 euros and the same annual profit has doubled its capital in four years; what is the annual growth of profits? Answers: A. 10,000 euros per month; B. Twice; C. Eight years; D. 25%.</p> <p>If the teacher has difficulty determining the complexity of the questions, each correct answer can carry an equal amount of money/points (for example, 1, 5, 10 or more). In this case, the team with the highest score wins.</p>
TEACHER'S EVALUATION	<p>The teacher has to evaluate the activity using the following sample question:</p> <ul style="list-style-type: none"> - Did you have fun? - Did you get support from your teammates? - Are you satisfied with your contestant(s)? - Is the result of the game fair? - Did you understand the meaning of the questions? - Were there any misleading questions? - Did you know the answers to the questions or did you guess?

	<p>- How did you choose the answers to the questions – by wild guessing or by reasoning? What strategies did you use?</p> <p>- How much money do you think you will make if you actually participate in the show "Who wants to be a millionaire"?</p> <p>- Do you really want to become a millionaire?</p> <p>- Why do you want to become a millionaire?</p> <p>- What do you need to do to become a millionaire?</p>
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25. "Flea Market"

ACTIVITY NAME	"Flea Market"
OUTPUT NUMBER	IO2
PARTNER	Akademie für Politische Bildung und demokratiefördernde Maßnahmen
ACTIVITY & CLASS	Financial Education Classes: 8-10 years
DURATION	
OBJECTIVES	Main: Financial Education Other: Creativity
MATERIALS	<ul style="list-style-type: none"> • Paper and pens to identify, write on and price the products • Paper to make lists of who offered which toys and who sold them • Tables // armchairs // shelves // rooms • Computers to use digital tools • Printer • Scanner
LEARNING ACTIVITY METHOD	<ul style="list-style-type: none"> • The teacher introduces the project "We're going to make a flea market". • The pupils deal with the advantages and disadvantages that can arise when products are bought new or used. (Warranty,) • The pupils deal with the terms economic, economic and social sustainability. • The pupils deal with how a flea market is set up and which work steps have to be completed before the actual event. • The students deal with the topics: Advertising & Sponsoring. • The pupils develop a joint work plan and describe all the work steps that are necessary to hold a flea market and what work is necessary after the flea market. - What happens, for example, with items that are not sold and can no longer be picked up, because these items were donations? • The students are divided into groups and prepare their assignments. These could be: <ul style="list-style-type: none"> • Create lists of who wants to sell what • A group takes care of donations • A group takes care of Webefolder • Perhaps there are also purchase tokens instead of the money • A group organizes the catering for the guests • A group organizes the setup,

	<p>This will help the students awaken their entrepreneurial spirit.</p> <p>The activity can be taken to a higher level if the students are asked to do accounting for sales, profits, ancillary costs, variable costs, etc.</p> <p>Levels of activity:</p> <p>THEORETICAL INPUT: The students acquire knowledge on topics relating to economic issues in trade.</p> <p>IDEAS COLLECTION: Students reflect on experiences they had while visiting a flea market and use this information and their creativity to try to come up with a new flea market concept for their project.</p> <p>PLANNING: In this phase the students describe the necessary work steps.</p> <p>EXECUTION: In this phase, the students conduct the flea market.</p> <p>FOLLOW-UP: The students restore the status quo and settle the costs of the flea market.</p>
VISUALS Images/videoclip	
TEACHER PREPARATION	<ol style="list-style-type: none"> 1. Prepare theoretical inputs 2. The teacher must react extremely flexibly and provide content on request. (When students work with digital tools, such as creating brochures or want to produce small commercials that they want to forward to friends for promotional purposes ...)
TEACHER'S EVALUATION	<ul style="list-style-type: none"> • Can the students understand entrepreneurship? • Can the students better understand the product cycle and its influence on it, especially in connection with the sustainable development goals - SDGs? • Can students use new digital tools to emulate / carry out entrepreneurial activities on a small scale?
Evaluation Questionnaire	<p>To access the questionnaire, you can use the following QR Code (please open the "Photo" application of Your phone, you should find an icon to scan the QR code: target it to the and on the screen You should see a notification to open the webpage that contains the evaluation form). The questionnaire is also available at the following link: www.kidpreneurship.eu/q</p> 

26. Mr. & Mrs. Right

ACTIVITY NAME	Mr. & Mrs. Right
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OUTPUT NUMBER	IO2
PARTNER	Akademie für Politische Bildung und demokratiefördernde Maßnahmen
ACTIVITY & CLASS	Learning through mistakes Classes: 8-10 years
DURATION	
OBJECTIVES	Main: Learning through mistakes Other:
MATERIALS	<ul style="list-style-type: none"> • Prepared exercises • Error patterns • Videos to show that you can learn from mistakes (best practices)
LEARNING ACTIVITY METHOD	<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. What kind of mistake did they make? How did it make you feel? 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 child who is present in the group. It is best if the person is called by an imaginary name. They should now think about what they thought when that person made a mistake? 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 The teacher hands out exercises and the children have to look for mistakes. These can be different exercises.</p>

	<p>Exercises from the Internet Errors that the pupils find, for example, in a text in German, 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"> • The following factors should be considered in this exercise: Students can reduce the likelihood of making mistakes by 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. • 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.
<p>VISUALS Images/videoclip</p>	<p>WHATCCH: https://youtu.be/ndvt89ybSSE https://youtu.be/E0TA60qo4-o https://youtu.be/iNVxv8w5ILE</p>
<p>TEACHER PREPARATION</p>	<p>3. To prepare exercises for the activity</p>
<p>TEACHER'S EVALUATION</p>	<ul style="list-style-type: none"> • 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? • Can the pupils recognise that mistakes are opportunities and that one learns from mistakes? • Can they develop strategies to minimise mistakes in certain areas and tasks in the future?
<p>Evaluation Questionnaire</p>	<p>To access the questionnaire, you can use the following QR Code (please open the “Photo” application of Your phone, you should find an icon to scan the QR code: target it to the and on the screen You should see a notification to open the webpage that contains the evaluation form). The questionnaire is also available at the following link: www.kidpreneurship.eu/q</p>



27. World Café

ACTIVITY NAME	World Café
OUTPUT NUMBER	IO2
PARTNER	Akademie für Politische Bildung und demokratiefördernde Maßnahmen
ACTIVITY & CLASS	Creativity Classes: 8-10 years
DURATION	
OBJECTIVES	Main: Creativity Other: Teamworking & Communication
MATERIALS	<ul style="list-style-type: none"> • Flipcharts • Flipchart pens • different crayons
LEARNING ACTIVITY METHOD	<p>The World Café is suitable:</p> <ul style="list-style-type: none"> • when many different kids think together about a complex topic such as class rules • if everyone's point of view on a question or topic should be visible • as a kick-off event for a change process <p>The World Café</p> <p>The intention of the World Café is to bring as heterogeneous a group of people as possible into intensive discussions: Creative solutions and ideas are to emerge through a lively exchange on a common topic. This is to be done by networking and stimulating the thoughts of the participants and using the "collective intelligence of the group".</p> <p>20 to several hundred participants.</p> <p>The children are asked a single question or a sequence of coordinated questions.</p> <p>The children talk about the individual questions at their tables for about 5 minutes. Then each child looks for a new table and brings what they have learned so far as an "opinion report" to the newly formed group.</p> <p>Only one child remains at the old table. As the "host", he welcomes the new children and tells them what has been discussed at their table so far. Then everyone continues to work on the old or new question until there is the next change, and so on. The ideas, topics and questions gradually begin to deepen and link.</p> <p>On the one hand, the ideas are networked through the constant change of table parties and the verbal exchange. On the other hand, all participants record their thoughts on paper tablecloths that remain at the table. In this way, the thoughts can be read and supplemented in the next round.</p>

	<ul style="list-style-type: none"> • The teacher gives a short explanation about the World Café and shows the video clip to the students to explain the method. If the video clip does not clear up all the questions, open questions about the method are answered in detail so that the exercise can be implemented well. • Students are given the topic (e.g. We are a community and create rules for the class, rules for break, rules for field trips, ...). • The teacher divides the students into groups. • The students go to their assigned tables. • The students deal with the respective questions and change tables, ... (see method description) <p>This method will help the students to better formulate their goals, to initiate creative thinking processes so that they can act in a more solution-oriented way, to communicate better with each other. Consensus solution instead of majority decision!</p> <p><u>Phases of the activity:</u></p> <p>INTRODUCTION / UNDERSTANDING: In this phase, pupils watch all the video clips and listen to the teacher's explanations.</p> <p>DEFINE TASK: In this phase, the task that the students are going to work on is introduced.</p> <p>IDEA FINDING / SOLUTION: Students think about the goals to be achieved and use everyone's information to come up with useful rules in the exchange of information, ideas, reformulations that are helpful to the class community.</p>
VISUALS Images/videoclip	WATCH: https://www.youtube.com/watch?v=ihf-LrqKGHU https://www.youtube.com/watch?v=qTiBLZJmd00
TEACHER PREPARATION	4. To prepare flipchart paper and flipchart pens for the activity
TEACHER'S EVALUATION	<ul style="list-style-type: none"> • Does this method make it easier for the pupils to bring together and accept different points of view on a topic? • Does this method enable students to design an action plan and develop strategies more quickly? • Can the pupils more easily accept suggestions for improvement that have already been developed? • Can the students understand the decision-making process?

Evaluation Questionnaire	<p>To access the questionnaire, you can use the following QR Code (please open the "Photo" application of Your phone, you should find an icon to scan the QR code: target it to the and on the screen You should see a notification to open the webpage that contains the evaluation form). The questionnaire is also available at the following link: www.kidpreneurship.eu/q</p> 
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28. Young Citizens in Charge

ACTIVITY NAME	Young Citizens in Charge
OUTPUT NUMBER	IO2
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> <ul style="list-style-type: none"> • 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 <p><u>Definition of goals (example: New Year's Eve)</u></p> <ul style="list-style-type: none"> • In the plenary session, students share goals or resolutions that they have or have not achieved before.

	<ul style="list-style-type: none"> • Then the students discuss what it takes to achieve goals -> brainstorming (real goals, not unattainable) <p><u>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?</u></p> <ul style="list-style-type: none"> • 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. <p>The students should become aware that it is in their hands to achieve their goals.</p> <p><u>Game: What brings me forward - step by step!</u></p> <p>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. 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>
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	<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>
VISUALS Images/videoclip	
TEACHER PREPARATION	<ol style="list-style-type: none"> 1. Provide materials for the creative activities 2. Present the story for the game "step by step", prepare situation cards and question cards 3. 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?
Evaluation Questionnaire	<p>To access the questionnaire, you can use the following QR Code (please open the "Photo" application of Your phone, you should find an icon to scan the QR code: target it to the and on the screen You should see a notification to open the webpage that contains the evaluation form). The questionnaire is also available at the following link: www.kidpreneurship.eu/q</p> 

29. Card game: What is the Value

ACTIVITY NAME	Card game: What is the Value
OUTPUT NUMBER	IO2
PARTNER	ArtSmart
ACTIVITY & CLASS	Team Work and Communication 8-10 Years old
DURATION	30 minutes
OBJECTIVES	Main: Learn that different things have different value. And to have one thing, we usually have to give up from something else, which is an overall lesson this activity should teach. Secondary: Strengthen the skill of counting
MATERIALS	Cards with different things that the class sees and uses in their everyday life. Prepared designs of cards: <ul style="list-style-type: none"> • Candy bar

	<ul style="list-style-type: none"> • Apple • Ice Cream • Milk • Teddy Bear • Bicycle • Computer <p>Teacher can prepare additional cards on necessity. Cards should be printed before the class, preferably with colors. The size is not predefined, they can be A6 or A7 or different sizes, the most valuable cards can be the largest ones. Amount of cards also is not predefined, however the least valuable things should be printed the most and teacher should follow that “Exchange rates” of things function.</p> <p>“Exchange rates” can be the following (can be changed by teacher):</p> <ul style="list-style-type: none"> • 1 Apple is 1 Candy Bar • 1 Ice Cream is 2 Candy Bars or Apples • 1 Milk is 2 Ice Creams • 1 Teddy Bear is 5 Milk packages • 1 Bicycle is 10 Teddy Bears • 1 Computer is 5 Bicycles <p><i>To Sumup - 1 Computer is 1000 Candy Bars ☺</i></p>
LEARNING ACTIVITY METHOD	<ul style="list-style-type: none"> • Teacher prepares the cards, at least 1Computer, at least 5 bicycles, at least 10 teddy bears, at least 10 milk cards, at least 20 ice creams Candy Bars and apple cards. • Teacher can either act as a “bank” and exchange less valuable cards to more valuable or give out all cards to the class and let the pupils themselves to make exchanges; • During the process teacher emphasizes that to get something, one should give up from some thing else. Or in everyday life, if kid wants a new Teddy Bear, it is worth something, in this case 10 Ice Creams. • The activity can be done until the end of the class or while most of the kids get to what they desire the most.
VISUALS Images/videoclip	Card design examples are attached
TEACHER PREPARATION	Teacher should prepare cards, minimal amount listed above in “Materials”, however, the larger is the group, the more cards should be prepared. Teacher can introduce its own cards or its own “exchange rates”
TEACHER’S EVALUATION	<ul style="list-style-type: none"> • Has the activity helped the class to conduct critical thinking? • Has the activity helped the class to understand that everything has some value • Has the activity helped class to develop its skill of counting and basic maths.

30. You Lead, I listen

ACTIVITY NAME	You Lead, I listen
OUTPUT NUMBER	IO2
PARTNER	ArtSmart
ACTIVITY CLASS	& Team Work and Communication 8-10 Years old

DURATION	30 minutes
OBJECTIVES	The activity will teach to give exact commands and listen carefully. Activity should also teach for the team not to talk (give) simultaneously.
MATERIALS	<ul style="list-style-type: none"> Scarf or other material to cover the eyes of the team member who is being lead.
LEARNING ACTIVITY METHOD	<ul style="list-style-type: none"> Class is being divided in teams of 3-4 members each. One of the team members get eyes covered with scarf and the other team members should lead it through the "route" being set by the teacher (the "route" can be anything, starting from reaching the other end of the classroom, till having an obstacle course in classroom or out in the yard. In order to add a competition element, time can be taken and best teams awarded All team members should at least one time be with closed eyes It is preferred that only one team perform at a time (other teams can watch and learn from the performance of other teams); Leading instructions should be given only with voice with verbal instructions.
VISUALS Images/videoclip	n/a
TEACHER PREPARATION	<ul style="list-style-type: none"> Prepare 1-2 scarfs or other pieces of clothe with which the eyes of the team member will be covered. Prepare a route that will have to be passed with eyes closed. Explain carefully how to give verbal instructions – that they should be clear, they should be timely and that the team should not talk simultaneously.
TEACHER'S EVALUATION	<ul style="list-style-type: none"> Did the over ability to cooperate within teams improved during the task? Did the team members learned to give clear commands? Did the team member who had eyes covered improved its skills to listen Did the teams managed its cooperation in a way that team Did any of team members took an initiative to be leaders and lead the process of leading the team member with covered eyes?