

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



<b>ACTIVITY NAME</b>	<b>How much I learn from mistakes!</b>
<b>OUTPUT NUMBER</b>	102
<b>PARTNER</b>	Fondazione Patrizio Paoletti
<b>ACTIVITY &amp; CLASS</b>	<p>Class: 8-10</p> <p>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."</p>
<b>DURATION</b>	30' the same exercise can be carried out several times over time by analysing tasks from different disciplines
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>- Don't look at mistakes negatively but as a step towards becoming more and more capable: mistakes are a great teacher!</li> <li>- 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".</li> </ul>
<b>MATERIALS</b>	The teacher will choose an individual task already performed by the class.

<b>LEARNING ACTIVITY METHOD</b>	<ol style="list-style-type: none"> <li>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.</li> <li>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).</li> <li>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?</li> <li>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;</li> <li>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?</li> <li>6) They can then write at least five reasons for which he/she is grateful for this mistake.</li> <li>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."</li> </ol>
<b>VISUALS</b>  <b>Images/videoclip</b>	n/a

<b>TEACHER PREPARATION</b>	<p>The teacher should select the tasks and errors to be investigated that:</p> <ul style="list-style-type: none"><li>- lend themselves to the activity;</li><li>- 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;</li><li>- 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;</li><li>- To help consolidate understanding, the teacher can often take up the process of "insight" generated by the exercise when errors occur in the future.</li></ul>
<b>TEACHER'S EVALUATION</b>	<ul style="list-style-type: none"><li>- Did the pupils identify the cause and context of their error? (if they have not yet understood, repeat the exercise with other work materials)</li><li>- Did the pupil manage to have a proactive attitude towards the error?</li><li>- An important factor is the evaluation over time (has the error been reduced?).</li></ul>