

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



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

**LEARNING  
ACTIVITY  
METHOD**

The teacher will read the following story to the students:

"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.

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."

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>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>
<p><b>VISUALS</b>   <b>Images/videoclip</b></p>	<p>See material</p>
<p><b>TEACHER PREPARATION</b></p>	<ul style="list-style-type: none"> <li>- The teacher will have to find and select pictures to accompany the story when reading it in the classroom.</li> <li>- 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).</li> </ul>
<p><b>TEACHER'S EVALUATION</b></p>	<p>The teacher will evaluate:</p> <ul style="list-style-type: none"> <li>- The students' understanding of the story's meaning.</li> <li>- The students' level of attention during the story telling.</li> <li>- The existence of failure coping mechanisms in the students.</li> <li>- The extent to which students' developed strategy/ies to cope with failure and anxiety.</li> </ul>