

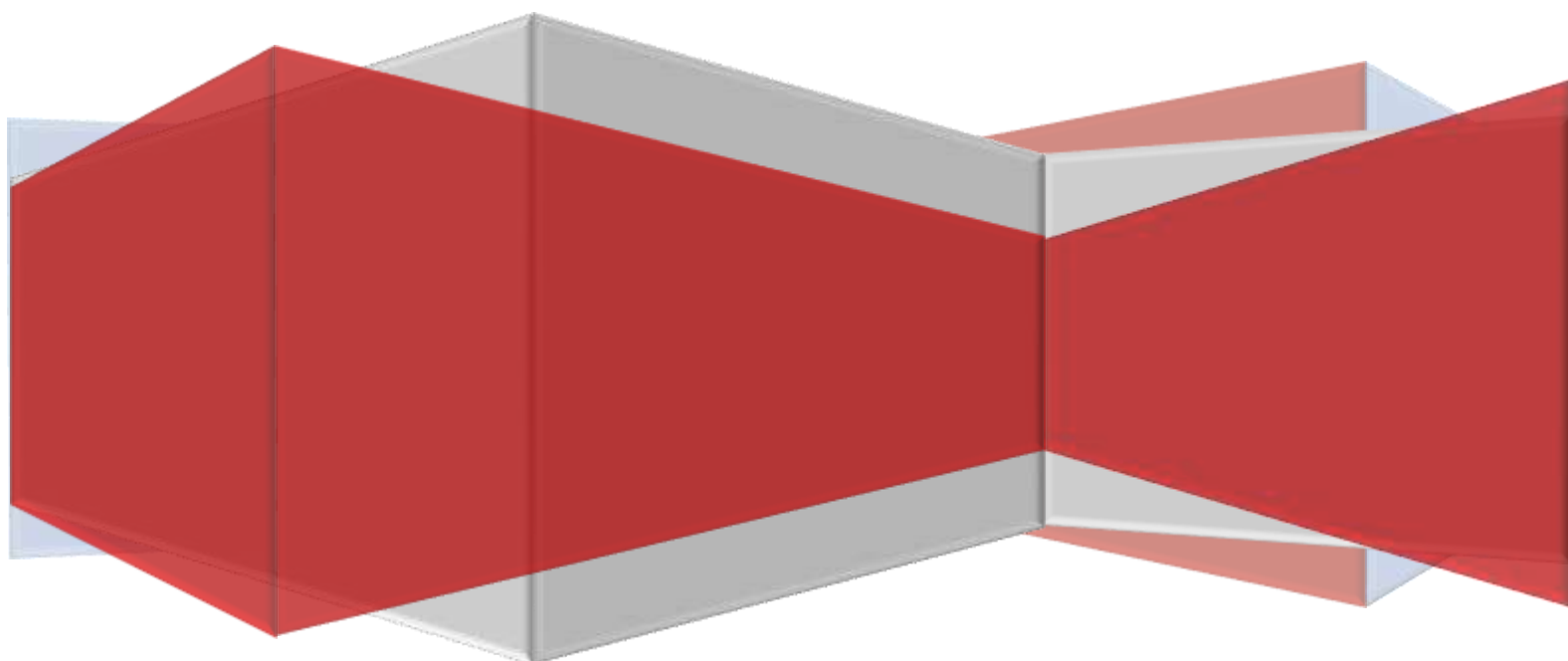
**Cultivate school entrepreneurial mind-set
through holistic approach targeting
teachers and pupils**



Title: IO8.A1 Development of activities

3.5 Learning Through Experience

Partner Responsible: MMC



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3.5 Learning Through Experience

Duration	1.5 hour
Lessons it could be used in	Civic Education Social Studies Language
Learning Outcomes	<p>40. Develop reflection skills of pupils so as to reflect on their learning from both success and failures through the practical use of traditional and new techniques such as thinking techniques (I used to think but now I think, 3-2-1 bridge, two sided notebooks etc.).</p> <p>41. Support pupils on their reflection during the different stages of their learning.</p> <p>42. Support pupils in recognizing opportunities for learning as well as in evaluating and adjusting learning processes and goals.</p>
Type of activity	<input type="checkbox"/> Story Telling <input type="checkbox"/> Game Activity <input type="checkbox"/> Theater /Drama Activity <input checked="" type="checkbox"/> Use of Reflection Techniques <input type="checkbox"/> Creation of an Item <input checked="" type="checkbox"/> Role Play <input type="checkbox"/> Other Experiential Activity
Aims and objectives of the activity	<ul style="list-style-type: none"> • To support pupils to develop empathy and acceptance of diversity • To teach pupils about human rights, discriminations, social exclusion and poverty • To support pupils to understand the consequences of belonging to a minority group • To support students to acknowledge their privileges through getting in the shoes of someone else
Implementation of the activity	<p>1. Introduce the activity by asking pupils if they have ever imagined that they were someone else. Ask them to give examples. Explain that in this activity they will play a certain</p>

	<p>role, i.e. of another child who might be very different from them.</p> <ol style="list-style-type: none"> 2. Explain that all pupils will receive a small piece of paper (Role Card) with their new identity on it. They have to read it silently and not mention anything about it to their classmates. 3. Try to help children to understand their role better by encouraging them to think of certain questions related to their identity such as: <ul style="list-style-type: none"> • Where were you born? • How was it when you were growing up? • How was your family when you were younger? • How is your everyday life now? Where do you live? • What do you do every day? • What makes you happy? What do you fear? 4. Ask pupils to line up one next to the other and to remain silent. 5. Explain that you will read out some statements which describe certain situations or incidents which a child may experience. If they think that what has been said applies to their role, they should move a step forward. 6. Read aloud all the statements one by one. After each statement, give pupils enough time to reflect and decide if they should move a step forward. Ask them to look around and see where the others are standing. 7. After all statements have been read out, ask pupils to remain where they are. Ask each child to describe their role and comment on his/her final position. The more steps a pupil has moved, they more “privileged” he/she is. 8. Ask pupils to close their eyes and “become themselves” again. Ask the reflection questions (See Tips for the trainer).
Resources and materials required to run the activity	<ul style="list-style-type: none"> • Role Cards (see handout 1) • Statements List (see handout 2)

Equipment and facilities	<p>This activity can take place either inside a classroom or outside. It is necessary to have enough space for all pupils to line up one next to other and to move several steps forward.</p>
Tips for the trainer	<p>Be careful not to give role cards which are similar to a child's life situation.</p> <p>Pupils should not disclose any information about their role before all statements are read out.</p> <p>Pupils know that some people have more or less privileges, but often they do not acknowledge their own privileges. Through this activity, they will place themselves in the shoes of someone else and at the end they will be able to see their life in a different light.</p> <p>Reflection Questions after the implementation of the activity:</p> <ul style="list-style-type: none"> • How difficult/easy was to play your role? • How do you imagine the character you portrayed? Do you know anyone who is similar to him/her? • How did you feel when you stepped forward and how when not? • Did you think that there was anything unfair? • How does this activity relate to what happens in real life? • What gives some people more chances and privileges?
Materials for implementing the Tool	<p>Handout 1 (to be cut out into individual cards)</p> <p>Handout 2</p>