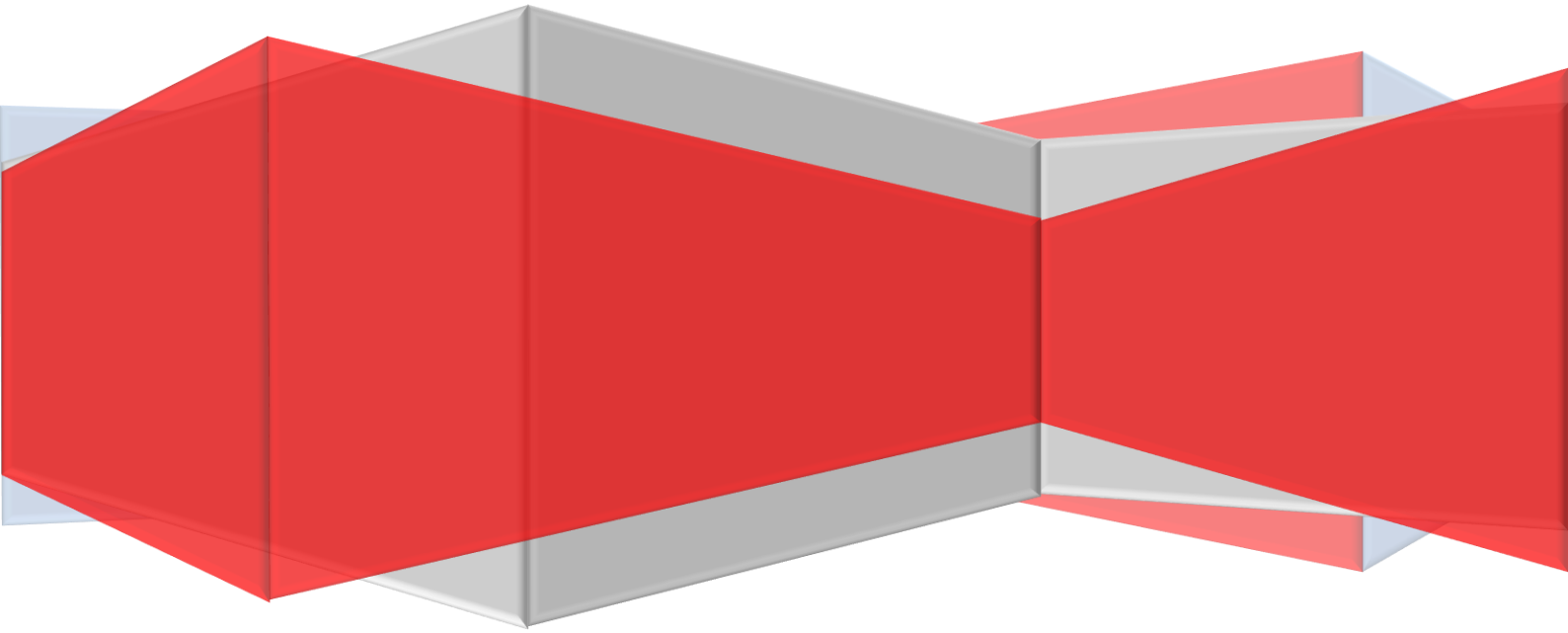
Cultivate school entrepreneurial mindset through holistic approach targeting teachers and pupils

enterschoolmind

ISO Certified Materials for Teachers: Development of Entrepreneurial Mindset for teachers Level 6

IO5A8: 3.3 Coping with Uncertainty, Ambiguity and Risk

Partner Responsible: DIMITRA



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GRUPPO 4

Apostolos Varnavas Primary School

4th Primary School of Tyrnavos

Program	Erasmus+
Key Action	KA201 - Strategic Partnerships for school education - Cooperation for innovation and the exchange of good practices
Project Title	Cultivate School Entrepreneurial Mindset through a Holistic Approach Targeting Teachers and Pupils
Project Acronym	EnterSchoolMind
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The LOs at a glance

Competence Code and Title	3.3 - Coping with uncertainty ambiguity and risk
Entercomp Area	Into Action
Learning Outcome Numbers and Titles	27. Explain effectuation theory, IDEAL problem-solving method, risk analysis that you can later use to reduce risks of pupils quitting 28. Develop skills to identify risks and their impact and feel safe to propose alternative plans as well as help pupils to do so 29. Use techniques (effectuation theory, IDEAL problem-solving method, risk analysis) to guide pupils to become more committed and resilient 30. Develop ability to propose alternative scenarios in order to have alternative plan in the case some pupils drop of the task/activity/project 31. Inspire the pupils to develop a positive attitude towards uncertain situations and problem solving

Methodological tool Type	Number of Methodological tools
☒ **Lecture (compulsory)**	1
☒ **Open-ended questions**	1
☒ **Closed questions**	1
☒ **Individual Exercise**	4
☐ **Role play**	
☒ **Experiential workshop**	1
☐ **Group discussion**	
☒ **Brainstorming**	1
☒ **Group Exercise**	5
☒ **Other (Please indicate) Discussion**	2
Total Number of methodological tools:	16

Compulsory Methodological tools

Power Point Presentation

Code of methodological tool	PPT3.3_1
Competence Code and Title	3.3 - Coping with uncertainty ambiguity and risk
LO codes and titles	27. Explain effectuation theory, IDEAL problem solving method, risk analysis that you can later use to reduce risks of pupils quitting 28. Develop skills to identify risks and their impact and feel safe to propose alternative plans as well as help pupils to do so 29. Use techniques(effectuation theory, IDEAL problem solving method, risk analysis) to guide pupils to become more committed and resilient 30. Develop ability to propose alternative scenarios in order to have alternative plan in the case some pupils drop of the task/activity/project 31. Inspire the pupils to develop a positive attitude towards uncertain situations and problem solving
Aim of the methodological tool	To facilitate the course overall and introduce main concepts and techniques to the learners
Hints and tips for the trainer	Go through the PPTs before hand to get prepared.
Attachment	 PPT3.3_1.pptx

Please name your PowerPoint in the same way as the methodological tool

Open Ended Questions

In this methodological tool you need to develop at least <u>five (5) open ended question for the competence</u> to be developed through classroom learning.

Code of the methodological tool **SD3.3_2**

Competence Code and Title	3.3 Copying with uncertainty ambiguity and risk
LO codes and titles	27. Explain effectuation theory, IDEAL problem-solving method, risk analysis that you can later use to reduce risks of pupils quitting 28. Develop skills to identify risks and their impact and feel safe to propose alternative plans as well as help pupils to do so 29. Use techniques (effectuation theory, IDEAL problem solving method, risk analysis) to guide pupils to become more committed and resilient 30. Develop ability to propose alternative scenarios in order to have alternative plan in the case some pupils drop of the task/activity/project 31. Inspire the pupils to develop a positive attitude towards uncertain situations and problem solving
Aim of the methodological tool	To help the learners asses their knowledge and reflect upon the training module.
Hints and tips for the trainer	7 questions

What is Ambiguity?
Answer: – lack of clarity. An ambiguous situation or problem is one that gives way to multiple interpretations.
What is uncertainty?
Answer: - the state of being unsure of something; lack of knowledge or lack of confidence in one's knowledge.
Why it it importnat to fail?
Students Who Embrace Short-Term Failure Have a Better Shot at Long-Term Success
Which are the four basic steps of the problem-solving process
Answer: **1. Define the problem**

2. Generate alternative solutions
3. Evaluate and select an alternative
4. Implement and follow up on the solution

What do the six different colors of the de Bono hats represent?

Answer:
Facts, Feelings, Control, Creativity, positivity, Negativity.

Mention five techniques for facilitating the students resilience, ambiguity and risk taking

Answer: (any fine of the below will do

1. Design iterative work
2. Use project-based learning
3. Help students publish their thinking
4. Connect students with communities
5. Develop a grading system that suggests it
6. Recognize it with badges, feedback, and celebration
7. Consider a no-zero policy
8. Use Habits of Mind
9. Help students practice metacognition
10. Model failure
11. Study failure
12. Require students to revise all incomplete work
13. Grade for 2 or 3 prioritized ideas, not 10
14. Help them be their own best critic (not worst)
15. Have a crystal-clear grading policy that is knowledge and experimentation-friendly, rather than closed and risk-averse
16. Have a short memory as a teacher if it benefits learners
17. Help students create and use checklists
18. This one isn't simple, but differentiate or personalize learning
19. Gamify your classroom by highlighting the process and nuance of student performance
20. Emphasizing iteration and progress
21. Every student has their own goals,

Which are the two criteria against which we identify risks

Answer:
probability of occurence and the **impact**

Closed Questions

In this methodological tool you need to develop at least <u>ten</u> (10) close questions, of any type in order to consider as concluded methodological tool.

Code of methodological Tool:	SD3.3_2	
Competence Code and Title:	3.3-Copying with uncertainty ambiguity and risk	
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Aim of the methodological tool:	To help the learners asses their knowledge and reflect upon the training module.	
Hints and tips for the trainer:		
Question Type:	**Type**	**Number**
	True/False questions and answers	5
	Multiple Choice Questions and answers	3
	Multiple Response Questions and answers	1
	Sequence questions and answers	
	Matching question and answers	1
	Word Bank questions and answers	
		10

<u>Notes</u>

- In total you need to develop 10 questions minimum from any of the types mentioned. Please make sure to use a minimum of three types
- Please copy and paste any of the tables as required.

True/False Question **Choose whether the statement is true or false** **STATEMENT: Ambiguity and Uncertainty are pretty much the same concept**	
Statement:	**Ambiguity and Uncertainty are pretty much the same concept**
True	
False	
Correct Answer	False

True/False Question **Choose whether the statement is true or false** **STATEMENT: The more we reduce ambiguity and uncertainty in various fields of activity, the more we reduce risks of failure or of loss.**	
Statement:	The more we reduce ambiguity and uncertainty in various fields of activity, the more we reduce risks of failure or of loss.
True	
False	
Correct Answer	True

True/False Question **Choose whether the statement is true or false** **STATEMENT: A risk is something that cannot be measured and quantified that disables the taker to protect himself from it**	
Statement:	A risk is something that can**not** b**e measured and quantified that dis**ables the taker to protect himself from it
True	
False	
Correct Answer	False

True/False Question **Choose whether the statement is true or false** **STATEMENT: Effectuation is not a system that tells you what to do**	
Statement:	**Effectuation is not a system that tells you what to do**
True	
False	
Correct Answer	True

True/False Question **Choose whether the statement is true or false** **STATEMENT: When you are exploring solutions to a problem, you should not bother on how others may be affected as this will slow down your process.**	
Statement:	**When you are exploring solutions to a problem, you should not bother on how others may be affected, as this will slow down your process.**
True	
False	
Correct Answer	False

Multiple Choice Question **Select the correct answer from the choices below**	
Statement:	The following is an identified risk
Alternative 1	Known unknown
Alternative 2	Unknown known
Alternative 3	Unknown unknown
Correct answer	1

Multiple Choice Question **Select the correct answer from the choices below**	
Statement:	The following is an untapped knowledge
Alternative 1	Known unknown
Alternative 2	Unknown known
Alternative 3	Unknown unknown
Correct answer	2

Multiple Choice Question **Select the correct answer from the choices below**	
Statement:	IDEAL Stands for
Alternative 1	Identify, Describe, Explain, Action, Learn
Alternative 2	Identify, Define, Explain, Alternate, Learn
Alternative 3	Identify, Define, Explore, Action, Learn
Correct answer	3

Multiple Response Question **Select one or more correct answers from the choices below**	
Statement:	How do you explore possible solutions
Alternative 1	Search for the best one
Alternative 2	Test the extend that this will work
Alternative 3	Select directly a proven solution that you have used before
Alternative 4	Ask other that you have dealt with similar situation before to
Correct answer	1&2

Matching Question **Match the following items**		
COLUMN A	CORRECT	COLUMN B
White	Facts	Feelings
Black	Negative	Facts
Blue	Control	Creativity
Yellow	Positive	Control
Green	Creativity	Positive
Red	Feelings	Negative

Additional methodological tools

Group Discussion - The Impact of ambiguity

Code of methodological Tool:	CL3.3_4
Competence Code and Title	3.3-Copying with uncertainty ambiguity and risk
LO Code and Title	27. Explain effectuation theory, IDEAL problem solving method, risk analysis that you can later use to reduce risks of pupils quitting 28. Develop skills to identify risks and their impact and feel safe to propose alternative plans as well as help pupils to do so 29. Use techniques(effectuation theory, IDEAL problem solving method, risk analysis) to guide pupils to become more committed and resilient 30. Develop ability to propose alternative scenarios in order to have alternative plan in the case some pupils drop of the task/activity/project 31. Inspire the pupils to develop a positive attitude towards uncertain situations and problem solving
Aim of the methodological tool:	To facilitate the understanding of the concept and the development of the competence
Hints and tips for the trainer	

Introduction to the topic (if applicable)
Read the article https://www.cmu.edu/dietrich/sds/docs/golman/Information%20Gaps%20for%20Risk%20and%20Ambiguity%20Golman_Loewenstein%20May%202015.pdf
Guiding questions (if applicable)
N/A
Conclusion questions
➢ What do you think about the concept of ambiguity? ➢ How can this be helpful? ➢ Can you think of ambiguous situations in your life? ➢ How would you present the concept to your pupils/ under which circumstances?
Conclusions (if applicable)
N/A

Individual Exercise - Effectuation theory

Code of methodological Tool:	CL3.3_5
Competence Code and Title:	3.3-Copying with uncertainty ambiguity and risk
LO Code and Title:	27. Explain effectuation theory, IDEAL problem solving method, risk analysis that you can later use to reduce risks of pupils quitting 28. Develop skills to identify risks and their impact and feel safe to propose alternative plans as well as help pupils to do so 29. Use techniques(effectuation theory, IDEAL problem solving method, risk analysis) to guide pupils to become more committed and resilient 30. Develop ability to propose alternative scenarios in order to have alternative plan in the case some pupils drop of the task/activity/project 31. Inspire the pupils to develop a positive attitude towards uncertain situations and problem solving
Aim of the methodological tool:	To facilitate the understanding of the concept and the development of the competence
Hints and tips for the trainer:	**Get yourself acquainted with the effectuation theory**

General Guidelines (for the facilitator)

Step 1: Disseminate the handout on the Effectuation Theory
Step 2: Ask the learners to Consider a project that you would like to develop for your classroom and write it down
Step 3: Guide them to analyse it according to Effectuation theory
Step 4: Present it to the classroom

Number of persons

N/A

Instructions for the participants

See general guidelines

Estimated Duration

1 hour

Materials

Pen, Paper, Handout **CL.3_5-Annex_1**

IO5A8_3.3_CL_Effectuation Theory.pdf

Debriefing Question 1

Do you still think that you should proceed with your project ?

Debriefing Question 2 (please add as many questions as needed)
What would you change?
Instructions/Comments from facilitator

Individual Exercise - How well do you handle ambiguity

Code of methodological Tool:	CL3.3_6
Competence Code and Title:	3.3 - Coping with uncertainty ambiguity and risk
LO Code and Title:	27. Explain effectuation theory, IDEAL problem solving method, risk analysis that you can later use to reduce risks of pupils quitting 28. Develop skills to identify risks and their impact and feel safe to propose alternative plans as well as help pupils to do so 29. Use techniques(effectuation theory, IDEAL problem solving method, risk analysis) to guide pupils to become more committed and resilient 30. Develop ability to propose alternative scenarios in order to have alternative plan in the case some pupils drop of the task/activity/project 31. Inspire the pupils to develop a positive attitude towards uncertain situations and problem solving
Aim of the methodological tool:	To facilitate the understanding of the concept and the development of the competence
Hints and tips for the trainer:	

General Guidelines (for the facilitator)
Ask the participants to fill in the questionnaire with honesty in order to get a better perspective of themselves. *https://www.thecut.com/2015/12/this-quiz-shows-how-well-you-handle-uncertainty.html* *In continuance ask them to think and write down an ambiguous situation/position that they have been through recently and how they have managed it and present it to the rest of the group.*
Number of persons
N/A
Instructions for the participants
See general guidelines
Estimated Duration
45'
Materials
Pen, Paper, device to log online

Debriefing Question 1
Was it ambiguous till the end?
Debriefing Question 2
Is it still?
Debriefing Question 3
Was there a successful outcome? Which?
Instructions/Comments from facilitator

Group Discussion - "The Unknown unknowns"

Code of methodological Tool:	CL3.3_7
Competence Code and Title	3.3 - Coping with uncertainty ambiguity and risk
LO Code and Title	27. Explain effectuation theory, IDEAL problem solving method, risk analysis that you can later use to reduce risks of pupils quitting 28. Develop skills to identify risks and their impact and feel safe to propose alternative plans as well as help pupils to do so 29. Use techniques (effectuation theory, IDEAL problem-solving method, risk analysis) to guide pupils to become more committed and resilient 30. Develop ability to propose alternative scenarios in order to have alternative plan in the case some pupils drop of the task/activity/project 31. Inspire the pupils to develop a positive attitude towards uncertain situations and problem solving
Aim of the methodological tool:	To facilitate the understanding of the concept and the development of the competence
Hints and tips for the trainer	

Introduction to the topic (if applicable)
Ben Newling, Physics Professor, finds ways to get students invested in the outcomes as he plans his classes filled with demonstrations that connect physics to the real world. He wants students to recognize that the universe around us works in an amazingly wonderful way, and that making sense of large chunks of it is entirely possible by utilizing the right basic tools. Ben Newling, Physics Professor, finds ways to get students invested in the outcomes as he plans his classes filled with demonstrations that connect physics to the real world. Let's watch the video (slide 24)
Guiding questions (if applicable)
Is this something that you are familiar with? What do you think?

Have you heard of something similar?
Conclusion questions
Could you do that in your classroom? How would you adapt it for your pupils?
Conclusions (if applicable)

Group exercise - Managing Risks

Code of methodological Tool:	CL3.3_8
Competence Code and Title	3.3 - Coping with uncertainty, ambiguity and risk
LO Code and Title	27. Explain effectuation theory, IDEAL problem-solving method, risk analysis that you can later use to reduce risks of pupils quitting 28. Develop skills to identify risks and their impact and feel safe to propose alternative plans as well as help pupils to do so 29. Use techniques (effectuation theory, IDEAL problem-solving method, risk analysis) to guide pupils to become more committed and resilient 30. Develop ability to propose alternative scenarios in order to have alternative plan in the case some pupils drop of the task/activity/project 31. Inspire the pupils to develop a positive attitude towards uncertain situations and problem solving
Aim of the methodological tool:	To facilitate the understanding of the concept and the development of the competence
Hints and tips for the trainer	

General Guidelines (for the facilitator)
Step 1: Make groups of 4 *Step 2: Ask them to write down all the dangers that they can think of, which may occur during a two day field trip* *Step 3: Ask them to classify those according to the matrix in Slide 25* *Step 4: In continuance ask them to analyze those using the Matrix at Slide 26* *Step 5: Write a report on how and in which order they are going to deal with those* *Step 6 : Present it to the classroom*
Number of persons (or groups)
4 persons per group (it doesn't matter how many groups)
Instructions (for the participants)
See General guidelines above

Person responsible for each task (allocation of work, if applicable)
N/A
Estimated Duration
Depending on the number of participants appx. 45'
Materials
Pen, Paper, Slides 25&26 of PPT3.3_1
Guidelines
Debriefing Question 1
Could you guide us through the process?
Debriefing Question 2
Do you think that this will be helpful when facing risks?
Debriefing Question 3
How would you revise that exercise in order to teach your pupils? Would you connect it with a class?
Instructions/Comments from facilitator
It is very important to discuss upon how will the teachers teach the concept to their students in order to make them understand and use it.

Individual Exercise- CV of failures

Code of methodological Tool:	CL3.3_9
Competence Code and Title:	3.3-Copying with uncertainty ambiguity and risk
LO Code and Title:	27. Explain effectuation theory, IDEAL problem solving method, risk analysis that you can later use to reduce risks of pupils quitting 28. Develop skills to identify risks and their impact and feel safe to propose alternative plans as well as help pupils to do so 29. Use techniques (effectuation theory, IDEAL problem solving method, risk analysis) to guide pupils to become more committed and resilient 30. Develop ability to propose alternative scenarios in order to have alternative plan in the case some pupils drop of the task/activity/project 31. Inspire the pupils to develop a positive attitude towards uncertain situations and problem solving
Aim of the methodological tool:	To facilitate the understanding of the concept and the development of the competence

Hints and tips for the trainer:	

General Guidelines (for the facilitator)
Tell the participants to create their CV but instead of putting academic accomplishments, professional experience to include failures that they had throughout their lives (Whatever they would like to share). *In continuance ask them to answer three questions and write down the answers.* ▶ *On which occasions did this failures take place?* ▶ *How did you deal with those?* ▶ *In which successes have these failures lead you ?* *Then ask them to revise the exercise to use it with their students* ▶ *What elements will they include?* ▶ *Which is the most important features to be included?* ▶ *Can they connect it to an existing class or project?* *In the end those that are willing may present the exercises to the rest of the class.*
Number of persons
N/A
Instructions for the participants
See General Guidelines above
Estimated Duration
Depending on the number of participants appx. 45'
Materials
Pen, paper
Debriefing Question 1
What do you think that it would be different in your life without these "failures" ?
Debriefing Question 2
How can this be used in the classroom?
Instructions/Comments from facilitator
It is important to discuss how this can be used in the classroom.

Individual Exercise – 7 ways to fail better

Code of methodological Tool:	CL3.3_10
Competence Code and Title:	3.3-Coping with uncertainty ambiguity and risk
LO Code and Title:	27. Explain effectuation theory, IDEAL problem solving method, risk analysis that you can later use to reduce risks of pupils quitting

	28. Develop skills to identify risks and their impact and feel safe to propose alternative plans as well as help pupils to do so 29. Use techniques(effectuation theory, IDEAL problem solving method, risk analysis) to guide pupils to become more committed and resilient 30. Develop ability to propose alternative scenarios in order to have alternative plan in the case some pupils drop of the task/activity/project 31. Inspire the pupils to develop a positive attitude towards uncertain situations and problem solving
Aim of the methodological tool:	To facilitate the understanding of the concept and the development of the competence
Hints and tips for the trainer:	

General Guidelines (for the facilitator)
After presenting slide 30, ask the participants to go back to their CV of failures and for each failure answer the 7 questions. • *Were you trying something new?* • *Were you still motivated after the setback?* • *Was it the right thing to try at the time?* • *Did you ask for feedback?* • *Did you use the feedback given?* • *Did you reflect on the experience* • *What you would do differently?* *Let them present a couple in classroom if they are willing*
Number of persons
N/A
Instructions for the participants
See General Guidelines above
Estimated Duration
Depending on the number of participants appx. 30'
Materials
Pen, paper
Debriefing Question 1
Which was the failure that had the most significant positive effect in your life?
Debriefing Question 2 (please add as many questions as needed)
Why?
Instructions/Comments from facilitator

Tell the participants that they can use the same technique with their students.

Group Discussion_World café – Students' encouragement

Code of methodological Tool:	CL3.3_11
Competence Code and Title	3.3-Coping with uncertainty ambiguity and risk
LO Code and Title	27. Explain effectuation theory, IDEAL problem-solving method, risk analysis that you can later use to reduce risks of pupils quitting 28. Develop skills to identify risks and their impact and feel safe to propose alternative plans as well as help pupils to do so 29. Use techniques(effectuation theory, IDEAL problem solving method, risk analysis) to guide pupils to become more committed and resilient 30. Develop ability to propose alternative scenarios in order to have alternative plan in the case some pupils drop of the task/activity/project 31. Inspire the pupils to develop a positive attitude towards uncertain situations and problem solving
Aim of the methodological tool:	To facilitate the understanding of the concept and the development of the competence
Hints and tips for the trainer	

Introduction to the topic (if applicable)
This is a world Café setting exercise. Step 1: Divide the participants in 5 groups with topics 1) Adjusting the learning context: "Let's try this another way." 2) Encourage persistence: "Keep trying. Don't give up!" 3) Model self-compassion: "Be kind to yourself when you're confused; it's okay." 4) Build positive relationships with students: "I see your strengths, and I believe in you." 5) Focus on resilience: "Even though this is tough, you will find your way." Step 2: Appoint a reporter in each group Step 3: Ask the group to discuss on the topic and answer the questions : How can this be beneficial for our students? When is the time to do it? Will it help with commitment and resilience, how? How will this inspire children? Where have you used that in your projects/classes with your students? Step 4: Get the reporter present the outcomes **of** the group

(Extra, if you think that there is enough time or that it can be beneficial for the learners, you ask them to move tables clockwise in order for all to discuss all the topics. The rapporteurs do not change tables.)
Guiding questions (if applicable)
Conclusion questions
Have you heard interesting opinions/ experiences from your colleagues?
Conclusions (if applicable)
Make it explicit that all of the results can be used to help and encourage students.

Group exercise- Wear your hats and discuss

Code of methodological Tool:	CL3.3_12
Competence Code and Title	3.3-Copying with uncertainty ambiguity and risk
LO Code and Title	27. Explain effectuation theory, IDEAL problem solving method, risk analysis that you can later use to reduce risks of pupils quitting 28. Develop skills to identify risks and their impact and feel safe to propose alternative plans as well as help pupils to do so 29. Use techniques(effectuation theory, IDEAL problem solving method, risk analysis) to guide pupils to become more committed and resilient 30. Develop ability to propose alternative scenarios in order to have alternative plan in the case some pupils drop of the task/activity/project 31. Inspire the pupils to develop a positive attitude towards uncertain situations and problem solving
Aim of the methodological tool:	To facilitate the understanding of the concept and the development of the competence
Hints and tips for the trainer	

General Guidelines (for the facilitator)
Step 1: Present the topic of Discussion “What do you think about failure”? Step 2: The facilitator passes out a worksheet with descriptions of the Six Hats to each group member (CL3.3_12_Six Hats)  IO5A8_3.3_CL_12_Six Hats Handout.pdf Step 3: With the group, the facilitator determines an order to use the hats. de Bono recommends that you pair complementary hats, such as White/Red, Yellow/Black, Green/Blue, and that you

determine the full order of the hats you'll "try on" before you start your discussion. It's often useful to begin and end with Blue. Hats can be repeated. Step 4: With the group, the facilitator determines a time limit for each hat. Times can vary from 2 minutes to 10 minutes or longer per hat. The Red Hat (feelings) is typically shorter because it's about gut response. The Green Hat (creativity) might be longer because it about possibilities, alternatives, and new ideas. Step 5: The facilitator then leads the group through each hat, reminding the group of each hat's focus and keeping time. Once the activity is over the trainer with the trainees may discuss on how to use that technique with their pupils.
Number of persons (or groups)
N/A
Instructions (for the participants)
See General Guidelines above
Person responsible for each task (allocation of work, if applicable)
See General Guidelines above
Estimated Duration
It can vary from 20 min to one hour
Materials
It would be nice if you had actual hats, however it is not necessary.
Guidelines
Debriefing Question 1
How was the discussion you had using the Six Hats different for your typical discussions?
Debriefing Question 2 (please add as many questions as needed)
How might it help you discuss difficult topics or make decisions?
Instructions/Comments from facilitator
The facilitator may need to remind participants to contain their responses to the parameters of the hat.

Brainstorming

Code of methodological Tool:	CL3.3_13
Competence Code and Title	3.3 - Coping with uncertainty ambiguity and risk
LO Code and Title	27. Explain effectuation theory, IDEAL problem-solving method, risk analysis that you can later use to reduce risks of pupils quitting

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Aim of the methodological tool:	To facilitate the understanding of the concept and the development of the competence
Hints and tips for the trainer	Try to group according to the conclusions; however, the groups do not have to be exactly like those.

Topic
So how do you encourage failure in your classroom?
Method of analysis (eg grouping of ideas, development of a new model etc.)
Grouping of ideas
Conclusions
▶ Be careful not to overcorrect ▶ Share a meaningful story ▶ Make fun of yourself and the subject at hand ▶ Learn something from your students ▶ Teach students to be fair to themselves

Group exercise - Failure week Activities

Code of methodological Tool:	CL3.3_14
Competence Code and Title	3.3-Coping with uncertainty ambiguity and risk
LO Code and Title	27. Explain effectuation theory, IDEAL problem-solving method, risk analysis that you can later use to reduce risks of pupils quitting 28. Develop skills to identify risks and their impact and feel safe to propose alternative plans as well as help pupils to do so 29. Use techniques (effectuation theory, IDEAL problem-solving method, risk analysis) to guide pupils to become more committed and resilient 30. Develop ability to propose alternative scenarios in order to have alternative plan in the case some pupils drop of the task/activity/project 31. Inspire the pupils to develop a positive attitude towards uncertain situations and problem solving
Aim of the methodological tool:	To facilitate the understanding of the concept and the development of the competence.

	To help teachers learn how to develop their own/tools and projects according to the needs of their pupils.
Hints and tips for the trainer	

General Guidelines (for the facilitator)
Facilitate the development of a "Failure week" for the schools of the participants. *Divide them in groups and ask them to design activities that could fall under the topic failure week.* *The overall time of the activities/project should not exceed 10 hours (appx. 2 hours per day)* *Then they have to present those activities to the rest of the group.*
Number of persons (or groups)
At least three learners in one group.
Instructions (for the participants)
▶ *For failure week you can have projects and activities that the students will probably fail but it will be fun for them to try and develop a grading system that support that (ie. give grades for participation or innovative ideas, recognize it with badges, feedback, and celebration)* ▶ *Try to have at list two activities/projects that after being failed tries at the failure week to have a continuation in order to be revised and finalized by the students.* ▶ *You can introduce some existing subjects to the failure week, such as math projects.*
Person responsible for each task (allocation of work, if applicable)
Estimated Duration
Appx 1,5 hours.
Materials
Pen, paper, internet devices etc.
Guidelines
Debriefing Question 1
Debriefing Question 2 (please add as many questions as needed)
Instructions/Comments from facilitator

Experiential workshop

Code of methodological Tool:	CL3.3_15
Competence Code and Title	3.3-Coping with uncertainty ambiguity and risk
27.	Explain effectuation theory, IDEAL problem-solving method, risk analysis that you can later use to reduce risks of pupils quitting
Aim of the methodological tool:	To test, give feedback and revise those activities
Hints and tips for the trainer	

Setting:
The plan was developed by the previous exercise. Take the failure week plan and simulate as many activities as possible in the given time and scenery and discuss upon the rest. This should not become known to the rest of the team until they are through with their plan.
Group size
At least 3 people per group
Time required
As much as possible, however not less than 1 hr 30’
Materials
According to the developed activities Pen and paper for suggestions
Process
Go through the plan. Decide on two activities that can be experienced at the given environment. 1 person of the team will be the facilitator/teacher the rest will be the pupils. Go through the rest of the activities and write down your comments as a team.

Debriefing questions/remarks/activities
What did you think of this plan? What do you advise to change? Do you think that this plan has parts that you would like to use some parts for your failure week?
Final remarks
If there is time let the original teams have their plans revised.

Group exercise

Code of methodological Tool:	CL3.3_16
Competence Code and Title	3.3-Coping with uncertainty ambiguity and risk
LO Code and Title	27. Explain effectuation theory, IDEAL problem-solving method, risk analysis that you can later use to reduce risks of pupils quitting 28. Develop skills to identify risks and their impact and feel safe to propose alternative plans as well as help pupils to do so 29. Use techniques (effectuation theory, IDEAL problem-solving method, risk analysis) to guide pupils to become more committed and resilient 30. Develop ability to propose alternative scenarios in order to have alternative plan in the case some pupils drop of the task/activity/project 31. Inspire the pupils to develop a positive attitude towards uncertain situations and problem solving
Aim of the methodological tool:	To facilitate the understanding of the concept and the development of the competence and allow a happy and closing to the module.
Hints and tips for the trainer	

General Guidelines (for the facilitator)
Give a set of legos to the participants (randomly allocated pieces, we don't really care) *Ask them to build a castle* *The best castle wins*
Number of persons (or groups)
Groups according to availability, preferable with 3-4 people.

Instructions (for the participants)
See general Guidelines above
Person responsible for each task (allocation of work, if applicable)
Estimated Duration
30'
Materials
Legos
Guidelines
When they hear about the best castle it is probable that they will ask the facilitator about how do you measure this "best". The answer should be that they have to figure this out. At the end the facilitator should judge according to their taste?
Debriefing Question 1
What did this ambiguity bring to the team?
Debriefing Question 2 (please add as many questions as needed)
Do you think that the competition was fair?
Debriefing Question 2
Did you enjoy it? Why?
Instructions/Comments from facilitator
This is most of the times the real life and people can have various opinions about the same thing. However everything is not always planned and with specific and clear instructions. Ambiguity fosters creativity. This is something that you can also play with your students that can be both fun and informative.

Group exercise

Code of methodological Tool:	CL3.3_17
Competence Code and Title	3.3-Coping with uncertainty ambiguity and risk
LO Code and Title	27. Explain effectuation theory, IDEAL problem-solving method, risk analysis that you can later use to reduce risks of pupils quitting 28. Develop skills to identify risks and their impact and feel safe to propose alternative plans as well as help pupils to do so 29. Use techniques (effectuation theory, IDEAL problem-solving method, risk analysis) to guide pupils to become more committed and resilient

	30. Develop ability to propose alternative scenarios in order to have alternative plan in the case some pupils drop of the task/activity/project 31. Inspire the pupils to develop a positive attitude towards uncertain situations and problem solving
Aim of the methodological tool:	To discuss with the trainees what they have learned up until now and help them develop an exercise/project through which they can teach the IDEAL strategy to the pupils
Hints and tips for the trainer	Le the teachers take the lead and decide the best pedagogical method, you just solve any questions and inquiries regarding the IDEAL strategy. Tell them that they can think of a class to embed this exercise.

General Guidelines (for the facilitator)
Ask the participants to develop an exercise/project that they will apply with their students in order to teach them the IDEAL strategy. *All activities will be presented and receive feedback when ready.*
Number of persons (or groups)
Groups according to availability, preferable with 3-4 people.
Instructions (for the participants)
Prepare an exercise/ project in order to teach the IDEAL methodology to your pupils
Person responsible for each task (allocation of work, if applicable)
Estimated Duration
1 hour
Materials
Pen and paper
Guidelines
Le the teachers take the lead and decide the best pedagogical method, you just solve any questions and inquiries regarding the IDEAL strategy. At the end the activities will receive feedback from the team
Debriefing Question 1
Which of the activities presented di you think will be more effective, why?
Debriefing Question 2 (please add as many questions as needed)
Which classes could be combined with this exercise?
Debriefing Question 2

Did you enjoy it? Why?
Instructions/Comments from facilitator
N/A

Explanation Document – Find the Theories

Code of methodological Tool:	**SD3.2_18**
Competence Code and Title:	**3.3_Coping with ambiguity, uncertainty and risk**
LO Code and Title:	27. Explain effectuation theory, IDEAL problem-solving method, risk analysis that you can later use to reduce risks of pupils quitting 28. Develop skills to identify risks and their impact and feel safe to propose alternative plans as well as help pupils to do so 29. Use techniques (effectuation theory, IDEAL problem-solving method, risk analysis) to guide pupils to become more committed and resilient 30. Develop ability to propose alternative scenarios in order to have alternative plan in the case some pupils drop of the task/activity/project 31. Inspire the pupils to develop a positive attitude towards uncertain situations and problem solving
Aim of the methodological tool:	**Give the teachers the chance to further explore theories/methodologies if they want to proceed with Self Learning**
Hints and tips for the trainer:	**N/A**