



# ParENTrepreneurs

## O2 Training Package on parENTrepreneurship Education

*Leading partner: Materahub*

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## About the project

The ParEntrepreneurs project is intended to develop an **innovative model to promote entrepreneurship and entrepreneurship education**. The approach is informed by the view that education, more particularly entrepreneurship education, occurs in every environment and, most especially, in the home.

In recognising that Entrepreneurship Education takes place both inside and outside school, it follows that inevitably there will be a much broader range of potential experiences for young learners outside schools within of non-formal education.

For most, if not all learners, their school experience is within a consistent and structured curriculum. In school although business related elements are taught as stand-alone subjects within the curriculum, it is recognised that Entrepreneurship education is best delivered, and supported, if approached in a transversal manner as well.

The aim of this project is to provide parents with a training programme **in entrepreneurial learning as part of the first steps to enhance the level of for community and societal** entrepreneurial skills. It is hoped that some of the parents might be interested in further work with the project with a view to acting as facilitators of EE training other parents. The rationale is that if communities and society are unfamiliar with entrepreneurial competences, skills and knowledge they will not be able to start thinking, acting and seeing themselves as entrepreneurial, much less be able to support learners in developing such skills.

The ParEntrepreneurs consortium is made up of a group partners to support the project. The partners brought a broad skill set of expertise and experience within the following fields:

- research and analysis
- local policy for employment and entrepreneurship
- European network representing target group (parents)
- two expert organizations on the topic of entrepreneurship education,
- a technical partner in charge of the networking and e-learning platform
- training activity for community actors, operators (families, teachers, social workers).

## The ParENTrepreneurs training

Topics covered by the training package are:

- entrepreneurship education in daily life
- business modelling as a game
- resilience and entrepreneurship
- creativity and fun for developing an entrepreneurial mindset
- daily problem solving
- networking
- communication
- others

### Training modules:

<i>Module Titles</i>	<i>Competences</i>
<b>(1) Parenting, Family dynamics and an entrepreneurial mindset</b>	Learning through experiences Financial Literacy Ethical & sustainable thinking including problem solving
<b>(2) Spotting opportunities to be entrepreneurial</b>	Spotting opportunities, Valuing ideas
<b>(3) Being entrepreneurial in everyday life to foster creative thinking</b>	Thinking outside the box (creative thinking) Planning & management
<b>(4) Yourself &amp; others</b>	Self-awareness & self-efficacy Working with and mobilising others including coaching, mentoring and family life
<b>(5) Fostering Creativity &amp; Innovative Ideas</b>	Creativity Motivation & perseverance
<b>(6) Practise daily problem solving and decision-making</b>	Problem solving & decision-making. Coping with uncertainty, ambiguity & risk

### Hits and tips for trainers:

- Before the training starts, read the project description on the project website to make yourself familiar with the competence framework and the training material.
- If you wish to make PowerPoint Presentations, you can do so by using the ParENTrepreneurs PPT template found on the project website.
- All materials needed can be found in point 4. *Annexes (Activity Resources)* of each module.

- Along with this training, several online tools will be used by you and the participants. These are:
  - The project website where public information about the project can be found.
  - The platform where you will register and have access to all materials needed for the training and a forum where you will be able to discuss with the participants, upload quizzes and share content such as links.
  - Individual blogs that each participant will be invited to create.
  - A social media platform that will serve as an optional tool for social interaction.

**Recommendations based on the feedback from participants and trainers of the national piloting sessions conducted over the period 2021-2022 (this section was added post-production as revisions of the IO2 training package):**

- **Giving enough time to group talk** - The common feedback gathered from the participants to the different piloting sessions was that they truly enjoyed the time allocated to group talk. Indeed, participants' favourite aspect of the sessions was the talking time and the moments dedicated to group work where they had the opportunity to exchange their ideas and experiences. This talking time is especially appreciated in an online context; therefore, we strongly encourage you to make sure to allocate a decent amount of time to break out room activities so that all participants can feel like they had the chance to contribute to the conversation. We also recommend making smaller groups rather than fewer groups with more people, so that within the groups, each person has enough time to speak. Bigger groups require more time for everyone to speak, therefore smaller groups work better.

- **Use of the videos referenced in the training package** - Participants have expressed their satisfaction with regards to the quality of the videos presented, for their content and relevance. Therefore, they are considered valuable tools for the training and we strongly encourage you to use them.

- **If you are delivering the training online** - For all piloting sessions carried out online due to the pandemic context, the ParENTrepreneurs team has been using the online tool Zoom, which turned out to be a great choice for several its great functionalities to host a high number of participants, control their actions, send them in break out rooms for group work, share your screen to show PPTs or videos, allow interaction between participants through the chat and the different emojis, ... We strongly encourage the use of PPTs during the theoretical parts of the training, that will provide visual support much needed to follow long training sessions online, as they help retain attention and information.

- **If you are delivering the training face to face** - From the face to face piloting sessions we carried out, the main advice given by the participants and trainers is to dedicate more time to interactive activities rather than static ones, that could be done online or assigned for self-directed time.

- **Choosing the activities** - Each module presents a big amount of activities. As our team has tested them all, it is important to note that trying to rush through all activities might be detrimental to the quality of each activity itself, since in order to fully absorb the content, parents need time to discuss and reflect on it. Thus, we advise to approach the training package with flexibility and to bear in mind that it is ok to not go through all activities of each module, but rather to select the ones that are the

best suited to the cultural, socio-economic background, linguistic, and delivery context. For example, some of the activities present in the self-directed part, can be chosen to be carried out together with a trainer, and are particularly impactful and enjoyable in an online format.

- **Training package content** - We received very positive feedback from the participants during each of our piloting sessions regarding the quality content we offer through this training package. The participants particularly enjoyed the self-reflection activities in which they had to reflect on their individual parenting styles and the way they can have an impact on their children.

- **Self-assessment** - The self-assessment was said to be quite complex to the participants, therefore the trainers strongly recommend to introduce the EntreComp flower to the participants before the training, when they receive the pre-training assessment, and during the training, before they receive the post-training assessment. The use of the EntreComp flower helps the participants understand better the set of competences analysed during the training and how to approach this self-reflection.

- **Training delivery** - We recommend to carry out this training over several sessions and over several weeks and to dedicate each section to one module of the training package, for the participants to have time to fully absorb the content and give enough break time for reflection.

- **Open Educational Resources** - During our pilotings, we have used extra materials that were suited for the time and context of the training. You can find all of our extra resources on our [inspiration website](#).

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# ParENTrepreneurs

## Module n°1

# Parenting, family dynamics and an entrepreneurial mindset

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Version #	Date	Prepared by	Reason
1	04/08/2020	IPA	Parenting and family dynamics
2	14/08/20	IPA	Financial literacy added
3	22/08/2020	IPA	First full version without detailed activity descriptions
4	18/09/2020	IPA	Benefits and opportunities section updated according to Inova comments
5	20/09/2020	IPA	Introduction, benefits and opportunities and module plan finalised for submission to MateraHub
6	23/10/2020	IPA	Final version of already drafted sections
7	21/11/2020	IPA	Parenting activities detailed description added
8	27/11/2020	IPA	Financial Literacy activity detailed description added
9	02/12/2020	IPA	First final full version
10	30/12/2020	Materahub	overall review with comments
11	08/01/2021	IPA	Final version for piloting, layout and translation

## Version history

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## 1. Introduction

Parents need to develop their parenting skills in a way that makes them ethical parents, assessing the consequences of their actions. It is parenting based on two main principles

- Principle A: Beneficence and Nonmaleficence and
- Principle B: Fidelity and Responsibility.

Principle A is about doing no harm and choosing to find and do the right thing. This is not as simple as it sounds as it often entails being critical of the parenting examples you have from your own parents, but finding a way of not rejecting these examples just for the sake of rebellion. Principle B refers to things such as keeping promises, being trustworthy, following through, and learning as much as you can about your job as a parent. It means you take your parenting profession seriously. As a parent you strive to operate at a high standard. You don't cheat, lie, blame others for your shortcomings, and you model moral and ethical behaviour all the time. (<http://www.apa.org/ethics/code/principles.pdf>)

Alison Gopnik has identified two types of modern parent, the "Gardener" and the "Carpenter. The "carpenter" thinks that his or her child can be moulded. "The idea is that if you just do the right things, get the right skills, read the right books, you're going to be able to shape your child into a particular kind of adult," she says. The "gardener," on the other hand, is less concerned about controlling who the child will become and instead provides a protected space to explore. The style is all about "creating a rich, nurturant but also variable, diverse, dynamic ecosystem." Research shows that children raised by "gardener" parents are far more resilient and, not surprisingly, have much higher levels of entrepreneurial competences. In this training we are aiming for making parents understand the benefits of becoming more gardener parents.

The recommended approach includes a particular emphasis on learning through authentic play. Authentic play provides a rich basis for learning that is socially interactive, iterative, joyful, meaningful and engaging all of which it is believed to provide a solid basis for an entrepreneurial person. In such play, children learn better as they are in a state of flow (Csíkszentmihályi), challenged, but not over challenged, and find great pleasure in finding solutions themselves. Providing opportunities for young learners to develop a positive attitude to problem solving is believed / felt to be a key part of a parent's role / task as an entrepreneurial educator. The project training is intended to support parents in finding the balance and providing their children with a nurturing environment for better learning.

In this module, we are building on the work of parenting theorists and practitioners of the last decades, approaching this topic from different ends, but arriving at the same solutions: parenting children in a trustful and nurturing environment, challenging, but not overwhelming them. We build on works of the following authors: Alison Gopnik, Alfie Kohn, Lawrence J. Cohen, Peter Gray, Pasi Sahlberg, Philippa Perry, Marilyn Price-Mitchell, Ken Robinson, Wendy Mogel.

Financial literacy, (FL), is included in this module as the most relevant area of entrepreneurial education in the home. While it may seem a relatively simple topic, it also has its challenges and traps. The aim is clearly to help your child learn the value of money and how to negotiate their finances in the real world. At the same time the real challenge for parents lies in finding ways that are authentic, not using money for punishment or rewarding actions that are part of daily life (such as shared house chores or school results), but still helping our children to develop their skills in an age-appropriate way. In so doing a number of key principles can be readily addressed:

- the significance of saving, i.e. delayed gratification, where a series of short-term sweet purchases are sacrificed for the satisfaction of buying a particular toy later instead;
- recognition of the unlimited nature of needs or wants contrasted by the limited ability to satisfy them. A move towards a simplistic budget forces recognition of such realities, the need to recognise priorities and therefore to decide how to budget and spend scarce resources.

FL has been consciously included in this module as it aligns so well with elements of ethical and sustainable education, which parents often need to access and go beyond their own experiences to be successful. The increased emphasis upon FL also reflects the social change being driven by the economic and policy environment.

## 2. Benefits and opportunities

The module introduces research and practice on modern parenting, building on the requirements of our rapidly changing world that requires a major shift in educating our children for future success not only at school, but also at home.

By doing this module parents will develop their competences in the following areas of the entrepreneurial parenting framework:

- Learning through experience
- Ethical and sustainable thinking

At the beginning of one's journey towards becoming a parent more conscious about raising entrepreneurial children, there is a need to first focus on parenting in general. There are two main reasons for this. On the one hand, in recent decades natural opportunities to learn how to parent as well as opportunities to reflect on your future parenting stance have diminished with nuclear families becoming mainstream. In former centuries you have more or less raised some children in the family, overseen by older generations. The plural is important here as most people started their own parenting journey having more than one example they could choose or pick & mix from. Thus, the need for books and courses on parenting has arisen. Since becoming a parent is turning into an adult learning activity rather than learning by doing from early childhood, learning about theoretical bases, understanding research evidence, and turning to practice afterwards has proven to be a good approach.

Having usually only one parenting example, it has also become more difficult for all parents to implement a parenting regime different from their own parents'. While nearly all young people want to become parents different from their own, research clearly shows that it needs an enormous effort to actually make it a reality. The vast amount of input, often conflicting, available on the internet and growing peer pressure on social media makes this task even more difficult. This course, and the parenting module within it, makes it possible to have the necessary self-reflection to resist group pressure and attend to the needs of your individual child(ren).

As said before, we also live in a period when change is more rapid than ever before, so having the opportunity to consciously choose paths in parenting also helps us raise our children in ways that make them more future proof having resilience in case of change or even crises. Research shows that today's generation of parents have mostly been raised by parents who were overprotective to a certain extent, facing accelerating change and experiencing subsequent insecurity already. The theoretical basis of our course wishes to prove that going back to parenting practices of our parents' parents, raising children allowing them to take risks and trusting them is the most successful model so far.

In the context of this module the reflection on your parenting practices as well as related beliefs will serve as a vehicle for developing the aforementioned two ParENTrepreneurial competences.

The learning through experience competence of parents includes skills for observing their children and their learning, reflecting on it and stimulating the learning of children by providing suitable learning experiences. This module supports parents in first identifying (observing) their own practices and limitations as educators, offers opportunities for reflection and also scaffolds their educator/parenting skills by offering experiential learning alongside theoretical background on learning experiences. Thus, the module not only helps parents to develop their learning through experience competences but offers a methodology that makes it possible to consciously experience that.

Good parenting is based on a set of values, and this module is also aiming for helping parents identify and further develop values along the lines of ethical and sustainable thinking. This competence highlights the importance of discussing values with the aim of further developing them, and module activities offer self-reflection as well as collaborative activities for this. The parenting approaches as well as reflective activities linked to financial literacy help parents to become empowered to be able to support their children more when guiding them between right and wrong, promoting acts of solidarity, respectful and torrent behaviour as well as developing their own values based on parental guidance. The module supports parents in developing themselves in these fields to be able to support their children more.

As the course is about raising entrepreneurial children, one of the first topics many would think about is financial literacy, FL. FL of course, is an important field, but we have found that it is not a core competence parenting should focus on. However, we have included activities in this module to raise participant awareness of the topic from the beginning to better support other competences, core to your parenting throughout the programme.

It must be emphasised as well as acquiring a given competence level for FL, that FL also contributes to the development in all of the other project competences and in addition provides a ready means of measuring a learner’s progress, either individually or holistically.

### 3. Module Plan

*Collect here 6 practical activities and tools (possibly 3 per competence) including 2 activities that trainers can deliver during F2F sessions to boost parents’ skills and competence development built on their personal experience – 1 to 5 pages per activity.*

<b>Module n° 1</b>	<b>Parenting, family dynamics and an entrepreneurial mindset</b>
<i>Type of activity</i>	<i>X F2F - X Online/self-directed</i>
<i>Duration (in minutes)</i>	180 minutes f2f plus 180 minutes self-directed online

<i>General objectives</i>	In this first module participants are introduced to the main ideas behind entrepreneurial education, parents as entrepreneurship educators and the role of parents as educators in general. It is accompanied by basics of financial literacy development as the most common manifestation of entrepreneurial education in a family.
<i>Competences addressed</i>	Learning through experiences (10)  Financial literacy  Ethical and sustainable thinking (including problem solving) (4)
<i>Learning outcomes</i>	By doing this module learners will <ul style="list-style-type: none"> <li>- Understand some modern parenting theories</li> <li>- Be able to assess their own parenting styles</li> <li>- Understand basic concepts around parents as educators and especially their role in entrepreneurship education</li> <li>- Develop their educator competences based on their own experiences</li> <li>- Come up with scenarios to enhance their educational impact, assessing possible threats and opportunities in the family environment</li> </ul>
<i>Methods</i>	The face-to-face element of the training uses interactive methods that makes it possible for participants to discuss and reflect on each other's practices and experiences. Participants work in turn individually, in pairs, small groups and in whole group settings.  The online element of the training offers reading material for more in-depth learning, as well as tools for assessing and planning parenting activities.
<i>Content</i>	<ul style="list-style-type: none"> <li>- Introduction to entrepreneurial education in the family</li> <li>- Parenting approaches and methodologies</li> <li>- Reflecting on experiences with parenting</li> <li>- Financial literacy development in the family</li> <li>- Parenting ethics in entrepreneurship education</li> </ul>

### ○ 3.1 MODULE ACTIVITIES PLAN

<i>Activity title</i>	<i>Duration</i>	<i>F2F or online</i>	<i>Resources and materials</i>
<b>1. Introduction to each other and to the module</b>	<b>20'</b>	<b>F2f</b>	<b>Presentation to the module handout</b>
<b>2. Parenting styles and approaches</b>	<b>40'</b>	<b>F2f</b>	<b>Parenting style survey, role play cards for sharing experiences with own parents, description of parenting approaches for an opinion line activity</b>
<b>3. Comfort zones in parenting</b>	<b>20'</b>	<b>F2f</b>	<b>Rope to create comfort, challenge and panic zones, situation cards, harvesting questions</b>
<b>4. Playful learning experience</b>	<b>20'</b>	<b>F2f</b>	<b>LEGO duck set or 6-bricks</b>
<b>5. Fundamentals of Financial Literacy</b>	<b>20'</b>	<b>F2f</b>	<b>Guiding questions for discussion</b>
<b>6. Attitudes to money and finance</b>	<b>30'</b>	<b>F2f</b>	<b>Resource sheet, pens, flipchart paper</b>
<b>7. Household budget</b>	<b>30'</b>	<b>F2f</b>	<b>Scenarios, guiding questions, pens, paper, sticky notes</b>
<b>8. The gardener and the carpenter</b>	<b>45''</b>	<b>online</b>	<b>Articles by Alison Gopnic, multiple choice questions to check understanding, 'action plan' writing template for own parenting action</b>
<b>9. Learning through play</b>	<b>30'</b>	<b>online</b>	<b>Background reading by Pasi Sahlberg and LEGO Foundation. Playful</b>

			learning video clips with analysis questions
10. Value-led parenting	50'	Online	Situation descriptions including conflicts, opinion line questions, writing template for solutions development
11. Financial literacy assessment questionnaire	10'	online	self-assessment questionnaires: global survey on financial literacy available on Parentpreneurs website
12. Financial literacy activities	30'	online	The online activity 12 which asks the parent to study and reflect upon Marie-Elise' personal budget with respect to essential and non-essential expenditure, the implications for life decisions and priorities and scope for moving an item from one category to the other.
	15'	online	12.2 How we see financial literacy at the end of the module. Here the parents are positively encouraged to both reflect and engage in online blog discussion with fellow trainees with a view to identifying common and different perspectives in terms of their social, life, training and most importantly parental responsibilities.

## ○ 3.2 FACE-TO-FACE ACTIVITIES PLAN

### ○ ACTIVITY N1 – INTRODUCTION TO THE MODULE

#### Activity n1.2: Introduction to the Module

##### I. Activity type and description

**(A) GOAL:** The aim of the activity is to get to know each other, give an overall introduction to the module

**(B) TYPE OF ACTIVITY:** F2f activity

**(C) TYPE OF ACTIVITY:** It is a combination of presentation, individual and group activities

**(D) TIME OF DURATION:** 20 minutes

## II. Material/resources needed

Flipchart paper, post it, pens

Handout copy of each participants and/or slide show presentation prepared by the trainer, based on the handout and put in the ParENTrepreneurs ppt template

## III. Instructions

1. Before the training starts, read the project description on the project website, make yourself familiar with the competence framework and the training material, especially the current module. Prepare your own presentation of maximum 10 minutes. You can use slides if circumstances allow, but you can also use the handout in Annex 1

3. Write the title of the module on the flipchart and ask participants reflect on the title for a minute, then to use 3 post its each and finish the following sentences (one post it per question, preferably of different colours)

a. At the end of the module, I would like to...

b. I am a bit afraid that....

c. I think others can learn from me .....

(The post its are placed on 3 separate flip chart papers and kept on the wall until the end of the training when the exercise is repeated with the following statements:

a. My most important takeaway from this course is...

b. I have learnt from other participants that...

c. I think other participants have learnt from me...)

Time necessary is 5'

4. The trainer introduces the module in the format of their choice – 10'

5. In a quick reflection exercise, participants are asked to go back to their statements and modify them if necessary - 5'

## IV. References

<https://parentrepreneurs.eu/about-the-project/>

<https://parentrepreneurs.eu/project-outcomes/>

ParENTrepreneurs training manual

## V. Alternatives

If the trainer finds it necessary, it is possible to start with a brief icebreaker activity, eg. people stand in a circle, and in turn everybody says their first name and an adjective starting with the first letter of their first name, expressing their feelings towards the training (eg. Eager Eve). After going around, the trainer throws a ball to somebody whose name together with the adjective he/she also says out loud. The ball goes around from person to person, the person throwing it recites the name of the recipient of the ball. We go on until everybody's name is said twice – 5'

In case of using PowerPoint slides, please use the ParENTrepreneurs ppt template.

## VI. Learning outcomes (what participants can expect to take home)

Participants will have a deeper understanding of the training and the first module in particular. They will also have well-defined personal expectations and 2-3 desired learning points.

### **Activity n1 Handout or reference for presentation**

#### **Parenting, Family dynamics and an entrepreneurial mindset**

The module introduces research and practice on modern parenting, building on the requirements of our rapidly changing world that requires a major shift in educating our children for future success not only at school, but also at home.

By doing this module parents will develop their competences in the following areas of the entrepreneurial parenting framework:

- Learning through experience
- Ethical and sustainable thinking
- Basic financial knowledge and skills.

At the beginning of one's journey towards becoming a parent more conscious about raising entrepreneurial children, there is a need to first focus on parenting in general. There are two main reasons for this. On the one hand, in recent decades natural opportunities to learn how to parent as well as opportunities to reflect on your future parenting stance have diminished with nuclear families becoming mainstream. In former centuries you have more or less raised some children in the family, overseen by older generations. The plural is important here as most people started their own parenting journey having more than one example they could choose or pick & mix from. Thus, the need for books and courses on parenting has arisen. Since becoming a parent is turning into an adult learning activity rather than learning by doing from early childhood, learning about theoretical bases, understanding research evidence, and turning to practice afterwards has proven to be a good approach.

Having usually only one parenting example, it has also become more difficult for all parents to implement a parenting regime different from their own parents'. While nearly all young people want to become parents different from their own, research clearly shows that it needs an enormous effort to actually make it a reality. The vast amount of input, often conflicting, available on the internet and growing peer pressure on social media makes this task even more difficult. This course, and the parenting module within it, makes it possible to have the necessary self-reflection to resist group pressure and attend to the needs of your individual child(ren).

As said before, we also live in a period when change is more rapid than ever before, so having the opportunity to consciously choose paths in parenting also helps us raise our children in ways that make them more future-proof, having resilience in case of change or even crises. Research shows that today's generation of parents have mostly been raised by parents who were overprotective to a certain extent, facing accelerating change and experiencing subsequent insecurity already. The theoretical basis of our course wishes to prove that going back to parenting practices of our parents' parents, raising children allowing them to take risks and trusting them is the most successful model so far.

As the course is about raising entrepreneurial children, one of the first topics many would think about is financial literacy, FL. FL of course, is an important field, but we have found that it is not a core competence parenting should focus on. However, we have included activities in this module to make you as a parent more conscious about the topic at the beginning, so that you can focus on some other competences, core to your parenting later on.

It must be emphasised as well as acquiring a given competence level for FL, that FL also contributes to the development in all of the other project competences and in addition provides a ready means of measuring a learner's progress, either individually or holistically.

There are many different factors in play, but chief among these, certainly in Europe, would be shrinking public and private support systems, shifting demographic profiles, including the ageing of the population, and wide-ranging developments in the financial marketplace. The cumulative effect of these changes for individuals being, that the risks and costs of poor decisions can be disproportionately high<sup>1</sup>. In 2005 the first OECD recommendation on Principles and Good Practices for Financial Education and Awareness noted that "financial education should start at school. People should be educated about financial matters as early as possible in their lives".<sup>2</sup>

It can be appreciated from a social welfare perspective that the cost of poor financial literacy can be very high. The challenges that arise when faced with a range of financial products include: the ability to interpret the respective terms and conditions that are offered and then to make informed decisions. "Consumers who fail to understand the concept of interest compounding spend more on transaction fees, run up bigger debts, and incur higher interest rates on loans".<sup>3</sup> On a macroeconomic basis alone, the benefits for a state's citizenry to be both financially informed and capable are self-evident on efficiency grounds. For an individual the impact is likely of crucial importance and to have lifelong consequences. In behaving rationally, achieving more advantageous terms and conditions, consumers are more likely to both save and attempt to make prudent investments. Looking even further ahead, research evidence shows that individuals with good financial skills are better at career planning and saving for retirement.<sup>4</sup>

The exact content and approach to Financial Literacy varies across countries, but financial literacy usually includes one or more of the following categories.

The ability to understand:

- The nature and role of money to support trade and commercial exchange.

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<sup>1</sup> OECD (2013), PISA 2012 Assessment and Analytical Framework: Mathematics, Reading, Science, Problem Solving and Financial Literacy

<sup>2</sup> Financial Education for Youth and in Schools: OECD/INFE Policy Guidance, Challenges and Case Studies

<sup>3</sup> Lusardi and Tufano, 2015

<sup>4</sup> Behrman et al., 2012; Lusardi and Mitchell, 2014

- The nature and of planning within any decision-making process and the important role of managing a budget as a means to turn ideas into action.
- A range of the different types of risk and rewards associated with trade and investment decisions.

The project’s approach to FL has been informed by the definition developed by The OECD International Network on Financial Education (INFE). Which described it as:

*“A combination of awareness, knowledge, skill, attitude and behaviour necessary to make sound financial decisions and ultimately achieve individual financial wellbeing.”<sup>5</sup>*

(OECD/INFE 2012)

It can be appreciated from this perspective that FL describes much more than just mathematical skills or an awareness of different financial products. International expert opinion holds that Financial Literacy is much more complex. Essentially there are three dimensions to Financial Capability as illustrated below.



(Source OECD)

For the purposes of this unit however, the focus is primarily confined to financial knowledge & skills. The reason is a pragmatic one, taken in the light of the limited time and resources available within the face to face training. The emphasis given does not suggest that individual self-efficacy or attitudes and behaviours, in relation to financial decision-making, are not important of themselves so the online platform will contain extensive guidance, suggested readings and activities to support individual self-directed study and reflection.

In the context of feedback, it is perhaps helpful to revisit the project’s definition for Entrepreneurship Education, EE:

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<sup>5</sup> OECD/INFE members agreed the terms used to describe this concept (including in particular financial literacy and financial capability, but also financial culture and financial insight) could be used relatively interchangeably

*“Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social”.*

When considering this definition for EE a key question is how does one describe, much less measure, value itself? Clearly in developing, refining and assessing the potential or results of an idea or initiative, there is a need for some benchmark measure. Financial indicators afford a generally understood and accepted metric for most activities, particularly in terms of sustainability. In this context elementary mathematical skills can be used, with results readily identified serving as an objective performance indicator for learners at any stage in their lives.

However, reflecting on the broader and more profound sense of the word value, leads to the question of what perspective(s) parents may wish to instil in their young learners? For example, should all relationships be solely transactional? In seeking to answer that question, it can be appreciated that in explaining to young learners performance and reciprocal exchange can apply in both social and cultural contexts, is also consistent with the second competence addressed in this unit- Ethical and sustainable thinking.

In relation to personal, social and cultural values, young learners as they mature and develop, will quite properly need to have such conversations with their parents, especially those that the parents believe are important for them. As with a number of other issues, (e.g. social and interpersonal relationships), some parents, however strongly they adhere to particular moral and ethical views, may through personal inhibition, lack the skill or confidence to engage in a meaningful and two-way dialogue with learners. Therefore, while recognising the danger of resorting to stereotype, it is felt essential to support and prepare parents to engage in these issues with their young learners. It follows that the project parental training should ensure that the parents have discussed and exchanged challenging topics themselves. The added benefit is that through discussions with others, who may hold to equally valid, but different perspectives, even to the point of some personal discomfort, it will serve as a positive learning experience and reinforce group cohesion throughout the entire training programme. The fundamental point is, where a topic or issue is considered problematic or difficult for the parents as mature adults, then the greater case there is, for it to be addressed when intergenerational discussion is contemplated. Issues such as values, can be expressed in many different ways, however whatever path taken, all learners’ future lives will inevitably include different challenges be they encountered as:

- a citizen,
- an employer / employee
- consumer or
- a combination of all three of the above.

Ultimately from whichever of these perspectives, the need for financial resources, the associated decisions in terms of allocation, and any desired, or realised return, must apply to some degree.

## ○ ACTIVITY N2 – PARENTING STYLES AND APPROACHES

### ○ ACTIVITY 2 – PARENTING STYLES AND APPROACHES

#### I. Activity type and description

*Write here:*

*(A) goals of the activity and competence/s addressed* This activity is aiming at participants learn about different parenting styles, identify their own parenting styles and approaches and help them understand how their own upbringing and experiences impact their parenting in order to overcome undesired behaviour. This activity addresses two of the 10 ParENTrepreneurial competences: Learning through experiences (10) and Ethical & sustainable thinking (4)

*(B) whether it is a F2F or online activity* The activity is designed to be carried out in a f2f way, expecting people to be able to move around and interact

*(C) whether it is an exercise, a single or group practical activity, etc.* It is a series of interactive activities.

*(D) timing/duration if applicable* 40'

#### II. Material/resources needed

*If applicable, specify here what is needed to carry out the activity, otherwise just write "None"*

Role play cards Annex 2.1

Parenting Style Survey Annex 2.2

Writing paper and pen

#### III. Instructions

1. Participants are grouped in 3's and each group receives a situation on a Role Play card. They all choose what role they want to play (mother, father, grandparent) They have to act out the situation as if they were their own parents. – 10'
2. Once everybody has acted out their short scene, everybody lists 5 things they would have done differently and 5 things that they hated to experience when they were children. The trainer can ask some participants to mention an item or two from their list, but the lists are kept for future reference – 5'
3. Participants are asked to fill the parenting styles questionnaire (Annex 2.2) – 5'
4. The trainer explains the parenting styles framework of Baumrind et. al., and also that there are some other frameworks and labels to various styles. The trainer also informs participants about the benefits of a dominantly Authoritative parenting style for children – 5'

5. In groups of 3-4, participants discuss their experience with the quiz. The trainer helps them with some guiding questions: Was the score surprising? What do you want to change in your parenting style? Are there similarities in the outcomes of group members? At the end of the discussion, each group shares 3 discussion points with the other groups in plenary – 10'
  
6. Opinion line: the length of the room becomes an opinion line with one end being Agree/I do the other Disagree/I don't. Participants are asked to come together in the middle. The following statements are read out. At each statement everybody takes one step towards the direction of their response to the given statement. At the end, participants will see who are the most entrepreneurial in their parenting according to the statements. The trainer must explain that this is more a fun exercise than any official evaluation of their way of upbringing their children. – 5'

**Statements:**

- Mi child has been going (will go) to and from school on his/her own at the age of 8.
  
- My child has demanded lemon ice cream, and kept demanding it after I tried to tell him/her he/she doesn't like lemon, and tried to persuade him/her to take chocolate instead. I make him/her eat it although he/she realises immediately that it doesn't taste good to him/her.
  
- My child has spent all his/her pocket money in one day and now he/she is asking for more. I am ready to give him/her money if he/she undertakes some extra tasks.
  
- My child offers to cut the grass, and I agree to pay him/her as much as I would pay the student doing it currently.
  
- New families move into the house next door. I arrange for my child and their children to play together as soon as possible
  
- My child brings home a very bad grade, but his solution was unique and very creative. I ask for a meeting with the teacher to discuss the grade.

IV. References

[https://www.researchgate.net/publication/315756255\\_PARENT\\_TRAP\\_REVIEW\\_OF\\_MANAGEMENT\\_STYLES\\_IN\\_THE\\_CONTEXT\\_OF\\_PARENTS\\_AND\\_YOUTH\\_DEVELOPMENT](https://www.researchgate.net/publication/315756255_PARENT_TRAP_REVIEW_OF_MANAGEMENT_STYLES_IN_THE_CONTEXT_OF_PARENTS_AND_YOUTH_DEVELOPMENT)

<https://www.entrepreneur.com/article/293586>

<https://raisinganentrepreneur.com/>

Ismail F. et al. (2016) Parent Trap: Review Of Management Styles In The Context Of Parents And Youth Development. IJABM Vol. 4. November 2016

V. Alternatives

An alternative parenting style quiz with a different evaluation approach can be downloaded and printed from here <https://www.positive-parenting-ally.com/parenting-style-quiz.html>

VI. Learning outcomes (what participants can expect to take home)

By the end of this activity, participants will be aware of different parenting styles, will have a conscious understanding of their own approach and traps they would rather avoid. They will understand if they need to change their practice to align it with their wishes and will.

**Activity n2 Resource 2.1 Role play cards**

Your child wants to sleep over at a friend whose parents you don't know	Your child wants to skip school for a day saying that he/she is too tired, but not ill
Your child has broken a very expensive vase at home	Your child is bored during a museum visit and wants to get out, promising that he/she will wait for you outside
Your child brings home a bad grade, although you know he/she studied hard for the test that was graded	You are summoned to the school by a teacher because they suspect your child has broken a window

**Activity n2 Resource 2.2 Parenting Style Questionnaire**

Please rate how often you engage in the different parenting practices, listed below. Scores range from "Never" to "Always" on a 5-point scale. At the end of each section, add up the scores and divide it by the number of questions in that section. The calculated score is your total score for that category. The highest score indicates your preferred parenting style.

## Authoritative Parenting Style

1. I am responsive to my child's feelings and needs:

Never            1            2            3            4            5            6            Always

2. I take my child's wishes into consideration before I ask him/her to do something:

Never            1            2            3            4            5            6            Always

3. I explain to my child how I feel about his/her good/bad behaviour:

Never            1            2            3            4            5            6            Always

4. I encourage my child to talk about his/her feelings and problems:

Never            1            2            3            4            5            6            Always

5. I encourage my child to freely "speak his/her mind", even if he/she disagrees with me:

Never            1            2            3            4            5            6            Always

6. I explain the reasons behind my expectations:

Never            1            2            3            4            5            6            Always

7. I provide comfort and understanding when my child is upset:

Never            1            2            3            4            5            6            Always

8. I compliment my child:

Never            1            2            3            4            5            6            Always

9. I consider my child's preferences when I make plans for the family (e.g., weekends away and holidays):

Never            1            2            3            4            5            6            Always

10. I respect my child's opinion and encourage him/her to express them:

Never            1            2            3            4            5            6            Always

11. I treat my child as an equal member of the family:

Never            1            2            3            4            5            6            Always

12. I provide my child reasons for the expectations I have for him/her:

Never            1            2            3            4            5            6            Always

13. I have warm and intimate times together with my child:

Never            1            2            3            4            5            6            Always

Scoring: Total score ..... / 13 = .....

### **Authoritarian Parenting Style**

1. When my child asks me why he/she has to do something I tell him/her it is because I said so, I am your parent, or because that is what I want:

Never            1            2            3            4            5            6            Always

2. I punish my child by taking privileges away from him/her (e.g., TV, games, visiting friends):

Never            1            2            3            4            5            6            Always

3. I yell when I disapprove of my child's behaviour:

Never            1            2            3            4            5            6  
                         Always

4. I explode in anger towards my child:

Never            1            2            3            4            5            6  
                         Always

5. I spank my child when I don't like what he/she does or says:

Never            1            2            3            4            5            6  
                         Always

6. I use criticism to make my child improve his/her behaviour:

Never            1            2            3            4            5            6  
                         Always

7. I use threats as a form of punishment with little or no justification:

Never            1            2            3            4            5            6  
                         Always

8. I punish my child by withholding emotional expressions (e.g., kisses and cuddles):

Never            1            2            3            4            5            6  
  
                         Always

9. I openly criticise my child when his/her behaviour does not meet my expectations:

Never            1            2            3            4            5            6  
  
                         Always

10. I find myself struggling to try to change how my child thinks or feels about things:

Never            1            2            3            4            5            6  
  
                         Always

11. I feel the need to point out my child's past behavioural problems to make sure he/she will not do them again:

Never	1	2	3	4	5	6
	Always					

12. I remind my child that I am his/her parent:

Never	1	2	3	4	5	6
	Always					

13. I remind my child of all the things I am doing and I have done for him/her:

Never            1            2            3            4            5            6  
                         Always

Scoring: Total score ..... / 13 = .....

### Permissive Parenting Style

1. I find it difficult to discipline my child:

Never            1            2            3            4            5            6  
                         Always

2. I give into my child when he/she causes a commotion about something:

Never            1            2            3            4            5            6  
                         Always

3. I spoil my child:

Never            1            2            3            4            5            6  
                         Always

4. I ignore my child's bad behaviour:

Never            1            2            3            4            5            6  
                         Always

Scoring: Total score ..... / 4 = .....

Parenting Styles: On the lines below, you can record the rank order of your preferred parenting styles:

1) Score:

2) Score:

3) Score:

Based on: Robinson, C., Mandleco, B., Olsen, S. F., & Hart, C. H. (1995). Authoritative, authoritarian, and permissive parenting practices: Development of a new measure. *Psychological Reports, 77*, 819-830

## ○ ACTIVITY N3 – COMFORT ZONES IN PARENTING

### I. Activity type and description

**(A) GOAL:** The aim of the activity is to make participating parents aware of different behavioural patterns in different situations and reflect on their own state of mind as well as that of their children's. Competences addressed are

- Learning through experiences (10)
- Ethical & sustainable thinking (4) (including problem solving)

**(B) TYPE OF ACTIVITY:** F2f activity

**(C) TYPE OF ACTIVITY:** Group activity

**(D) TIME OF DURATION:** 20 minutes

### II. Material/resources needed

Rope to create comfort, challenge and panic zones, list of situations, harvesting questions

### III. Instructions

1. The trainer sets up concentric circles using 2 ropes or chalk to draw on the floor. The inner circle must be big enough to hold all participants.
2. The trainer explains that the inner circle is the comfort zone where one feels safe and comfortable. The zone between the two circle lines is the challenge zone, this is where one has to make an effort so that one can develop, and the outer line is the boundary of the panic zone where one is frozen with fear or might act aggressively and without thinking.
3. The trainer lists the following activities (some of them are follow-up ones to the previous statement) and each participant can decide in which zone they would be if they had to perform that activity. The facilitator asks some of the participants to explain their choices and feelings. If somebody goes to the panic zone, the facilitator asks what could help in these situations to ease the panic.
  - sing publicly
  - talking to a mass of people
  - dress a bleeding wound
  - let your child go to a 1-week summer camp
  - talk to an angry teacher
  - pet a spider
  - allow your child to bake a cake
  - comfort a crying child
  - choose a school together with your child
  - in case of not agreeing, let your child make the final choice
  - plan a wedding for a hundred people
  - visit the headmaster's office
  - make an official complaint
  - let your child create their own household rule
  - punish your child for not obeying their own rules
4. Before the follow up questions, the trainer reinforces that it is very important for learning to happen to create opportunities for leaving the comfort zone and enter the challenge/stretch/learning zone. Participants are asked to form groups of 3-4 and discuss the following questions given to them on prompt cards:
  - Can you recall a situation when your child needed to be in the challenge zone, he/she actually was there, but you as a parent ended up in the panic zone?
  - What was your reaction to that?
  - If you ended up "rescuing" your child, how could it have happened differently?

5. After a discussion of about 5 minutes, all groups give a short report about their discussion in plenary.
6. To wrap up, the trainer introduces the notion of *flow* by Mihály Csíkszentmihályi that leads participants into the next activity. The theory of flow is a well-researched explanation and methodology for learning in the challenge zone.

#### IV. References

<https://medium.com/@anamcaramanila/your-learning-zone-vs-your-comfort-and-panic-zones-340b8262e9b9>

<https://positivepsychology.com/theory-psychology-flow/>

#### V. Alternatives

None

#### VI. Learning outcomes (what participants can expect to take home)

By doing this activity, participants will understand the notion of comfort, challenge and panic zones. They will understand that their state of mind, the fact that they might not be in the same zone as their children, has an impact on their relationship with their children, and also the learning of the child. The activity helps participants to more consciously come out of their comfort zone and also to allow their children to do the same.

## ○ ACTIVITY N4 – PLAYFUL LEARNING EXPERIENCE

### I. Activity type and description

**(A) GOAL:** This is a hands-on activity providing participating parents with an opportunity to experience playful learning and to understand the importance of such activities in the lives of their children. Competences addressed:

- Learning through experiences (10)
- Ethical & sustainable thinking (4) (including problem solving)

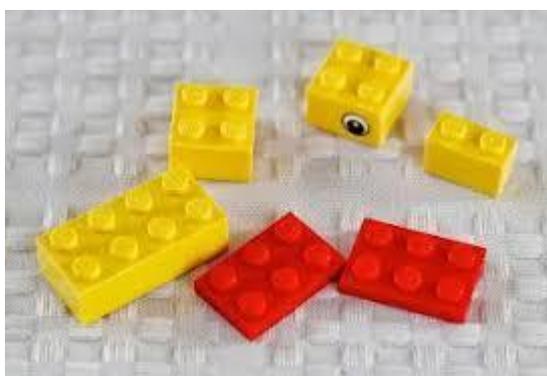
**(B) TYPE OF ACTIVITY:** F2f activity

**(C) TYPE OF ACTIVITY:** Individual activity

**(D) TIME OF DURATION:** 20 minutes

### II. Material/resources needed

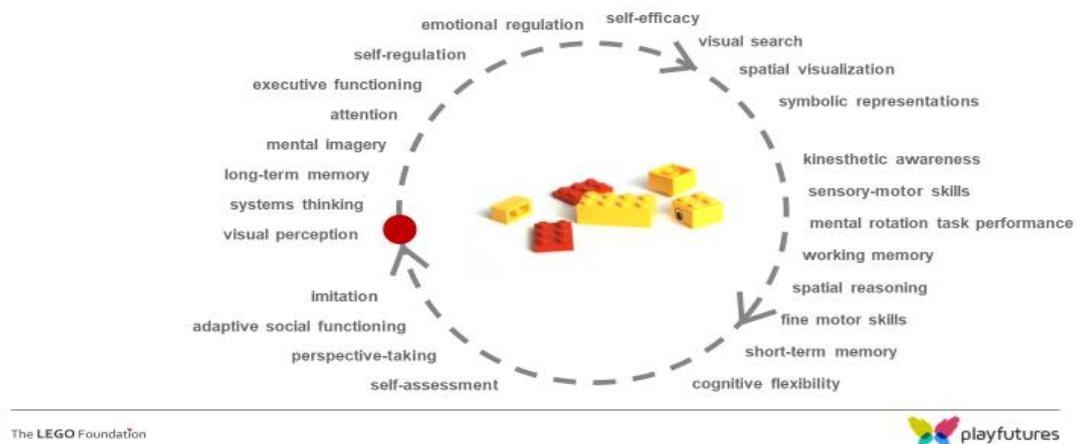
Lego duck set no. 1551 (can be requested from Lego Foundation for training purposes, but also bought in larger packages), flip chart paper, post-its, pens



### III. Instructions

1. All participants receive a set and are instructed to build a duck of the 6 bricks received in 45 seconds. The trainer mustn't say more, but tell people when they only have 10 seconds left. – 3'
2. When time is up, everybody puts their duck on the table, and the group reflects on the diversity of ducks created answering the question: What strikes you, when you look at all these ducks? If it doesn't come up in the discussion, the trainer explains that in spite of the fact that all participants had the same six bricks and all were working on the same task and within the same time frame, people came up with different ideas. Participants are made to understand that the outcome of open-ended tasks is usually more creative. – 5'
3. The trainer introduces the learning happening during the duck exercise using the following image as a basis (it can be used as a slide, but also as a handout)

# What happened?



## Background for the trainer:

This exercise shows how a simple, playful activity activates a broad range of skills, to be totally accurate: 24 skills

- Your brain was actually working at full speed
  - When you got the task, you had to find your inner motivation. You had to self-regulate, as there were no building instructions and you only had 45 seconds to complete the task
  - You used your long-term memory to think about what a duck looks like.
  - You visualized (inside your head) a duck made of LEGO bricks that you wanted to create.
  - Symbolic representation: What can you use the different bricks for – e.g. the brick with the black circles could be the duck's head, the red 2 by 3 could be the beak, the tail, the feet, the wings etc.
  - While building you trained your motoric skills
  - While you were building, you revisited the duck you have visualized (working memory)
  - Maybe you realized that you could not build the duck exactly as planned. You have to use another strategy (cognitive flexibility)
  - Once you finalized your duck – you probably turned it around to see it from different perspectives – and you might have felt proud (self-assessment)
  - Most of you started looking around to see the other ducks – and thereby you got ideas (sharing)
4. To wrap up, the trainer highlights that our children should be offered possibilities for similar playful learning experiences for better learning. Participants are asked to brainstorm such activities for different age groups. Everybody is given 5 post-its to brainstorm activities. The trainer puts up 4 flipchart papers with age groups corresponding to the ParEntrepreneurs framework: 2 to 6, 6 to 12, 12 to 16, 16+, and participants put up their suggestions on the paper they think it fits best. At the end of the exercise the trainer checks the flipcharts, and if

there is one or there are two with significantly less ideas, they try to come up with ideas together.

#### IV. References

See trainer instructions

#### V. Alternatives

Use 6 LEGO bricks of 2-by-6 in different colour and try out one or two activities from the Six Bricks Booklet [https://www.legofoundation.com/media/1070/sixbricks\\_ok\\_print.pdf](https://www.legofoundation.com/media/1070/sixbricks_ok_print.pdf)

#### VI. Learning outcomes (what participants can expect to take home)

By the end of this activity, participants will have a personal experience of playful learning that is accompanied by an understanding of the learning happening. It will help them offer their children similar problem-solving opportunities for better learning.

### o ACTIVITY N5 – FUNDAMENTALS OF FINANCIAL LITERACY

#### I. Activity type and description

**(A) GOAL:** The aim of the activity is to introduce the competence of financial literacy, specifically to improve the confidence of parents/carers when talking about or taking responsibility for financial matters through discussing money decisions made on a single day.

**(B) TYPE OF ACTIVITY:** F2f activity

**(C) TYPE OF ACTIVITY:** Group activity with inter-group discussion (by pairs, then plenary)

**(D) TIME OF DURATION:** 20 minutes

#### II. Material/resources needed

- Provision of **either** flipchart, paper & pens
- **or** display-board & sticky notelets

These issues could be shared using a flipchart, individual resource sheets or digital display as convenient.

#### III. Instructions

It is essential that trainers reassure parents/ carers that their own money management skills will not be discussed nor that they will be expected to provide any information about their own financial situation.

Nearly every action we do can be related to money or involve a financial decision, some directly and others indirectly. If we try to be open and talk about money confidently, we will be better informed when making financial decisions. Being able to discuss money matters with your children will begin to support them in becoming financially capable, now and when they become an adult. Making individual choices, however small, can make a big difference to you and your family's lifestyle. So, let's talk about some of the financial matters that we all experience every day.

1. Ask parents/carers to work in pairs or small groups.

## Discussion question

Task them with thinking about how many money decisions they have made from when they got up in the morning to when they arrived at the workshop?

For example,

- having a hot shower,
- eating breakfast,
- checking the bus route online,
- buying bus tickets, etc.
- purchase of snacks / coffee to go, magazines

Some are more obvious than others - encourage parents/carers to consider actions that cost money both directly and indirectly. Once they have created their list, ask them to suggest some ways that they could reduce their spend for these actions.

2. Feedback as a group and discuss daily spending and where savings could be made. Some examples might include:
  - Take showers, not baths
  - Turn heating down or off when out
  - Only use Wi-Fi to go online
  - Buy a saver travel card or, for shorter journeys, walk – healthier too!
  - Turn off your laptop / games console when you are not using it
  - Don't leave your music playing when you leave the room So, if we all spent less on some of our daily activities and habits, we would then have more money to spend or save for other aspects of our lives.

## IV. References

Think, Pair & Share Method <https://www-s3-live.kent.edu/s3fs-root/s3fs-public/file/Teaching%20Tools%20in%20A%20Flash%20-%20Think%2C%20Pair%2C%20Share%20%20-%20Final.pdf>

## V. Alternatives

These resources may need to be adapted to cater for the needs of the parents / carers taking part in a training session as experiences in dealing with money may well be very different. Families will have different income levels and attitudes to spending and saving not necessarily directly related to the absolute level of income. Some parents/ carers may be confident about their money management skills while others may be uncertain as to how they can help their children learn good habits.

Trainers might wish to circulate the short FL quiz, (activity 11 in Annex 4), which enables participants to identify areas of fundamental knowledge and understanding which can prove problematic. The correct answers are highlighted in bold.

## VI. Learning outcomes (what participants can expect to take home)

To improve the confidence of parents/carers when talking about or taking responsibility for financial matters.

To know how you can help support your children’s learning at home and increase confidence when talking about money matters with learners.

This short exercise introduces the notion that when all the money is spent there is no more. It also enables discussion of the distinction between fixed and discretionary expenditure and might help identification of the “mystery” expenditure i.e. monies, sometimes fairly small, that are often unaccounted, but which can accumulate over time

## ○ ACTIVITY N6 – ATTITUDES TO MONEY AND FINANCE

### I. Activity type and description

**(A) GOAL:** This activity is aiming at making participants more aware of their attitudes towards financial issues and decisions in their lives as well as their parenting.

**(B) TYPE OF ACTIVITY:** F2f activity

**(C) TYPE OF ACTIVITY:** Small group activity

**(D) TIME OF DURATION:** 30 minutes

### II. Material / resources needed

- Stimulus sheet copy per person attending with activity details for discussion (Annex 6)
- Provision of **either** flipchart, paper & pens
- **or** display-board & sticky notelets
- 

### III. Instructions

Working with small groups as a classic interactive device where the participant numbers, space, seating arrangements in the room, and physical facilities for break out, are possible. Groups can be as small as 2; though with a maximum of 5/6 if opportunity is to be given for adequate participation by all. Overall, for group work to support the dynamics of the learning process a maximum of six groups would be envisaged.

Participants are asked to look at the borrowing situations in the Annex and for each one, consider the following questions:

1. Would you borrow money for this item/situation?
2. How long would you borrow the money for?
3. What do you think is a reasonable interest rate?
4. What are the implications of borrowing money for this?

For both activities, Annex 6 could be shared using a flipchart, individual resource sheets or digital display as convenient.

### IV. References

<https://voxeu.org/article/our-changing-attitudes-towards-household-debt>

### V. Alternatives

Annex n6 - table 2 Attitude to Situations can be used as an alternative for a similar activity

## VI. Learning outcomes (what participants can expect to take home)

After doing this activity, participants will be able to make better decisions on using and borrowing money.

### **Activity n6 - Attitudes to Money and Finance**

GO ON HOLIDAY	BUY FURNITURE FOR AN UNFURNISHED PROPERTY
PAY PRIVATE UNIVERSITY FEES	BUY A CAR
SHORT TERM BORROWING FOR EVERYDAY SPENDING	BUY LUXURIES FOR FURNISHED FLAT
BUY THE LATEST GADGET, E.G. TABLET OR PHONE	START YOUR BUSINESS OR EXPAND YOUR BUSINESS

### **Alternative activity**

#### **Attitude to Situations**

MOBILE PHONE	LEARN TO DRIVE	BUY A CAR	GO TO UNIVERSITY
START A BUSINESS	GET MARRIED	GO ON HOLIDAY	TRAVEL
CHANGE JOB/CAREER	PAY OFF EXISTING DEBT	LOANS HOUSE IMPROVEMENTS	HAVE A BABY
LEAVE HOME	GET A CREDIT CARD/ STORE CARD	HELP OTHER FAMILY MEMBERS FINANCIALLY	CAREER CHANGE
STUDY AGAIN!	BUILD A HOUSE	MEDICAL CARE	

Referring to the timeline below, indicate which age you think the above decisions are relevant and important.

Timeline				
18 -20	20 – 30	30 - 40	40 - 50	50 – 60

## ○ ACTIVITY N7 – HOUSEHOLD BUDGET

### I. Activity type and description

**(A) GOAL:** This activity is intended to introduce household budgeting.

**(B) TYPE OF ACTIVITY:** F2f activity

**(C) TYPE OF ACTIVITY:** Group activity with inter-group discussion (by pairs, then plenary)

**(D) TIME OF DURATION:** 30 minutes

### II. Material/resources needed

- Bean Game worksheets, found in Annex 7
- Discussion questions

### III. Instructions

#### 1. Play the Bean Game

- a) Distribute worksheets to students. This game can be played individually, or in small groups, each with 5 students or less.
- b) Provide each student or small group 20 beans. Explain to them that for this game, these 20 beans represent their “income”. (If beans, peanuts, or small candies are unavailable, learners can also shade in the empty bean icon on the worksheet with a coloured pencil or marker.)
- c) Explain to learners that each item has a set number of beans which indicates how many beans are needed to “pay” for that item.

#### 2. Discussion Round 1

- a) Instruct each learner or small group to go through each of the starred categories (Housing, Food, etc.) and choose which options they want to “spend” their beans on. Have them physically place the beans on the paper for the options they choose.
- b) Once they have finished selecting items in the required categories, have learners continue to select options in the other categories until they have used up their 20 bean income.
- c) Have them answer the discussion questions for Round 1 (questions 1, 2, and 3 on their worksheet)

#### 3. Discussion Round 2

- a) Tell learners that for Round 2, their income has just been cut to 13 beans and have them remove 7 beans from their existing bean allocation.
- b) Have learners answer the discussion questions for Round 2 (questions 4 and 5 on their worksheet)
- c) As learners share their main takeaways, highlight that bean allocation ranges differently for each learner as these decisions are a reflection of their own personal values and attitudes around money.

### IV. References

[https://www.youtube.com/watch?v=-\\_6EBd72Yx8](https://www.youtube.com/watch?v=-_6EBd72Yx8)

This video gives a comprehensive guide to using the Bean game to highlight key issues and themes in budgeting decisions. It can be used equally well within the family as well as adults in a workshop situation.

Alternatives

None

V. Learning outcomes (what participants can expect to take home)

An appreciation of the need to set priorities when making a budget, the necessary trade-offs when doing so.

**Activity n7 - The Bean Game**

This game, adapted from 20 Bean Salary, will help you discover what is most important to you to spend money on and how your personal experiences and values affect your money management decisions.

Rounds 1 & 2 You must spend beans in the starred groups.

The cost of each activity is reflected by the number of beans needed.

<p style="text-align: center;"> <b>Housing with Utilities</b></p> <p style="text-align: right;"></p> <p>live with relatives sharing cost of utilities (no phone) <input type="checkbox"/> <input type="checkbox"/></p> <p>share an apartment or house with others, including basic utilities (no phone) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>rent place of your own, including basic utilities (no phone) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p style="text-align: center;"> <b>Insurance</b></p> <p style="text-align: right;"></p> <p><b>Auto</b></p> <p>Liability coverage only <input type="checkbox"/> <input type="checkbox"/></p> <p>Complete coverage <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><b>Health and Disability</b></p> <p>No coverage <b>No Cost</b></p> <p>Fringe benefits of job <input type="checkbox"/></p> <p>Basic health coverage <input type="checkbox"/> <input type="checkbox"/></p> <p>Individual health &amp; disability coverage <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><b>Renters</b></p> <p>Property and liability coverage <input type="checkbox"/></p>
<p><b>Communications</b></p> <p>No phone  <b>No cost</b></p> <p>Phone with limited long distance calls <input type="checkbox"/></p> <p>Phone with many long distance calls <input type="checkbox"/> <input type="checkbox"/></p> <p>Cell phone  <input type="checkbox"/></p> <p>High-speed Internet <input type="checkbox"/> <input type="checkbox"/></p>	<p><b>Gifts</b></p> <p>Make your own <input type="checkbox"/> </p> <p>Purchase cards or small gifts occasionally <input type="checkbox"/> <input type="checkbox"/></p> <p>Purchase frequent gifts for family and friends <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p> <b>Savings</b></p> <p style="text-align: right;"></p> <p>Change in piggy bank <b>No cost</b></p> <p>Five percent of income <input type="checkbox"/></p> <p>Ten percent of income <input type="checkbox"/> <input type="checkbox"/></p> <p>Invest for retirement <input type="checkbox"/> <input type="checkbox"/></p> <p>Contribution to charities and religious groups <input type="checkbox"/></p>	<p style="text-align: center;"> <b>Furnishings</b></p> <p style="text-align: center;"></p> <p>Borrow from relatives or friends <b>No cost</b></p> <p>Rent furniture or live in furnished apartment <input type="checkbox"/></p> <p>Buy at a garage sale or thrift shop <input type="checkbox"/></p> <p>Buy new furniture <input type="checkbox"/> <input type="checkbox"/></p>

## Round One discussion questions

Explain the reasoning behind how you spent your 20 bean income.

Take a moment to think about your values around money. Then, look at the top three to four categories where you are spending most of your beans. How do these

Think about how you chose to remove the 7 beans.

4. What tradeoffs did you have to make?

### ○ 3.3 ONLINE/SELF-DIRECTED ACTIVITIES PLANS

#### ○ ACTIVITY N8 – THE GARDENER AND THE CARPENTER

##### I. Activity type and description

**(A) GOAL:** Competences addressed:

- Learning through experiences (10)
- Ethical & sustainable thinking (4) (including problem solving as referred in module n6)

The aim of this activity is to introduce participants a new way of looking at parenting, an approach that results in resilient, change-proof children. It is designed to create a deeper understanding.

**(B) TYPE OF ACTIVITY:** Online/Self-directed

**(C) TYPE OF ACTIVITY:** Individual activity

**(D) TIME OF DURATION:** 45 minutes

##### II. Material/resources

Video: <https://youtu.be/aHhluDJmFLY>

Article: <https://www.theatlantic.com/family/archive/2016/09/abandon-parenting-and-just-be-a-parent/501236/>

##### I. Instructions

*Give instructions to the learner on how to use the resources and what they are expected to do with it. Develop any necessary tools, too eg. writing template, quiz, etc.*

1. In this video, Alison Gopnik, author of the book *The Gardener and the Carpenter – What the New Science of Child Development Tells Us about the Relationship Between Parents and*

Children explains the main concept of his book. Watch the video here <https://youtu.be/aHhluDJmFLY>

2. To go deeper, please read this article available on the website of The Atlantic containing an interview with Alison Gopnik. <https://www.theatlantic.com/family/archive/2016/09/abandon-parenting-and-just-be-a-parent/501236/>
3. Based on the video and your reading, please do the following quiz (two attempts are allowed at each question)
  - Carpenter parents...
    - i. know exactly what they want their children to become
    - ii. control all activities of their children
    - iii. **both**
    - iv. none of the above
  - Gardener parents...
    - i. know exactly what they want their children to become
    - ii. control all activities of their children
    - iii. both
    - iv. **none of the above**
  - If you become a gardener parent
    - i. Your child will love gardening
    - ii. **Your child will be more resilient**
    - iii. Your child will be better at reading
    - iv. Your child will fulfil your dreams
  - In recent years
    - i. **Being a carpenter parent became the norm**
    - ii. Being a gardener parent became the norm
    - iii. Parents were bringing up their children the same was as their own parents
  - In rapidly changing circumstances

- i. **Children brought up by gardener parents will be more weather-proof**
- ii. Being brought up in a free manner will make life more difficult later on
- iii. External expectations make you become a carpenter parent.

4. Create your own entrepreneurial parenting action plan. You can use any freely available writing tool, such as creating a blog on wordpress.com, blogger.com, medium.com or similar. Over the course of the training, you will be asked to reflect on certain questions and post your thoughts in the discussion forum. In this activity, you will write a single action plan for becoming more like a gardener parent. Create your blog entry structured as follows:

- What element of your parenting practice do you want to change?
- What do you find too carpenter-like in your current practice?
- What steps will you take in changing your practice?
- What outcome, change do you expect in your child(ren)'s development?

5. Post the link to your blog entry in the discussion forum below and feel free to comment on others' entries

6. Tick the box below if you have shared your entry in the discussion forum.

## II. Evaluation

*Please describe what participants can expect after doing the activity eg. grading of a quiz, peer review of their written input, review of their written input by the project team (?), just keep it for future reference etc*

By the end of this activity, participants will understand the difference between approaching parenting as a gardener or as a carpenter and grasp the benefits of the gardener approach. Participants will receive direct feedback on their quiz and peer feedback on their blog entry.

## III. References

Gopnik, A. (2016) *The Gardener and the Carpenter*. Picador, New York

## IV. Further readings

*Please make sure you only share reading that is open source and has free access*

If you are interested in more detail of the science behind watch Alison Gopnik speaking at Google <https://youtu.be/xURCmzmQG8s>

## Activity n8 - The Gardener and the Carpenter

### Quiz Gardener vs. Carpenter

- Carpenter parents...
  - i. know exactly what they want their children to become
  - ii. control all activities of their children
  - iii. **both**
  - iv. none of the above
- Gardener parents...
  - i. know exactly what they want their children to become
  - ii. control all activities of their children
  - iii. both
  - iv. **none of the above**
- If you become a gardener parent
  - i. Your child will love gardening
  - ii. **Your child will be more resilient**
  - iii. Your child will be better at reading
  - iv. Your child will fulfil your dreams
- In recent years
  - i. Being a carpenter parent became the norm
  - ii. Being a gardener parent became the norm
  - iii. Parents were bringing up their children the same way as their own parents
- In rapidly changing circumstances
  - i. **Children brought up by gardener parents will be more weather-proof**
  - ii. Being brought up in a free manner will make life more difficult later on
  - iii. External expectations make you become a carpenter parent.

## ○ ACTIVITY N9 – LEARNING THROUGH PLAY

### I. Activity type and description

**(A) GOAL:** The aim of the activity is to help parents understand how learning happens during play and how important play is in the lives of children. Competences addressed:

- Learning through experiences (10)
- Ethical & sustainable thinking (4) (including problem solving as referred in module n6)

**(B) TYPE OF ACTIVITY:** Online/Self-directed activity

**(C) TYPE OF ACTIVITY:** Individual activity followed by group sharing

**(D) TIME OF DURATION:** 30 minutes

### II. Material/resources

- Learning through play review available here: [https://www.legofoundation.com/media/2410/learningthroughplay\\_areview.pdf](https://www.legofoundation.com/media/2410/learningthroughplay_areview.pdf)
- Article featuring Pasi Salhberg available here: <http://www.aeufederal.org.au/news-media/news/2019/learning-childs-play>
- Dad Lab YouTube channel: [www.youtube.com/channel/UCc-hy0u9-oKINdMKHBudcQ](http://www.youtube.com/channel/UCc-hy0u9-oKINdMKHBudcQ)

### III. Instructions

1. Read this article featuring Pasi Sahlberg, the global ambassador of Finnish education about the role of play in the lives of children <http://www.aeufederal.org.au/news-media/news/2019/learning-childs-play>
2. Read the summary of the Learning through Play Evidence Review. Pay special attention to the five characteristics of Playful Learning [https://www.legofoundation.com/media/2410/learningthroughplay\\_areview.pdf](https://www.legofoundation.com/media/2410/learningthroughplay_areview.pdf)
3. Choose a video from the Dad's lab video channel and write a blog entry in your parenting blog identifying which of the five playful learning characteristics (iterative, actively engaging, meaningful, joyful, socially interactive) can be seen in the video of your choice and how. [https://www.youtube.com/channel/UCC\\_-hy0u9-oKINdMKHBudcQ](https://www.youtube.com/channel/UCC_-hy0u9-oKINdMKHBudcQ)
4. Post the link to your blog entry in the discussion forum below and feel free to comment on others' entries
5. Tick the box below if you have shared your entry in the discussion forum.

### IV. Evaluation

By the end of the activity, participants will understand the importance of play and playful learning in the lives of children and will be able to understand how learning is happening in and through play.

### V. References

Jennifer M. Zosh, Emily J. Hopkins, Hanne Jensen, Claire Liu, Dave Neale, Kathy Hirsh-Pasek, S. Lynne Solis and David Whitebread (2017). Learning through play: a review of the evidence. The LEGO Foundation, Billund, Denmark

Sahlberg P., Doyle W. (2019) Let the Children Play. Oxford University Press

Cohen L. (2001.) Playful Parenting. Balantine Books, New York

### VI. Further readings

LEGO Foundation's White Paper on Learning through Play  
[https://www.legofoundation.com/media/1063/learning-through-play\\_web.pdf](https://www.legofoundation.com/media/1063/learning-through-play_web.pdf)

Lawrence Cohen: Playful Parenting on Google Books  
<https://books.google.nl/books?hl=en&lr=&id=45EdmajNtzlC&oi=fnd&pg=PR11&dq=playful+learning+lawrence+cohen&ots=YoTSb1qJUR&sig=KcAmxhrBD6jhUWQu-nbKhpET23w#v=onepage&q=playful%20learning%20lawrence%20cohen&f=false>

## ○ ACTIVITY N10 – VALUE-LED PARENTING

### I. Activity type and description

**(A) GOAL:** Competences addressed:

- Learning through experiences (10)
- Ethical & sustainable thinking (4) (including problem solving as referred in module n6)

The aim of this activity is to make participants understand why values and instilling them in children are important. We put a special focus on conflicts arising from value-led parenting as well as feelings and solutions related to that.

**(B) TYPE OF ACTIVITY:** Online/Self-directed activity

**(C) TYPE OF ACTIVITY:** Individual activity, but parents may want to come together to discuss the topic in a face-to-face environment.

## (D) TIME OF DURATION: 50 minutes

### II. Material/resources

- [Huffington Post interview](#)
- Ted Talk <https://www.youtube.com/watch?v=CyElHdaqkjo>

### III. Instructions

1. Read this Huffington Post interview with psychologist and author Madeline Levine on the importance of teaching values to your children, peer pressure among parents and the need to abandon making decisions for your children based on your own insecurities. [https://www.huffpost.com/entry/teach-your-children-well-madeline-levine-interview\\_n\\_1765313?guce\\_referrer=aHR0cHM6Ly93d3cuZ29vZ2xLmNvbS8&guce\\_referrer\\_sig=AQAAAE0qN7qYKbBFRdYtrG\\_Qf1BCdxXPPh3VWBulUYT\\_21gh83GqM\\_8vT69sb6qQ2iocK90IPnr5S\\_0YvdrnTnQg5NStJW-VeDdUZHNta3WVHaPnkf9zqP5CvsG8DtjyhSdsOxvZguRwhuBndjEDHVUHPZ0pbjr7-YVzKD70dlqtlGria&guccounter=2](https://www.huffpost.com/entry/teach-your-children-well-madeline-levine-interview_n_1765313?guce_referrer=aHR0cHM6Ly93d3cuZ29vZ2xLmNvbS8&guce_referrer_sig=AQAAAE0qN7qYKbBFRdYtrG_Qf1BCdxXPPh3VWBulUYT_21gh83GqM_8vT69sb6qQ2iocK90IPnr5S_0YvdrnTnQg5NStJW-VeDdUZHNta3WVHaPnkf9zqP5CvsG8DtjyhSdsOxvZguRwhuBndjEDHVUHPZ0pbjr7-YVzKD70dlqtlGria&guccounter=2)
2. After reading the article, start writing a blog entry on any issue that has resonated with you related to values and value-led parenting
3. Watch the Ted Talk How to raise successful kids -- without over-parenting by Julie Lythcott-Haims <https://youtu.be/CyElHdaqkjo> and continue writing your blog entry including any ideas that have arisen when watching the video.
4. Finish your blog entry by answering the following questions
  - How do you define conflict?
  - What is your typical response to conflict?
  - What is your greatest strength when dealing with conflict?
  - If you could change one thing about the way you handle conflict, what would it be? Why?
  - What is the most important outcome of conflict?

You can provide general answers or refer to any of your thoughts after reading the article or watching the video

5. Post the link to your blog entry in the discussion forum below and feel free to comment on others' entries
6. Tick the box below if you have shared your entry in the discussion forum.

### IV. Evaluation

By the end of the activity, participants will have a deeper understanding of how values impact the upbringing of their children and why they are more important than grades and other external factors; they will also have an overview of conflicts that may arise from value-led parenting and ways of coping with it.

### V. References

Levine, M. (2012). *Teach Your Children Well*. Harper, New York

Mogel, W. (2008) *The Blessing of a Skinned Knee*. Scribner

Lythcott-Haims, J. (2016) *Raising and Adult*. Griffin

Bisnow, M. (2016) Raising and Entrepreneur. New harbinger Publications

Robinson, K., Aronica, L. (2018) You, Your Child and School. Penguin Books

VI. Further readings

[https://www.wendymogel.com/books/excerpt/the\\_blessing\\_of\\_a\\_skinned\\_knee](https://www.wendymogel.com/books/excerpt/the_blessing_of_a_skinned_knee)

[https://preview.aer.io/Teach\\_Your\\_Children\\_Well-ODQ1Mjg=?social=1&retail=1&emailcap=0](https://preview.aer.io/Teach_Your_Children_Well-ODQ1Mjg=?social=1&retail=1&emailcap=0)

<https://www.penguinrandomhouse.ca/books/315396/you-your-child-and-school-by-sir-ken-robinson-phd-and-lou-aronica/9780143108849/excerpt>

<https://us.macmillan.com/excerpt?isbn=9781627791779>

## ○ ACTIVITY N11– FINANCIAL LITERACY ASSESSMENT QUESTIONNAIRE (A)

### I. Activity type and description

**(A) GOAL:** This online activity is intended for participants to assess their own financial literacy using a basic questionnaire. By doing this activity, participants will have a deeper understanding of their own competences and identify areas for improvement.

**(B) TYPE OF ACTIVITY:** Online/Self-directed activity

**(C) TYPE OF ACTIVITY:** Individual activity followed by group sharing

**(D) TIME OF DURATION:** 10 minutes

### II. Material/resources

Questionnaire found in Annexes - Activity n11 "Financial Literacy Questionnaire" available

Parentpreneurs website

### III. Instructions

Read the following questions and choose the single right answer.

### IV. Evaluation

The short online quiz will generate the results and show the areas where there may be areas of uncertainty and a need for some further reading and reflection.

### V. References

<https://www.oecd.org/financial/education/oecd-infe-2020-international-survey-of-adult-financial-literacy.pdf>

<https://gflec.org/initiatives/sp-global-finlit-survey/>

<https://www.oecd.org/daf/fin/financial-education/OECD-INFE-International-Survey-of-Adult-Financial-Literacy-Competencies.pdf>

### VI. Further readings

<https://www.incharge.org/financial-literacy/>

*This website has an extensive range of material not least a suite of seven workbooks addressing the following areas:*

- 1: Introduction to Financial Literacy*
- 2: Budgeting & Organizing Your Finances*
- 3: Financial Pitfalls & Attitudes About Money*
- 4: Understanding Insurance*
- 5: Savings Strategy*
- 6: Understanding Credit & Debt*
- 7: Saving for the Future*

<https://www.ngpf.org>

The Next Generation Personal Finance Academy has an extensive compilation of short videos accessible through NGPF site see YouTube links below:

Compound interest- one of the most powerful concepts in finance

<https://www.youtube.com/watch?v=wf91rEGw88Q>

Should I buy this?

<https://www.youtube.com/watch?v=Kq5puHiNWzo>

The Hidden Cost of Joining a Gym

<https://edpuzzle.com/media/5e90c820e1cdcd3f128b1677>

Decision-making Strategies

[https://www.youtube.com/watch?v=pPlhAm\\_WGbQ](https://www.youtube.com/watch?v=pPlhAm_WGbQ)

The Real Cost of Bottled Water

<https://edpuzzle.com/media/5e90af837fcacf3f19b2658d>

### **Activity n11 - Financial literacy Questionnaire**

1. If you invest €100 at a 10% interest rate, how much will you have in your account after five years?
  - (a) € 500.5
  - (b) €161**
  - (c) € 550
  - (d) €150
  
2. Compound interest is
  - a) interest that goes void at the end of the deposit or loan period
  - b) interest added to a principal so that the added interest also earns interest from then on**
  - c) interest that doubles
  - d) interest that gets paid by the government
  
3. People who do not understand the difference between \_\_\_\_\_ usually struggle with financial problems.
  - a) Taxes and insurance
  - b) Needs and wants**
  - c) Buying and renting
  - d) Food and shelter
  
4. One major problem with using credit cards is that people
  - (a) Lose them a lot.

- (b) **Buy things they can't afford.**
  - (c) Have to pay to use them.
  - (d) Forget to use them.
5. Suppose you have some money. Is it safer to:
- (a) put your money into one business or investment
  - (b) put your money into multiple businesses or investments**
  - (c) don't know
6. Suppose over the next 10 years the prices of the things you buy double. If your income also doubles, will you be able to
- (a) buy less than you can buy today,
  - (b) the same as you can buy today,**
  - (c) more than you can buy today?
  - (d) do not know
7. Suppose you need to borrow €100. Which is the lower amount to pay back: € 105 or €100 plus three percent?
- (a) €105
  - (b) €100 plus three percent?**
  - (c) don't know
8. Suppose you put money in the bank for two years and the bank agrees to add 15 percent per year to your account.
- (a) will the bank add more money to your account the second year than it did the first year?**
  - (b) will it add the same amount of money both years?
  - (c) will it add less money to your account the second year than it did the first year?
  - (d) don't know
9. Suppose you had € 100 in a savings account and the bank adds 10 percent per year to the account. How much money would you have in the account after five years if you did not remove any money from the account?
- (a) more than €150**
  - (b) exactly €150
  - (c) less than €150 dollars
  - (d) don't know

## ○ ACTIVITY N12 – INCREASE YOUR FINANCIAL LITERACY

### Activity n12.1: Case Study

#### I. Activity type and description

- (A) GOAL:** This online activity is designed to increase the financial literacy level of participants through a single practical activity. After doing the activity participants can expect to be able to draw up a household budget in a (more) responsible way.
- (B) TYPE OF ACTIVITY:** Online/Self-directed activity
- (C) TYPE OF ACTIVITY:** Individual activity followed by group sharing
- (D) TIME OF DURATION:** 30 minutes

#### II. Material/resources

- Marie-Elise's case study found in Annex 12

#### III. Instructions

1. Go through Marie-Elise' spending list and break them into two groups: essential and non essential.
2. Attempt to answer questions 2 & 3. In so doing, can you identify ways of moving items from the essential list into the non-essential list?
3. Can you identify additional categories of expense not covered by this list or which might be added to the list in the future?
4. Share your answers with your peers or with a fellow parent, preferably via the blog you have set up for this course

#### IV. Evaluation

There are no right or wrong answers, the purpose is to provoke reflection on the implications of particular financial commitments, the scope for flexibility over time, whereas in the short term e.g. items such as rent, mortgage or loan agreements are fixed, but can be changed over the longer term depending upon individual value judgements and priorities.

As with other activities in the unit it is believed that the use of the blog will facilitate interaction, discussion and mutual support as participants address different challenges and issues raised throughout the unit.

#### References

Download the booklet  
"Budgeting & Organizing Your Finances"  
<https://www.incharge.org/financial-literacy/>

#### V. Further readings

YouTube video "Should I buy this?"  
<https://www.youtube.com/watch?v=Kq5puHiNWzo>

○ **ACTIVITY N12.2 – HOW WE SEE FINANCIAL LITERACY AT THE END OF THE MODULE**

I. **Activity type and description**

**(A) GOAL:** The aim of the activity is to have a moment of self-reflection about financial literacy and the learning happening when doing this module.

**(B) TYPE OF ACTIVITY:** Online/Self-directed activity

**(C) TYPE OF ACTIVITY:** Individual activity followed by group sharing

**(D) TIME OF DURATION:** 15 minutes

II. **Material/resources**

- Questions found in Instructions below
- Participants own blog
- Forum for discussion

III. **Instructions**

Think about the previous activities related to financial literacy and write a short self-reflection in your blog answering one or more of the following questions:

- Did you learn anything new about your own financial literacy?
- What was surprising or enlightening when thinking about financial topics?
- Was there anything uncomfortable?
- Will you change your financial practices in any way after doing these activities?

Share your blog entry in the discussion board and comment on input from others.

IV. **Evaluation**

By the end of the activity, participants will have a deeper understanding of the importance of financial literacy in raising their children. Depending upon particular ethical values some parents may seek to explore the role and limitations of the transactional approach to exchange and alternative perspectives of value beyond a pecuniary measure.

V. **References**

N/A

VI. **Further readings**

<https://themoneymammals.com/why-is-financial-literacy-important-and-what-every-parent-needs-to-know-about-it-hint-starting-early-matters>

**Activity n12 - Marie- Elise’s Spending List**

Marie-Elise is 25 years old and lives alone in a two-bedroomed house

She earns a monthly salary working in a full-time job.

Her typical monthly spending includes:

Rent for her house

Council Tax

Gas & electricity

Cigarettes  
Designer label clothes  
Food  
Fuel for his car, mainly to get to work and back  
Cafes, pubs & clubs  
Savings for foreign holidays  
Bank overdraft charges

1. Marie-Elise overspends each month and she is concerned that her debts are increasing significantly.
2. Suggest four changes that Marie-Elise could make to her essential spending to help to improve his financial situation.
3. Suggest four changes that Marie-Elise could make to her non-essential spending to help to improve her financial situation.
4. Explain how improvements in Marie-Elise's financial situation would benefit her immediately and her long-term financial planning.

#### 4. Extended learning: resource plan

[https://en.wikipedia.org/wiki/Open\\_educational\\_resources#:~:text=Open%20educational%20resources%20\(OER\)%20are,well%20as%20for%20research%20purposes.](https://en.wikipedia.org/wiki/Open_educational_resources#:~:text=Open%20educational%20resources%20(OER)%20are,well%20as%20for%20research%20purposes.)) to help parents nurturing their learning

### 1 WHY DO ENTREPRENEURIAL PARENTS HAVE ENTREPRENEURIAL CHILDREN?

#### I. Resource type and description

Write here:

(A) whether it is a reading, a video, etc.

(B) goals of the activity and competence/s addressed

It is a research paper on the intergenerational impact of being entrepreneurial

#### II. Why is this resource useful?

If applicable, specify here what is needed to carry out the activity, otherwise just write "None"

It is useful for those who are more interested in the science behind parents as entrepreneurial educators

#### III. Duration

It is a 1-hour read

#### IV. Web links and references

If possible, include tips to go to the platform and direct link to the platform

<http://ftp.iza.org/dp6740.pdf>

### 2 PARENTS: PRIMARY EDUCATORS, CAREGIVERS, GATEKEEPERS, SCAFFOLDERS

#### I. Resource type and description

Write here:

(A) whether it is a reading, a video, etc.

(B) goals of the activity and competence/s addressed

A research article focusing on parental engagement in children's learning and schooling

#### II. Why is this resource useful?

If applicable, specify here what is needed to carry out the activity, otherwise just write "None"

It is making the link between parenting at home and being educated at school, the two core environments for most children

#### III. Duration

It is a 1-hour read

#### IV. Web links and references

*If possible, include tips to go to the platform and direct link to the platform*

[https://www.researchgate.net/publication/343719761\\_PARENTS\\_PRIMARY\\_EDUCATORS\\_CAREGIVERS\\_GATEKEEPERS\\_SCAFFOLDERS](https://www.researchgate.net/publication/343719761_PARENTS_PRIMARY_EDUCATORS_CAREGIVERS_GATEKEEPERS_SCAFFOLDERS)

### 3. CASE OR SCENARIO BASED ACTIVITY

#### I. Resource type and description

*Write here:*

*(A) whether it is a reading, a video, etc.*

*(B) goals of the activity and competence/s addressed*

This is a short scenario with a few questions asking the parent to consider and note down. After a short interval the parent might look at the video clip segment which was taken from a news programme which takes you through the issues.

The activity is an all too familiar one with scope to involve family members in discussing the scenario as well. Although drawn from an American news channel most broadcasters do offer news / magazine or consumer style programmes so it might be possible to lift those rather than reinvent the wheel. The competence addressed is of course Financial Literacy and the associated learning outcomes:

- be able to make informed decisions and choices about personal finances
- be able to identify and tackle problems or issues with confidence

Fred wants to buy a newer car to replace his old one which is ten years old. He could sell his car privately for £2500. He has seen a newer car he likes in a local garage.

Suggest two things Fred should do before he starts to discuss the purchase of the car with the garage

Suggest four things that Fred should do when negotiating so that he gets the best deal on the car?  
**(see checklist on video from ABC news)**

#### II. Why is this resource useful?

*If applicable, specify here what is needed to carry out the activity, otherwise just write "None"*

This is an all too familiar real-life experience and which could be discussed within the family.

#### III. Duration

The scenario and video could be covered within 15 minutes of course if discussed at home with family there would be ample opportunity to open it out to broaden the discussion.

#### IV. Web links and references

*If possible, include tips to go to the platform and direct link to the platform*

See Web link

Advising Fred courtesy ABC News

(<https://www.youtube.com/watch?v=UpEsmEajCJo&feature=youtu.be>) 4 minutes.

New v. Old car purchase

<https://www.youtube.com/watch?v=HaSHU7AKMjo>



**ParENTrepreneurs**

**Module n°2**

**Spotting**

# **Opportunities To Be Entrepreneurial**

**O2 Training Package on parENTrepreneurship  
Education**

**Leading partner: Materahub**

**Project number: 2019-1-NL01-KA204-060263**

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4	23/09/2020	Bantani	Second draft
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7	15/12/2020	Bantani	Final V2
8	07/01/2021	Bantani	Content and layout final Revision

## Version history

Author: Gabriella Antezza, Materahub

## 1. Introduction

Use your imagination and abilities to identify opportunities to create value.

Congratulations on taking advantage of this opportunity to develop your ability to spot opportunities to create value. This competence is the engine room of innovation and problem-solving approaches. Here we are dealing with the art of the possible and what we can do to create value with, and for, ourselves and others. Have fun!

Spotting opportunities is the competence that puts purpose into ideas. Identifying an opportunity to create value is the first step to turning ideas into real value. Spotting opportunities is a way of looking at things as possibilities and this begins by recognising, understanding or, even inventing, what might be possible.

Imagination is the mother of learning, creativity and invention. Children are naturally/innately programmed to learn through imaginative play, rehearsal, empathy, exploration, and discovery.

The world is changing so quickly; it is volatile, uncertain, complex and ambiguous. We all need to imagine and create ways to survive and thrive. We will need to solve problems people may never have faced before. The pace of change is increasing. Technology is developing so quickly that it is impossible to imagine what services and tools might be invented. The challenges of the future require us all to be looking for solutions to unprecedented problems and ways to make life sustainable with better outcomes for everyone. Developing your competence to better spot opportunities will enable you to see what value is needed where, and by whom, and what you can do to help.

The learning in this module will also develop your ability to test ideas and opportunities! Ideas are the oxygen of creativity, purpose and innovation but we need to be able to sort out which ideas create value or have potential, and which ideas were just fun to have at the time.

Whether we are aware of it or not, we tend to be thinking for most of the time. How do we know when we have an idea, rather than simply thinking? In the storybooks, there is a “lightbulb” moment, or we leap from the bath shouting “Eureka!”. In real life, we need to learn how to identify, appraise and implement our ideas, or not, with good reasons and understanding. We need to learn to play with, structure and test our ideas, in order to act upon the best ones effectively.

Through the activities in this module, you will develop and practise critical thinking. When we talk about thinking critically, we do not mean that we are only looking to identify the bad points of an idea or proposal, as in “she criticised my dress because she did not like it”. Thinking critically is about employing a range of thinking skills like analysing and evaluating.

Thinking critically to analyse and evaluate our ideas and opportunities helps us to understand ourselves better, our motivation and goals and this understanding leads to greater confidence. Critically analysing and evaluating our ideas helps us to identify the most valuable and useful aspects of an idea to apply or implement them in our lives. In this way we can make improvements, promoting better outcomes for ourselves and others.

## 2. Benefits and opportunities

This module will help you and your family to think about things differently and to imagine new possibilities to create new opportunities. Each suggested strategy/game or activity is described in broad and general terms. You are invited, and encouraged, to adapt them and experiment with them. Invite your friends and families to suggest ways in which you can adapt and practise activities in your daily lives, homes and communities. Finding new and fun ways to adapt tasks is a great place to start when looking to spot opportunities. You will learn ways in which we can record, represent, share and test our ideas. We will explore strategies to sort out which ideas are good, which ideas have potential, and which ideas can be turned into opportunities to create value for others. Idea generation can be very exciting and bursting with potentiality, but ideas need to be tamed and harnessed to be of use to us. This is the module that will help you to harness, capture and present your ideas. Finding new and fun ways to appraise your ideas will sharpen them up, hone them and refine them, helping you to harvest the potential of your ideas to create value and maximise opportunities.

The ‘ways of seeing’ activities promote visual literacy and provide strategies to help us to notice, and overcome, brain filters and blind spots. Brain filters and blind spots become habits, which can prevent us from seeing all that there is to see. The suggested activities provide examples of ways in which we can look around us differently with more open minds. To keep our minds open, to notice more and look at things in different ways, will require practice. An open mind and visual literacy are habits developed through practice. The activities provided can be completed alone or with others in many different places. To sustain and develop your practice, look for ways in which you can record what you are seeing over time or over place. You can revisit this record to review your development or more easily identify changes and trends over time or place. Who knows what useful information and opportunities you will uncover!

The ‘dreaming’ activities set out a number of approaches you can use either alone, or with family and friends, to create possibilities and opportunities by changing the way we think. This topic illustrates the limiting power of beliefs and the importance of being able to imagine possibilities to address/overcome what is sometimes believed to be impossible. Imagination is developed through the learning activities as participants are invited to analyse their own needs using Maslow’s taxonomy. This learning provides a basis for developing empathy and care for others in anticipating their needs and imagining and sharing ways in which to provide help. This learning can be further developed whenever we use our understanding of the needs that we all have, to imagine ways in which we can create value to help others.

Problem solving can often be framed, or thought of, negatively, as a problem. In this topic, there are activities to help you to develop and share techniques to promote a ‘serendipity mindset’. Activities will help you to reframe problems and issues positively so that they can become opportunities. Also, using affirmations and positive, action-orientated language supports better planning and motivation for action.

‘Doing more with less’ activities demonstrate the potential to create value with very few and ordinary resources, in fun, playful, enjoyable ways. These activities develop the ability to generate potential and opportunity from almost anything, including rubbish. There is a famous saying in UK “one man’s muck is another man’s brass”. There is a little bit of magic in ‘new life from old’, watching what we usually discard as vegetable waste regenerating into new life.

Dream big! Create a motivational playlist of tracks that make you feel positive and excited about dreaming of a better future. Listen to it while you are learning!

The hexagonal thinking activity, taking different perspectives and asking different questions enables us to really examine our thinking and break it down and extend it. What is an idea? How is it different to thinking? Attempting to define 'idea' is more interesting completed in a group with the opportunity to discuss opinions and experiences. The focus is how we can play with ideas to find meaning, possibility or purpose. It is important that the play is open ended, self-directed and exploratory to uncover new combinations and contradictions. The use of hexagon artefact cards gives shape to single ideas and enables us to manipulate them more easily in concrete terms. Interesting combinations and structures provide the opportunity to consider opportunities, purpose, clarity and communication.

The activities reveal how ideas are created, explored and developed. The activities develop understanding of innovation and how asking the right questions can add meaning to an idea to test and refine it.

A critical dimension of testing ideas is being able to differentiate the true from the false. Extension activities and resources illustrate the difference between fact and opinion and will help you and your children to test your ideas for credibility and will develop skills in evaluating digital sources. If you can conceive it, and believe it, you can achieve it!

### 3. Module Plan

<b>Module n° 2</b>	Spotting Opportunities to be Entrepreneurial
<b>Type of activity</b>	F2F – Online/self-directed

<i>Duration (in minutes)</i>	<ul style="list-style-type: none"> <li>180 minutes f2f plus 180 minutes online</li> </ul>
<i>General objectives</i>	This module is designed to promote personal learning for parents, parents learning with their children and parents learning with other parents to promote learning with their children. The module presents activities, tools and strategies, to develop competence in using imagination and abilities to identify opportunities to create value for others. The learning develops understanding how to critically analyse ideas and issues.
<i>Competences addressed</i>	<ul style="list-style-type: none"> <li>Spotting opportunities</li> <li>Valuing ideas</li> </ul>
<i>Learning outcomes</i>	<p>By the end of this module the learner will:</p> <ul style="list-style-type: none"> <li>understand how our brains filter information according to our interests and attention and practise techniques to overcome filters and blindspots which can limit our sense of possibility and opportunity</li> <li>develop the use of imaginative approaches to increase our perception of what is possible</li> <li>develop a more positive and open mindset to make spotting opportunities easier to explore different approaches to reframing an issue/problem/improvement as an opportunity to add value.</li> <li>understand the impact of our language choices and how to frame language more positively to enhance motivation and imagination</li> <li>explore strategies to record and structure ideas to build new and interesting connections and combinations</li> <li>use different questions and perspectives to expand thinking and structure analysis</li> <li>demonstrate the value that can be created out of ordinary everyday objects or even rubbish</li> </ul>
<i>Methods</i>	<p>The face to face activities include collaborative learning, learning by doing and reflection. Whilst the activities are experienced by parents it is with a view to developing and experimenting with the ideas, with other parents and their children, to build on and adapt them to develop the learning further.</p> <p>The online learning activities are designed to extend and enrich the learning offered through the face to face experiences and activities.</p>
<i>Content</i>	<ul style="list-style-type: none"> <li>- workshop introduction – opportunity: reflection and definition</li> <li>- Ways of seeing – using our senses to see things differently</li> <li>- Opportunity dreams – using beliefs, needs, wants and desires to generate opportunity</li> <li>- Serendipity mindset – using a positive attitude to create/nurture positivity</li> <li>- Flipping negatives to positives – using affirmative language to construct positivity</li> <li>- Hexagonal thinking – using cards to record, play with and structure thinking and ideas</li> <li>- Doing more with less – using the ordinary/discarded to create possibility/fun</li> </ul>

### 3.1 MODULE ACTIVITIES PLAN

<i>Activity title</i>	<i>Duration</i>	<i>F2F or online</i>	<i>Resources and materials</i>

<p><b>1. Introducing Module 2 to the Participants</b></p> <p>Goal: provide introduction to the module and the topic</p>	10 minutes	F2F only	<p><b>Activity 1.1</b></p> <p>(a) ice breaker: name game</p>
	15 min.	F2F <i>Note: This activity can be adapted online</i>	<p><b>Activity 1.2 Opportunity</b></p> <p>Individual reflection on experience and understanding of opportunities and group discussion. Resources: PPoint, post-it notes, pens, a display/share space, Laptop, projector</p>
<p><b>2. Ways of seeing – using our senses to see things differently</b></p> <p>Goal – use different techniques to see things in new ways, understand how our brains filter information according to our interests and attention and practise techniques to overcome filters and blindspots which can limit our sense of possibility and opportunity</p>	10 mins	F2F	<p><b>Activity 2.1 Optical illusions</b></p> <p>Activity - Using optical illusions to share different perspectives F2f – print off resources and conduct activity in pairs or small groups</p>
	10 mins	F2F	<p><b>Activity 2.2 Filters - a noticing challenge</b></p> <p>Activity - Draw a low value coin from memory Resources: pencil paper selection of low value coins</p>
	10 mins	F2F	<p><b>Activity 2.3 Alphabet noticing game</b></p> <p>Activity - find something in training room beginning with each letter of alphabet Resources: pen paper</p>
<p><b>3. Opportunity Dreams – using beliefs, needs, wants and desires to generate opportunity</b></p> <p>Goal – develop the use of imaginative approaches to increase our perception of what is possible</p>	10 mins	F2F	<p><b>Activity 3.1 – Dreams and beliefs - impossible possible</b></p> <p>read story F2F – print off Handout 3.1 Dreams and beliefs</p>
	15 mins		<p><b>Activity 3.2 Needs and wants as opportunities</b></p> <p>Activity - analyse and review needs and wants through self evaluation and group evaluation Resources: Handout 3.2 Needs and wants</p>
	15 mins		<p><b>Activity 3.3 Collaborative dream building story - hopes and desires</b></p> <p>Activity: group discussion Resources: Handout 3.3 Hopes and desires</p>
<p><b>4. Serendipity Mindset – using a positive attitude to create positivity</b></p> <p>Goal – develop a more positive and open mindset to make spotting opportunities easier to explore different approaches to reframing an issue/problem/improvement as an opportunity to add value.</p>	10 mins	F2F	<p><b>Activity 4.1 – Serendipity mindset article</b></p> <p><a href="#">The 'serendipity mindset': how to make your own luck   Life and style</a></p> <p>, F2f – print off resources and conduct activity in pairs or small groups</p>
	20 mins	F2F	<p><b>Activity 4.2 - Innovation questions</b></p> <p><a href="http://www.game-changer.net/2014/06/24/7-essential-innovation-questions/#.X llqdj7SUK">http://www.game-changer.net/2014/06/24/7-essential-innovation-questions/#.X llqdj7SUK</a></p>

			F2f – print off resources and conduct activity in pairs or small groups
<p><b>5. Flipping negatives to positives – using affirmative language to construct positivity</b></p> <p>Goal – understand the impact of our language choices and how to frame language more positively to enhance motivation and imagination</p>	20 mins	F2F	<p><b>Activity 5 –Using affirmative language to construct positivity</b></p> <p>self talk and attitude, writing affirmations to create a positive spin</p> <p><a href="#">Positive Daily Affirmations: Is There Science Behind It?</a></p> <p>F2f – print off resources and conduct activity in pairs or small groups</p>
<p><b>6. Hexagonal thinking – using artefact cards to play with and structure your thinking and ideas</b></p> <p>Goal – explore strategies to record and structure ideas to build new and interesting connections and combinations</p>	20 mins	F2F	<p><b>Activity 6 - Hexagonal thinking</b></p> <p>Activity – break down and record aspects of an idea to create value for others, record issues and aspects on hexagonal cards, construct new ways of thinking to create opportunities with interesting combinations.</p> <p><a href="#">How to Create Digital Hexagonal Thinking Templates</a></p> <p><a href="#">Using ‘Hexagonal Thinking’ to Deepen Classroom Conversations</a></p> <p>F2f – print off resources and conduct activity in pairs or small groups</p>
<p><b>7. Doing more with less - using the ordinary/discarded to create possibility/fun</b></p> <p>Goal – demonstrate the value that can be created out of ordinary everyday objects or even rubbish</p>	15 mins	F2F	<p><b>Activity 7 Doing more with less</b></p> <p>Identify ideas for creating value to grow plants and make fun and games</p> <p>Activity – new life from old, toys and games, composting</p> <p><a href="#">Did You Know You Can Grow Vegetables From Scraps?</a></p> <p>F2f – print off and distribute resources and conduct activity in pairs or small groups</p>
<b>8. Neuroscience for kids</b>	20 mins	Online/ self-directed	<b>Activity 8 – Optical fun</b> <a href="#">Neuroscience for Kids - Vision Exp.</a>
<b>9. Seeing more and differently – photograph exhibition</b>	45 mins	Online/ self-directed	<b>Activity 9 – Preposition photography digital camera padlet</b>
<b>10. I know I can – story</b>	30 mins	Online/ self-directed	<b>Activity 10 :Story</b>  <a href="#">This text was adapted from the original text entitled The Little Engine That Could ByWatty Piper</a>
<b>11. Serendipity</b>	10 mins	Online/ self-directed	<b>Activity 11 :Serendipity</b>

			<a href="#">Everyday Serendipity   Paul Hannam   TEDxUniversityofBrighton</a>
<b>12. Reframing experiences as opportunities</b>	20 mins	Online/ self-directed	<b>Activity 12 :Reframing experiences as opportunities</b> <a href="#">10 ways to reframe problems... rather, challenges</a>
<b>13. Positive strokes – positive language for learning</b>	25 mins	Online/ self-directed	<b>Activity 13 :Positive language for learning</b> Post it notes pens internet <a href="#">Affirmations</a>
<b>14. Taking a good look around – 360 degree opportunity analysis</b>	30 mins	Online/ self-directed	<b>Activity 14: 360 degree opportunity analysis</b> <a href="#">critical thinking sheet</a>

## 3.2 FACE-TO-FACE ACTIVITIES PLAN

### ■ Activity n1. Introducing Module 2 to the Participants

#### Activity n1.1: Ice breaker

##### I. Activity type and description

(A)GOAL: The ice breaker is a short activity that aims to make the participants feel more comfortable with the other participants and the trainer(s).

(B)TYPE OF ACTIVITY: F2f activity

(C) TYPE OF ACTIVITY: Group practical activity

(D)TIME OF DURATION: 10 minutes

##### II. Material/resources needed

- Handout in 4. Annexes - Activity n1.1 - Table 1 - Introduction to Module 2

##### III. Instructions

Welcome the group. Ask participants to sit on their chairs, or stand, in a circle. In a circle the whole group introduce themselves and something that they like, in turn, as follows: My name is Jane and I like chocolate.

The next participant repeats former introduction and their own: Her name is Jane and she likes chocolate. My name is Alex and I like swimming.

The next participant continues building on the previous participant's contribution: Her name is Jane and she likes chocolate. His name is Alex and he likes swimming. My name is Theo and I like horror films.

And so the group continues until everyone has participated. By the end of the activity, everyone knows each other's names and something about each other.

We encourage the trainer to participate in the activity as well.

#### IV. References

How to adapt ice breakers for different groups.

[Introduce Your Group Members with Icebreaker Ideas](#)

#### V. Alternatives

25 ice breaker activities: <https://www.signupgenius.com/groups/group-icebreakers.cfm>

#### VI. Learning outcomes (what participants can expect to take home)

Participants can learn about one another and feel comfortable talking about their personal and professional lives with others in the group.

#### **Activity n1.1 Introduction to Module 2**

#### **Table 1 - Use your imagination and abilities to identify opportunities to create value**

Congratulations on taking advantage of this opportunity to develop your ability to spot opportunities to create value. This competence is the engine room of innovation and problem-solving approaches. Here we are dealing with the art of the possible and what we can do to create value with, and for, ourselves and others. Have fun!

Spotting opportunities is the competence that puts purpose into ideas. Identifying an opportunity to create value is the first step to turning ideas into real value. Spotting opportunities is a way of looking at things as possibilities and this begins by recognising, understanding or, even inventing, what might be possible.

Imagination is the mother of learning, creativity and invention. Children are naturally/innately programmed to learn through imaginative play, rehearsal, empathy, exploration, and discovery.

The world is changing so quickly; it is volatile, uncertain, complex and ambiguous. We all need to imagine and create ways to survive and thrive. We will need to solve problems people may never have faced before. The pace of change is increasing. Technology is developing so quickly that it is impossible to imagine what services and tools might be invented. The challenges of the future require us all to be looking for solutions to unprecedented problems and ways to make life sustainable with better outcomes for everyone. Developing your competence to better spot opportunities will enable you to see what value is needed where, and by whom, and what you can do to help.

The learning in this module will also develop your ability to test ideas and opportunities! Ideas are the oxygen of creativity, purpose and innovation but we need to be able to sort out which ideas create value or have potential, and which ideas were just fun to have at the time.

Whether we are aware of it or not, we tend to be thinking for most of the time. How do we know when we have an idea, rather than simply thinking? In the storybooks, there is a “lightbulb” moment, or we leap from the bath shouting “Eureka!”. In real life, we need to learn how to identify, appraise and implement our ideas, or not, with good reasons and understanding. We need to learn to play with, structure and test our ideas, in order to act upon the best ones effectively.

Through the activities in this module you will develop and practise critical thinking. When we talk about thinking critically, we do not mean that we are only looking to identify the bad points of an idea or proposal, as in “she criticised my dress because she did not like it”. Thinking critically is about employing a range of thinking skills like analysing and evaluating.

Thinking critically to analyse and evaluate our ideas and opportunities helps us to understand ourselves better, our motivation and goals and this understanding leads to greater confidence. Critically analysing and evaluating our ideas helps us to identify the most valuable and useful aspects of an idea to apply or implement them in our lives. In this way we can make improvements, promoting better outcomes for ourselves and others.

## Activity n1.2: Opportunity reflection

### I. Activity type and description

- (A) GOAL: To reflect on personal understanding and experiences of opportunity the participants feel more comfortable with the other participants and the trainer(s).
- (B) TYPE OF ACTIVITY: F2f activity
- (C) TYPE OF ACTIVITY: Group practical activity
- (D) TIME OF DURATION: 15 minutes

### II. Material/resources needed

- Pens
- Handout found in 4. Annexes - Activity n1.2 - Table 1 “Opportunity reflection”
- Flip chart and pens

### III. Instructions

Ask participants to complete the first three questions alone.

Create a whole group definition

Compare it with dictionary definition(dictionary definition) a time or set of circumstances that makes it possible to do something)

Display definition on flip chart in large text

### IV. References

[www.collinsdictionary.com](http://www.collinsdictionary.com)

### VI. Learning outcomes (what participants can expect to take home)

Participants can reflect on questions to identify personal opportunities and create a shared definition of opportunity

## Activity n1.2 - Opportunity Reflection

### Table 1

What opportunities have you had in your life?
---

What opportunities do you wish you had in your life?

What opportunities could you create for yourself?

What is an opportunity?

## ■ Activity n2. Ways of Seeing



### ACTIVITY n2.1 Optical illusions

#### I. Activity type and description

- (A) GOAL: To understand how we see things in different ways
- (B) TYPE OF ACTIVITY: F2F activity
- (C) TYPE OF ACTIVITY: Group practical activity
- (D) TIME OF DURATION: 10 minutes

#### II. Material/resources needed

- Handout found in 4. Annexes - Activity n2.1 - Table 1 - Optical illusions

#### III. Instructions

Distribute Handout 2.1.

Ask participants what they see in each of the pictures and to compare their results with a partner or small group.

Script: *The brain is a very powerful processing tool, but that it has some really interesting glitches. Sometimes we can look straight at something and not see it.*

#### IV. References

[How Do Optical Illusions Work?](#)

V. Alternatives [www.optics4kids.org](http://www.optics4kids.org)

VI. Learning outcomes (what participants can expect to take home)

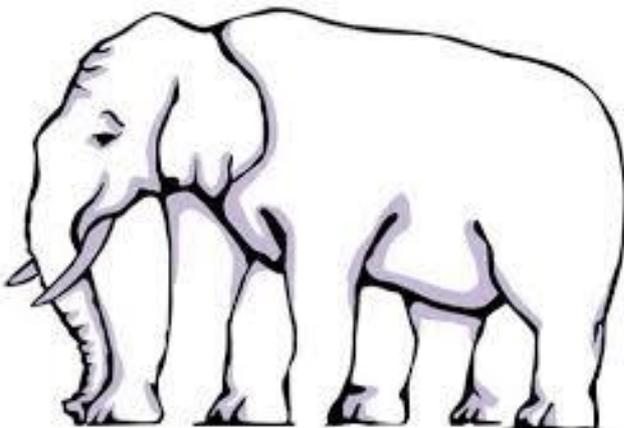
Participants can use different techniques to see things in new ways.

#### **Activity n2.1 - Optical Illusions**

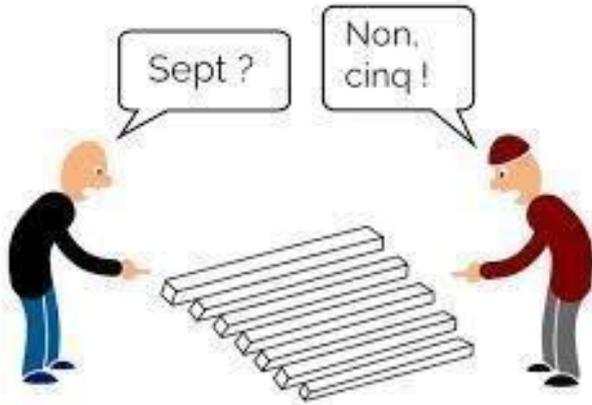
**Table 1**



Young woman/old woman?



How many legs does the elephant have?



How many planks?

## ACTIVITY 2.2: A noticing challenge

### I. Activity type and description

- (A) GOAL: to understand how our brains filter information according to our interests and attention.
- (B) TYPE OF ACTIVITY: F2f activity
- (C) TYPE OF ACTIVITY: Group practical activity
- (D) TIME OF DURATION: 10 minutes

### II. Material/resources needed pencils, paper, selection of low value coins

### III. Instructions

Distribute pencils and paper and ask participants to draw the two faces of a low value coin from memory. Once the sketches are finished, ask participants to compare results with a partner. Distribute low value coins for comparison. Ask participants what surprised them about their results. Use the explanation presented in the script below.

*Script: Our senses receive the world around us as a blooming, buzzing symphony of smells, sights, sounds and sensations. To help us to process this information, to make sense of it, and to stop us being overwhelmed, our brains filter what we think will be useful to us, what we are interested in or what agrees with what we believe. Think about a time when you have decided to visit a place, or buy a certain car, and, all of a sudden, you start noticing things which are relevant to that idea or topic. People who live by busy roads, airports or railway tracks will recognise how little they notice those noises after a time, as compared with their first impressions of the disturbance.*

*Many social media algorithms have similar filtering functions, showing us more adverts, memes and articles, based on what we spend most time paying attention to. If we look at lots of pictures of cats, the algorithm will show us more pictures of cats.*

*Test your filters – next time you are out and about, make a point of counting how many white vans there are. We usually filter them out and not notice them because there are so many white vans everywhere. When we are young, we tend to ignore the fresh beauty of our faces in favour of obsessing about the tiny red spot, which we believe makes us ugly.*

*We are very good at not paying attention to things, which we do not think we need or do not value highly. You can also try this activity with any very familiar item – mobile phone, television, PC desktop,*

car dashboard. If you complete this activity as a family, turn it into a game awarding points for each feature of the item that has been included.

#### IV. References

### [Why We Stop Noticing the World Around Us](#)

#### V. Alternatives

You can try the activity with any very familiar item - mobile phone/desktop/car keys

#### VI. Learning outcomes (what participants can expect to take home)

Participants can practise techniques to overcome filters and blind spots which can limit their sense of possibility and opportunity.

### **ACTIVITY n2.3: Alphabet noticing game**

#### I. Activity type and description

- (A)GOAL: To understand how we see different things and these things in different ways
- (B)TYPE OF ACTIVITY: F2f activity
- (C) TYPE OF ACTIVITY: Group practical activity
- (D)TIME OF DURATION: 10 minutes

#### II. Material/resources needed

- pen and paper

#### III. Instructions

On a piece of paper ask participants to write the alphabet in a list. In pairs ask them to find something in the training room which begins with each letter. The pair who can identify something beginning with each letter of the alphabet in the shortest time possible is the winner.

*Script: Create and play this game with friends or family to identify an item in the room for each initial letter of the alphabet. Set a time limit to generate some excitement. You will be unlikely to be able to identify concrete objects for each letter and the game then becomes an opportunity to think about feelings and values and relationships within the room to complete the challenge. Use these activities with friends and family to practise and demonstrate ways of seeing more than we are usually programmed to. Being able to see more, and look at things in more, and different, ways, will increase our ability to spot opportunities.*

*After completing this module, you will be more aware of your brain's filtering function and how to notice your own personal filters at work. Play with this learning with family and friends. Collect optical illusions and things, which surprise you as new and fresh. Continue to look for ways with which to open your mind to new ways of seeing, or seeing familiar things in new ways, with new eyes. Keep trying new perspectives.*

#### IV. References

<https://psmag.com/social-justice/did-you-see-the-gorilla>

## V. Alternatives

This game can be developed and played anywhere. Try it in different locations, or verbally with participants taking it in turns to suggest items for each letter.

## VI. Learning outcomes (what participants can expect to take home)

Participants can practise techniques to overcome filters and blind spots which can limit their sense of possibility and opportunity and understand that it is important for their child to use their imagination.

### ■ **Activity n3. Opportunity Dreams – using beliefs, needs, wants and desires to generate opportunity**

#### **ACTIVITY n3.1: Dreams and beliefs - impossible possible**

##### **I. Activity type and description**

- (A)GOAL: to share examples of situations where beliefs limited and created possibilities
- (B)TYPE OF ACTIVITY: F2f activity
- (C) TYPE OF ACTIVITY: Group practical activity
- (D)TIME OF DURATION: 10 minutes

##### **II. Material/resources needed**

- Handout found in 4. Annexes - Activity n3.1 - Table 1 - Dreams and beliefs

##### **III. Instructions**

Distribute Handout 3.1. Share story with participants. Ask participants to share with the group examples of when they did not believe something was possible and then went on to achieve it. Ask participants to identify one factor that helped them to achieve it.

##### **IV. References**

Martin Luther King's I have a dream speech [Martin Luther King Jr I have a dream...](#)

Roger Bannister's four minute mile

[Archive: Watch Sir Roger Bannister run world's first sub-four minute mile](#)

[The Legend of Cliff Young: The 61 Year Old Farmer Who Won the World's Toughest Race](#)

## V. Alternatives

Discuss with participants examples of innovations to explore and highlight the relationship between ideas of possible and impossible.

## VI. Learning outcomes (what participants can expect to take home)

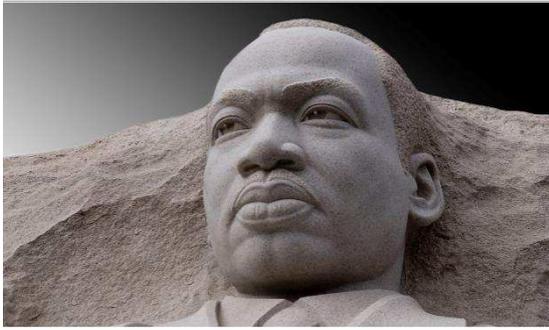
Participants can use imaginative approaches to increase perception of what is possible and understand that it is important for their child to use their imagination.

Participants can find ideas about how to support their child to be imaginative in helping others.

Participants understand that it is important that their child is able to identify needs and challenges around them and use their imagination to come up with ideas to help solve them and encourage their child to identify needs and challenges around them that they can help solve problems.

### **Activity n3.1 - Dreams and Beliefs**

**Table 1**



This Photo by Unknown Author is licensed under CC BY

The powerful “I have a dream” speech confirmed Martin Luther King’s belief in the possibility of greater equality for black people in the USA. His belief inspired other African Americans, and people all over the world, to also believe in the possibility of greater equality and compassion between races.



What we choose to believe is very powerful. Our beliefs determine what we believe to be possible. In 1954 Roger Bannister of the UK ran a mile in 3:59.4 minutes. This was the first recorded four minute mile. Before this proof, people did not believe that it was possible for a person to run a mile in less than 4 minutes. Once Bannister had established it as possible, many more people began to run a mile in four minutes or less.

Cliff Young was a 61 year old Australian shepherd when he won a 544 mile race from Sydney to Melbourne. When Cliff turned up to run the race in his overalls and work boots, without his false teeth, the other competitors were surprised, and some even laughed. On the first day Cliff ran a slow and shuffling race, trailing behind the other competitors. When other competitors stopped to go to bed for the night, Cliff kept running. He kept running for five days without stopping to sleep, taking the lead during the first night and winning the whole race with a ten hour lead. He was very resilient and fit from chasing animals on foot, on a huge farm, and he had not realised that you were supposed to stop and sleep. From that time on...

Dreaming enables us to see beyond current realities to what might be possible. And possibilities can become opportunities. Dreaming can give shape to our hopes and desires and hopes and desires begin with needs and wants.

## ACTIVITY n3.2: Needs and wants as opportunities

### I. Activity type and description

- (A)GOAL: To analyse and use Maslow's hierarchy of needs model as a frame to analyse personal need and wants and ways to meet them and then to consider how individually and as a group the needs of others can be met.
- (B)TYPE OF ACTIVITY: F2f activity
- (C) TYPE OF ACTIVITY: Group practical activity
- (D)TIME OF DURATION: 15 minutes

### II. Material/resources needed

- Handout found in 4. Annexes - Activity n3.2 - Table 1 - Needs and wants

### III. Instructions

Distribute Handout 3.2 to participants.

Ask them to individually complete the Table 1 on the handout to identify concrete examples of things that they do to meet their needs in the first column and things they might to meet their needs more effectively. It is a good idea for participants to share their completed frames with others in the group to share ideas for improvement when meeting own needs. Sharing examples and ideas with each other also illustrates very clearly how people are all working to meet the same needs.

#### **How can I help other people to meet their needs?**

Use Table 2 to discuss in groups, what participants can do as individuals to help to meet others' needs and what they can do as a family or group. Complete the template as a part of a discussion about what they can do to help to meet the needs of others. They can complete the template alone or in discussion with the group. It is interesting to share ideas. Create opportunities to share their ideas with others. Review the ideas for feasibility? Which ideas could be turned into real activity? Which ideas are people interested in pursuing? What are the benefits and challenges of the different ideas?

Facilitate a group reflection to discuss and answer the following questions:

- Did anything surprise me about this activity?
- Did I include anything that is not a need but a want?
- If working with others, did anything surprise you in the differences and similarities between your responses?

### IV. References

[Maslow's Hierarchy of Needs](#)

[Economics for Kids: Needs and Wants](#)

[Economics for Kids: Goods and Services](#)

[Happiness is helping others](#)

### V. Alternatives

You can adapt this activity by selecting only one or a small number of the ‘needs’ to consider or one aspect of one need, for example, food or friendship.

**VI. Learning outcomes (what participants can expect to take home)**

- Participants understand that it is important for their child to use their imagination to help others
- Participants can find ideas about how to support their child be imaginative in helping others
- Participants understand that it is important that their child is able to identify needs and challenges around them and use their imagination to come up with ideas to help solve them
- Participants encourage their child to identify needs and challenges around them that they can help solve problems

**Activity n3.2 - Needs and Wants**

**Table 1**

It is important to be able to differentiate between needs and wants. Both needs and wants create opportunities. It is important to be able to prioritise needs as it is meeting needs that keeps us alive. It is important that we can recognise the difference between what we all must have to live and what it would be nice to have.

Maslow’s hierarchy of needs is a theory in developmental psychology that outlines five stages linked to motivation. Maslow explains that in order for motivation to happen at the next stage, each earlier stage must be satisfied within the individual.



Needs	What do I do to meet my needs ? How are my needs met ?	Where/what could I do differently/more/better?
<b>Self-actualisation</b> Desire to become the most that one can be		
<b>Esteem</b>		

Respect, self-esteem, status, recognition, strength, freedom		
<b>Love and belonging</b> Friendship, intimacy, family, sense of connection		
<b>Safety needs</b> Personal security, employment, resources, health, property		
<b>Physiological needs</b> Air, water, food, shelter, sleep, clothing, reproduction		

**Table 2 How can I/we help?**

Needs	What could I do to help others alone?	What could we do to help others together?
<b>Self-actualisation</b> Desire to become the most that one can be		
<b>Esteem</b> Respect, self-esteem, status, recognition, strength, freedom		

<b>Love and belonging</b> Friendship, intimacy, family, sense of connection		
<b>Safety needs</b> Personal security, employment, resources, health, property		
<b>Physiological needs</b> Air, water, food, shelter, sleep, clothing, Reproduction		

### ACTIVITY n3.3: Collaborative dream building - hopes and desires

#### I. Activity type and description

(A)GOAL: To develop the use of imaginative approaches to increase perception of what is possible and recognise the richness and diversity added by collaborative contribution

(B)TYPE OF ACTIVITY: F2f activity

(C) TYPE OF ACTIVITY: Group practical activity

(D)TIME OF DURATION: 15 minutes

## II. Material/resources needed

- Handout found in 4. Annexes - Activity n3.3 - Table 1 - Collaborative dream building

## III. Instructions

Distribute Handout 3.3. Organise participants into groups of 4 or one whole group (depending on size of group).

Finish the activity with a group discussion, inviting participants to answer the following questions: What did I enjoy? What didn't I enjoy? What did I learn? What is valuable about this experience? What other scenarios can I/we dream improvements for?

Going around the circle, each participant must add a detail to the dream to build a picture or shared vision for a better place. Keep inviting details around the circle until participants have developed a full and detailed picture of their ideal. If they are in a large group, limit the number of contributions each person can make.

Use questions below to structure reflection and discussion:

What did I enjoy?

What didn't I enjoy?

What did I learn?

What is valuable about this experience?

What other scenarios can I/we dream improvements for?

## IV. References

[Tori Press \(@revelatori\) • Instagram photos and videos](#)

[11 Reasons Why You Should Dream Big](#)

## V. Alternatives

To further develop this activity you can invite participants to represent their ideal world/city/country/desert island in a picture or photomontage, as a 'take home' reminder of the activity and prompt for future goal setting.

## VI. Learning outcomes (what participants can expect to take home)

Participants can demonstrate how, and build ways in which they can use, beliefs, imagination and needs analysis to imagine opportunities to help ourselves and others.

### **Activity n3.3 - Collaborative Dream Building - Hopes and Desires**

#### **Table 1**

In a group, sit in a circle and choose one of the dream scenarios below:

If our family/group were in power/royal what would we do to improve the world?

If we could design the perfect city/country what would it be like?

We have landed on a desert island and need to build a community from scratch. What do we want it to be like?

My/our perfect party – Who? Where? When? Music? Food? Dress?

Going around the circle, each participant must add a detail to the dream to build a picture or shared vision for a better place. Keep inviting details around the circle until you have developed a full and detailed picture of your ideal. If you are in a large group limit the number of contributions per person can make.

## ■ Activity n4. Serendipity mindset

### Activity n4.1 Serendipity Mindset

#### I. Activity type and description

**(A) GOAL:** To develop a more positive and open mindset to make spotting opportunities easier to explore different approaches to reframing an issue/problem/improvement as an opportunity to add value.

**(B) TYPE OF ACTIVITY:** F2F

**(C) TYPE OF ACTIVITY:** Single practical activity

**(D) TIME OF DURATION:** 10 mins

#### Material/resources

- Handout found in 4. Annexes - Activity n4.1 - Table 1 - Article “Serendipity Mindset”

#### 1. Instructions

Read the article to the group and ask them to jot down 5 key messages lessons in the article – what have they learned about the serendipity mindset?

#### IV. References

[The 'serendipity mindset': how to make your own luck | Life and style](#)

#### V. Alternatives

Ask participants to create an aide memoir or poster with 5 key messages from the article to display at home.

#### VI. Learning outcomes (what participants can expect to take home)

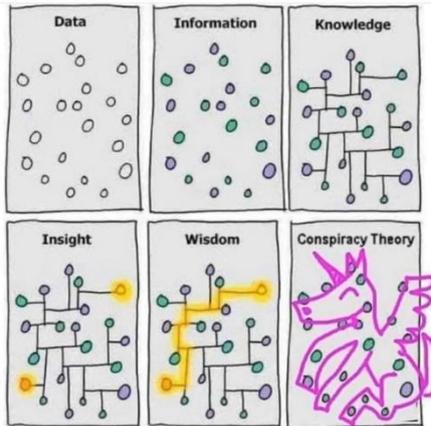
Participants can explore and practise ways in which we can use beliefs, imagination and needs analysis to generate ideas and imagine opportunities and identify 5 ways to develop a serendipity mindset.

### **Activity n4.1 - Serendipity Mindset**

#### **Table 1**

“Cultivating serendipity is first and foremost about looking at the world with open eyes and seeing opportunities others don’t. It’s not just about being in the right place at the right time and having something happen to us (blind luck), but rather a process in which we can be actively involved.”

**Cartoon: Conspiracy theory or Creativity?**



With a serendipity mindset we can view the world as an opportunity to “connect the dots” in new ways to create opportunities.

## Activity n4.2 Creating opportunities through innovation

### I. Activity type and description

- (A) GOAL: To use innovation questions to reframe an issue/problem/improvement, as an opportunity to add value.
- (B) TYPE OF ACTIVITY: F2f activity
- (C) TYPE OF ACTIVITY: Group practical activity
- (D) TIME OF DURATION: 20 minutes

### II. Material/resources needed

- Completed Handout found in 4. Annexes - Activity n4.2 - Table 1

### III. Instructions

Distribute Handout 4.2. Ask participants to revisit the ideas they had for helping others in Handout 3.2. In small groups or pairs ask participants to choose ideas they had to analyse and develop further using the innovation questions on handout 4.2.

### IV. References

[http://www.game-changer.net/2014/06/24/7-essential-innovation-questions/#.X\\_ISFdj7SUK](http://www.game-changer.net/2014/06/24/7-essential-innovation-questions/#.X_ISFdj7SUK)

[Bill O'Connor on the Autodesk Innovation Genome – Harvest Summit](#)

### V. Alternatives

Participants can use the questions to further analyse and develop a ideas or undertake further research on the topic.

[Inspiring Serendipity in the Classroom](#)

[The Serendipity Mindset: the art and science of creating good luck | LSE Online Event](#) (London School of Economics)

Christian Busch reveals the secrets behind the hidden force that rules the universe: serendipity. [#LSESerendipityMindset](#))

[Real Innovation](#) REAL INNOVATION TIMELESS TECHNIQUES FROM THE AUTODESK INNOVATION GENOME PROJECT BILL O’CONNOR

**VI. Learning outcomes (what participants can expect to take home)**

Participants can explore different approaches to reframing an issue/problem/improvement as an opportunity to add value and to nurture and sustain a serendipity mindset. Participants can imagine and identify ways in which to create value and solve problems in alternative ways. participants and their child can help others by identifying others’ needs and trying to solve their challenges.

**Activity n4.2 - Creating Opportunities Through Innovation**

**Table 1**

The Autodesk’s Innovation Genome Project tried to quantify what approaches to problem solving had prompted the 1,000 greatest innovations of all time. Using this data, they identified seven questions that famous innovators have consistently asked and answered to generate ideas that can lead to new innovations. The seven innovation questions help you to consider problems as opportunities to innovate. Think about your ideas for meeting others’ needs that you parked earlier. Use the seven innovation questions to identify ways in which you can add/create value and add detail to your ideas.

LOOK	What could we look at in a new way, or from a new perspective?
USE	What could we use in a new way, or for the first time?
MOVE	What could we move, changing its position in time or space?
INTERCONNECT	What could we interconnect in a different way, or for the first time?

ALTER	What could we alter or change, in terms of design and performance?
MAKE	What could we make, creating something that is truly new?
IMAGINE	What could we imagine to create a great experience for someone?

■ **Activity n5. Flipping negatives to positives - affirmative language**

I. Activity type and description

**(A)GOAL:** to understand the impact of our language choices and how to frame language more positively to enhance motivation and imagination

**(B)TYPE OF ACTIVITY:** F2f activity

**(C) TYPE OF ACTIVITY:** Group practical activity

**(D)TIME OF DURATION:** 20 minutes

II. Material/resources needed

- Handout found in 4.Annexes - Activity n5 - Table 1 “Flipping negatives to positives”

### III. Instructions

Distribute Handout 5.1 Script: **Self-talk and attitude** “We are what we think. With our thoughts we make our world.” Buddha

*What we say to ourselves, and how we say it, has a big impact on our self belief and attitude. Think for a moment that your attitude and perception of the world is like a weighing scale, an attitudinal scale. Our attitude and outlook can create a brain filter, which impacts on our ability to recognise opportunities and make the best of them.*

*One side of the scale is positive attitude and on the other is negative attitude. Imagine that everything that you say to yourself is a unit of weight. Each time you say something positive or negative a unit of weight is added to that side of the scales. Over time you will see that what we say to ourselves builds to create our attitude. Is your self-talk mostly positive or negative? What would your scales look like?*

*Actually putting words to an idea creates a reality. We can literally talk ourselves into increased confidence and competence with more positive language. Using more positive language leads to a more positive attitude and more positive beliefs. Can you see where this is heading? More positive attitudes and beliefs create possibilities and opportunities.*

Once participants have drafted their affirmations, invite them to share them within small groups for ideas and feedback.

### IV. References

[Positive Daily Affirmations: Is There Science Behind It?](#)

### V. Learning outcomes (what participants can expect to take home)

Participants have practised using positive and constructive language to imagine and identify ways in which to create value and solve problems in alternative ways. Using this positive language, giving problems and issues a positive spin, they and their child/children can help others by identifying their needs and trying to help to solve their challenges.

### **Activity n5 - Flipping negatives to positives**

#### **Table 1**

Make a list of your most persistent negative beliefs. List 3 examples of negative things you believe about yourself in the 'Me -' column and another 3 negative things you believe about the world in the 'World -' column.



Identify the negative words you have used and highlight them. What is the opposite of that word? For example, incompetent – competent, afraid – brave.

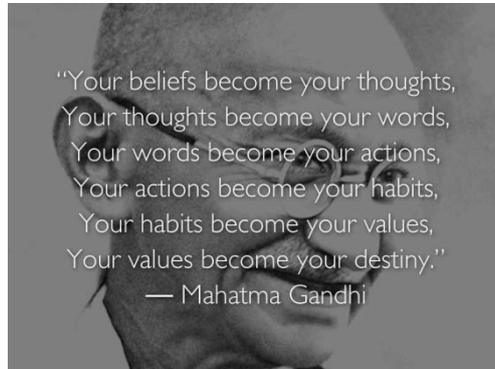
Rewrite your negative beliefs replacing the negative words with the opposite, positive word.

I am nervous becomes I am courageous.

I am ugly becomes I am beautiful.

Me -	Me +	World -	World +

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Some tips

Start with the words “I am.” These are the two most powerful and affirmative words in language.

Use the present tense.

State it in the positive. Affirm what you want, not what you don’t want.

Keep it brief.

Make it specific.

Include an action word ending with –ing.

Include at least one dynamic emotion or feeling word.

Make affirmations for yourself, not others.

Write 2 or 3 affirmations to improve your self talk about yourself. If you have a challenging situation or issue to deal with, reframe it using positive words and the tips above to describe the reality you desire. You can change “I am so disorganised and always late” to “I am organised and always on time.”

You can use the positive expression used in the affirmation to inform your goal setting and planning. Give your life a positive spin!

## ■ **Activity n6. Hexagonal thinking – using artefact cards to play with and structure your thinking and ideas**

### I. Activity type and description

**(A)GOAL:** To explore strategies to record and structure ideas to build new and interesting connections and combinations

**(B)TYPE OF ACTIVITY:** F2f activity

**(C) TYPE OF ACTIVITY:** Group practical activity

**(D)** TIME OF DURATION: 20 minutes

## II. Material/resources needed

- Handout found in 4. Annexes - Activity n6 - Table 1 - Hexagonal idea cards
- Blank hexagonal cards
- Sharpie fine marker pens (or pre printed cards with your own ideas for a topic) [How to Create Digital Hexagonal Thinking Templates](#)

## III. Instructions

Using the blank hexagonal playing cards provided, either prepare a set breaking down a topic/theme/activity or project into its constituent parts/elements and write the elements on the cards. Alternatively, you can provide a broad theme or big idea and task your learners with identifying the constituent parts/elements. Learners work together in pairs/small groups to experiment with the cards to build different shapes and combinations of parts to identify any new opportunities presented by these different ways of structuring the cards/ideas.

Ask pairs/small groups to prepare 2 shapes/structures to illustrate their value idea and 2 observations on the learning provided by the process?

Start by setting out the goals for the activity for participants.

Script: *Take out your big idea that was parked earlier. Your conversations now will be about showing how and why you think the different ideas and options connect. Everyone will see things differently and that's OK. Just keep talking until you find the connections that stick.*

Let participants know that each hexagon can connect to up to six others and participants should keep rearranging until they feel they've created the strongest web of connected ideas.

In small groups agree chosen idea from previous activity

Individually brainstorm considerations relating to the idea and share them in small group

Record considerations or aspects of the idea and use hexagonal cards to build connections

Once participants have completed their conversations and their grids are in place, they can begin using the connection arrows to indicate intersections between key ideas. Ask them to explain their thinking related to these intersections in a small group presentation or appoint a group spokesperson to feedback.

As part of finalizing their project, ask participants to prepare a short explanation outlining how they contributed and how their unique strengths—brainstorming, adding graphic elements, or leading discussions, for example—helped the activity evolve and come together.

## IV. References

<https://www.edutopia.org/article/using-hexagonal-thinking-deepen-classroom-conversations?fbclid=IwAR2MKXjzhaLkDCW1A9IdPp42rY1leyGHOPfuKpsrrUk5x85exAUDCsKGL0w>

[The winner's guide to playing with ideas](#)

[Using 'Hexagonal Thinking' to Deepen Classroom Conversations](#)

[Free Hexagonal Thinking Digital Toolkit](#) V. Alternatives

## VI. Learning outcomes (what participants can expect to take home)

Participants can explore strategies to record and structure ideas to build new and interesting connections and combinations.

### **Activity n6 - Hexagonal Thinking**

#### **Table 1**

- Hexagonal thinking is a fresh way to boost energy in classroom discussions.
- the activity will help you to get into a “critical thinking zone.”
- Playing with the hexagonal tiles helps you to thinking critically, make novel connections, debate, and provide evidence to support your reasoning to be a “springboard for a totally creative discussion.”

#### Instructions

- In small groups, revisit your idea to create value for others.
- Choose one idea to develop as a group.
- Using the hexagonal tiles, note different ideas or aspects of your idea to create value for others, consider what, who, where and when.
- Play with connecting your tiles in interesting ways to build planning for your idea.

Be ready to share and explain your thinking with other small groups.

## ■ **Activity n7. Doing more with less**

### **I. Activity type and description**

(A)GOAL: To demonstrate the value that can be created out of ordinary everyday objects or even rubbish

(B)TYPE OF ACTIVITY: F2f activity

(C) TYPE OF ACTIVITY: Group practical activity

(D)TIME OF DURATION: 10 minutes

### **II. Material/resources needed**

- Handout found in 4. Annexes - Activity n7 - Table 1
- YouTube video

### **III. Instructions**

*Script: The following activities are very powerful ways in which we learn about creating value and opportunity for ourselves and others. Helping others does not need to be expensive. We can create opportunities using imagination creativity and what we find around us.*

**Growing vegetables from scraps** Watch the video to find out how participants can use food waste to kick start new life and opportunities and create free food! Watch the video alone or in a group and using food waste participants have available to them – try it out! [Did You Know You Can Grow Vegetables From Scraps?](#)

**Toys in nature:** In a face-to-face setting, provide a box of naturally occurring objects, seeds, stones, leaves, cotton rolls, toilet roll inner tubes, milk cartons milk carton lids etc and challenge pairs/small groups to use them to create a toy or game.

[25 DIY Toys from Nature](#)

Review activity by discussing the questions below as a group.

Which ideas do you like best?

Which activities could you try in your local setting?

What resources are freely and readily available to you?

#### **IV. References**

[Did You Know You Can Grow Vegetables From Scraps?](#)

[25 DIY Toys from Nature](#)

[Composting For Kids - teach them the circle of life](#)

<https://urbangardenersrepublic.com/composting-for-kids-activities>

[Parenting support](#)

[38 after school club ideas](#)

[36 Upcycled Kids Crafts & Activities to Make!](#)

#### **V. Alternatives**

**Toys and craft in nature:** On your noticing walks around your house or local area, take time to collect naturally occurring objects like leaves, pebbles, acorns, bottle tops. These natural objects can be turned into toys and games.

Look at pictures of nature crafting: Which ideas do you like best? Which activities could you try in your local setting? What resources are freely and readily available to you?



Composting is an excellent activity to demonstrate the potential of looking at things we usually discard or neglect with new potential to create new opportunities.

**VI. Learning outcomes (what participants can expect to take home)**

Participants can identify ideas for creating value to grow plants and make fun and games

**Activity n7 - Doing More with Less**

**Table 1**

Which ideas do you like best? Which activities could you try in your local setting? What resources are freely and readily available to you?



## II. Instructions

Visit the University of Washington “Neuroscience for Kids” website. Review the optical illusions. Choose 4 and show them to child/children/friends. Record their responses.

## III. Evaluation

Reflect on, and discuss, the following questions:

what did they see at first?

what changed with further looking?

What happened/ did it feel like?

What did you notice about the response?

## IV. References

[Neuroscience for Kids - Vision Exp.](#)

### ■ Activity n9 – Ways of seeing – photograph exhibition

- **GOAL:** With this activity participants will explore using prepositions to look at and see things in interesting and unusual ways. The analysing activity is powerful as we can see ordinary everyday things which surround us every day in new ways. This demonstrates how much we might be missing and how much is available to us if we only look from a different perspective. This is a very rich way to explore how we see and how we think
- **TYPE OF ACTIVITY:** Is a Self/directed activity
- **TIME OF DURATION:** 45 minutes (30 minutes of taking and presenting photographs, 15 minutes collective reflection)

#### I. Material/resources

- **online webpage**

#### II. Instructions

Make a picture frame (200x150mm), or use a digital camera, and move around your home, or local area on a walk, looking to frame a picture or take a photograph from the perspective of each of the following prepositions:

Up, down, over, under, around, through, beside, behind, between, beyond

#### III. Evaluation

Prepare a slideshow presentation or exhibition of your photographs to share with family and/or friends to share your new perspectives. Turn it into a game – can your friends and family recognise the locations from the new and interesting angles you present?

### ■ Activity n10 :I know I can – story

- **GOALS:** This activity will enable participants to further develop their ability to use positive language to construct positive scenarios to create possibilities and so create opportunities.
- **TYPE OF ACTIVITY:** Is a Self/directed activity , and a individual activity,

- **TIME OF DURATION:**30 minutes (20 minutes of self-directed activity, 10 minutes of collective feedback/discussion on the platform)

#### I. Material/resources

Prompt questions

[This text was adapted from the original text entitled The Little Engine That Could By Watty Piper](#)

#### II. Instructions

Read “Little engine story”.

Like Martin Luther King, Roger Bannister and Cliff Young, we have all experienced times in our lives when we have believed that something was impossible or that we could not achieve something. It is very powerful to reflect on those times when we have learned and mastered a new skill or achieved something that we did not believe was possible. Think of a time when you learned how to do something, e.g. riding a bike, driving a car learning how to swim. Or Think of a time when you have achieved something that you were not sure was possible?

Why did you want to learn this skill/realise an achievement? What could you not do/were you missing because you could not do the skill?

How would life be different with this skill/achievement?

What was hard at first when learning the skill? What challenges did you encounter?

What did you do to overcome these challenges?

When did you notice you were improving? How did you feel?

What is life like now you can do it/have achieved the goal? How is life better?

How does it feel?

Using these prompt questions as the structure tell a story to a child/friend/peer describing your experience.

#### III. Evaluation

Discuss with your child/friend/peer what other challenges or achievements could you tell as stories in this way? Think of achievements or challenges that you have not conquered yet. Write the story from the point of view of having completed it. Going through the steps will help you to imagine the achievement as reality.

### ■ Activity n11 :Serendipity

- **GOALS:** This activity will enable participants to identify key success factors for developing a serendipity mindset. It helps participants develop and practise strategies and techniques to notice more positively
- **TYPE OF ACTIVITY:** Is a Self/directed activity , and a individual activity,
- **TIME OF DURATION:** 10 minutes (10 minutes watching video, 5 minutes reflecting/discussion on the platform)

#### I. Material/resources

[Everyday Serendipity | Paul Hannam | TEDxUniversityofBrighton](#)

Everyday Serendipity | Paul Hannam | TEDxUniversityofBrighton - Paul will talk about appreciating the accidental experiences that grace our lives

## II. Instructions

Watch the video. What do you learn about what actions we can take to develop a serendipity mindset to spot more opportunities around us.

Record your observations and turn them into tips or techniques.

## III. Evaluation

Aim to apply these tips in your daily life. Set yourself a target after a couple of weeks to review which tips you have been practising.

Reflect on the questions: Has anything changed? What? In what ways?

### ■ Activity n12 :Reframing experiences as opportunities

- **GOALS:** This activity will enable participants to improve their skills in using positive language and structured approaches to reframe issues or challenges in positive and constructive ways.
- **TYPE OF ACTIVITY:** Is a Self/directed activity , and an individual activity,
- **TIME OF DURATION:**20 minutes (15 minutes of self-directed activity, 5 minutes of collective reflection)

#### I. Material/resources

[10 ways to reframe problems... rather, challenges](#)

## II. Instructions

Read the article. Make a note of ten key messages from the article. Work with a partner/child/family member to identify one problem you both/all have. Use the ten tips to reframe the issue.

## III. Evaluation

What did you notice? What have you learned?

### ■ Activity n13 :Positive strokes – positive language for learning

- **GOALS:** This activity will enable participants to frame language positively to build the self-esteem and confidence of children, peers, family and friends.
- **TYPE OF ACTIVITY:** Is a Self/directed online activity, and a collective activity,
- **TIME OF DURATION:** 25 minutes (10 minutes of self-directed activity, 10 minutes of collective feedback/discussion on the platform, 5 minutes of collective reflection)

#### I. Material/resources

Post it notes pens internet

[Affirmations](#)

## II. Instructions

Watch the video. Download a template from the website and 1. Choose an affirmation or set of affirmations that you will use with your class (see online templates on the website for examples).

[affirmation 1.psf](#)

Teach your children/family/peers what the affirmation(s) look like and sound like and how to use them appropriately.

Agree guidelines for when and how affirmations should be shared and post these in a shared space. Target the desired behaviour(s) that will earn an affirmation. In a small group, review learning in the writing positive affirmations exercise. Each participant must write an affirmation on a post it note for each of the other group members. Group members share their affirmations with each other. Each participant will have a set of affirmations, validated by a peer, to start their own collection of personal affirmations. Take time to acknowledge a quality or skill. Say out loud exactly what you admired.

### III. Evaluation

How did it feel to receive others' affirmations?

Where and how can you use affirmations to support other people?

What impact do you think it will have? Look for opportunities to practise daily. Target people who could do with a boost.

Practise and review after a month. What has changed?

## ■ Activity n14 :Taking a good look around – 360 degree opportunity analysis

- **GOALS:** This activity will enable participants to consider an issue or opportunity in the round. Using the questions on the Cheat Sheet will empower participants to consider all aspects of an issue or idea.
- **TYPE OF ACTIVITY:** Is a Self/directed activity, and an individual activity,
- **TIME OF DURATION:**30 minutes (25 minutes of self-directed activity, 10 minutes of collective feedback/discussion on the platform)

### I. Material/resources

[critical thinking sheet](#)

### II. Instructions

Choose one idea, challenge or opportunity that you have considered during your learning on this module. Answer the questions in the cheat sheet to create a full analysis of the idea.

### III. Evaluation

What have you gained by using this approach? What have you learned? In which circumstances will this cheat sheet help you?

## 4. Extended learning: resource plan

### (A) RESOURCE 1

#### I. Resource type and description

##### **University of Leeds, Centre for Enterprise and Entrepreneurship Studies: Vision-Opportunity**

Type - Online case study with videos and decision making

#### II. Why is this resource useful?

The webpage provides learning about spotting opportunities through a case study about the importance of vision and opportunity when starting a business. Learners are required to watch a number of videos and answer questions about what the young entrepreneur should do.

#### III. Duration

20 minutes

Web links and references

[Activity 1: Vision & Opportunity](#)

### (B) RESOURCE 2

#### I. Resource type and description

##### **Barclays Life Skills: Spotting Opportunities**

Type - Online workbook

Learning outcomes

Identify problems of different scales and what is needed to solve them

- Demonstrate problem solving skills in a range of contexts
- Explain the difference between problem solving and opportunity spotting
- Collaborate with others to solve a problem and/or spot an opportunity

#### I. Why is this resource useful?

It is a complete stand alone/discrete unit of learning with session plans and copiable resources.

#### II. Duration

2 hours

#### III. Web links and references

[Solving problems and spotting opportunities](#)

## 5. References

[Opportunity Spotting: Are you seeing differently?](#)

[How To Get Better at Spotting Opportunities](#)

[1 Spotting opportunities](#)

[10 Ways to Spot an Opportunity | Inc.com](#)

[What is opportunity recognition](#)

[REPORT: 5 Steps to integrating SDGs and Creating Value](#)



**ParENTrepreneurs**

**Module n°3**

**Being entrepreneurial in  
everyday life to foster  
creative thinking**

**O2 Training Package on parENTrepreneurship  
Education**

**Leading partner: Materahub**

**Project number: 2019-1-NL01-KA204-060263**

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## **Version history**

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## 1. Introduction

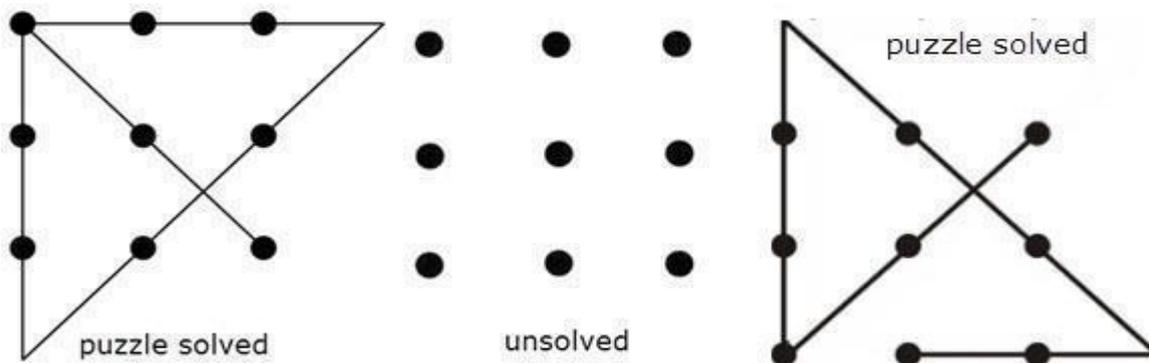
In this module, parents will learn strategies to think creatively and critically by developing and training effective skills to approach issues, problems, and everyday life challenges from a fresh perspective, in a way that is referred to as “thinking outside the box”. Being creative and able to think outside the box is commonly classified as an innate ability, a talent that you either do or do not have (N.B. creativity is also addressed in the module 5).

However, as demonstrated by several researchers, creative and critical thinking can be considered as competences that anyone can develop and improve through various techniques and practices, and can become essential keys to success in our lives. It is absolutely possible to foster "thinking outside the box" skills. Everyone has the potential to do it, and parents can play a fundamental role to train this skill in their children.

But, what does “thinking outside the box” actually mean?

Thinking outside the box is the capacity to think differently. It means having the ability to look at something from different angles and imagine doing something new by avoiding the most obvious and orthodox solutions. But to do so, you need to approach things from different points of view assembling information and ideas in a new and innovative way.

The origin of the "thinking outside the box" metaphor comes from “The 9 dots” quiz: when drawing 9 points equidistant at 3 x 3 as in the picture below, you have to connect them with 4 lines without ever removing the pen from the paper. This quiz was invented between the 70s and 80s, when management consulting groups started using a particular puzzle called "the nine-dot puzzle", taken from a book by Sam Lloyd in 1914 entitled Cyclopaedia of Puzzles. To find a solution you literally have to "go out" of the square diagram (box) represented by the points arranged at 3x3:



That box is a symbol of conventional thinking, so going outside that perimeter means looking at reality in an unconventional way. Since childhood, we are all encouraged to think outside the box, but we barely understand what it means. The nine-dot puzzle is a powerful visual metaphor that helps us understand the concept and change the way we look at things. If you develop, improve and practise “thinking outside the box” competences, you become a real "creative thinker" and:

1. a good communicator
2. an open-minded person
3. a problem solver
4. a flexible and analytical thinker
5. a good planner



Teaching our children to think outside the box is crucial as this will allow them to be more dynamic and flexible, to be able to solve problems and to adapt to the rapid digital, social and cultural changes taking place all around us.

Creative and critical thinking are key components of entrepreneurial learning, as they enable interesting processes to be developed, and promote a truly entrepreneurial mindset, such as reflecting on how to improve an experience, product or service. Entrepreneurship education goes beyond business creation, empowering children with the vision to access and transform opportunities of different kinds. It is about increasing children's ability to anticipate and respond to social changes.

It is one thing to develop this analytical and innovative cognitive process however equally important is to develop the competence of putting those ideas into organized actions. That is when the ability to plan and manage becomes important, which is what we will discuss in the second part of our module.

When we talk about planning and management, we refer to the faculty of identifying objectives and priorities, of organising resources for the future, and of distributing responsibilities appropriately and efficiently. That means being able to plan and implement different types of activities, to optimise costs and revenues, to manage the resources allocated efficiently, to maintain commitments and deadlines, and to evaluate the effectiveness of the work done.

- "Planning is usually interpreted as a process to develop a strategy to achieve desired [] objectives, to solve problems, and to facilitate action" (Mitchell 2002, 6).
- "Management refers to the controlling and planning of details (Bauer 1998). By judicious use of available means, the actual decisions are made and actions are carried out to achieve the objectives "(Storey 1960).

Planning and management as a competence can be broken down into different threads of learning – these can be mapped into curriculum to ensure that young people develop various aspects of the competence:

- Define goals
- Plan and organise
- Develop sustainable plans
- Define priorities
- Monitor their progress
- Be flexible and adapt to changes

Planning and management skills are very important for children. At school, organisation is essential to keep tasks, projects and curricula under control. This is why the idea of organisation may seem heavy for many children. Of course, no one is born with management, planning and organisational skills as these are part of a series of evolutionary skills that develop over time gradually as the children grow.

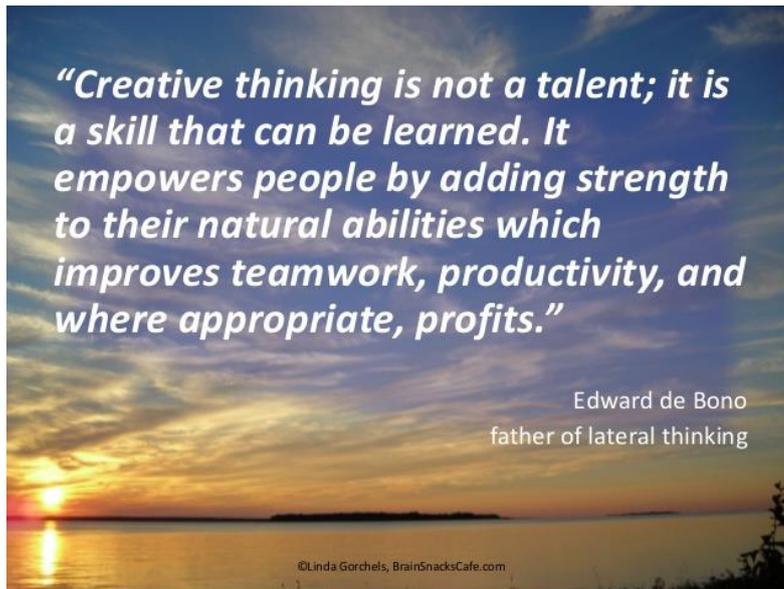
For this reason, it can be useful to teach children to organise themselves starting with hobbies and extracurricular activities. Learning to organise something they like can help them to internalise good habits, which they can then apply in school, work and life in general. The adult can implement strategies and tools to enable the child to develop and refine these skills and, consequently, help him/her to manage his/her daily life efficiently.

## 2. Benefits and opportunities

The module introduces practices and knowledge about parent's modern approach to creative thinking as essential skills to promote an entrepreneurial mindset in children, based on the needs of our rapidly evolving world, which requires a major change in our children's education for future success.

By doing this module, parents will develop their competences in the following areas of the entrepreneurial parenting framework:

- Thinking outside the box



Creative thinking could be considered as an indispensable life skill in the 21st century, therefore it plays a very important role and helps in all areas of your child's life. (Sefton-Green 1999). In our complex economies and societies, transversal skills such as creative thinking are essential not only to change the mindset of young people, but also to provide the skills, knowledge and attitudes that are fundamental to developing an entrepreneurial culture in Europe.

But also, thinking creatively provides:

- the opportunity to engage with the world without judging ourselves, exactly as children do when they do not care what people think of them.
- self-awareness as by using our own thoughts, feelings and beliefs as we take the time and energy to develop our own ideas, to understand, trust and respect our inner self, and therefore, to better express ourselves.
- more confidence in our ideas as we start contributing to the group and our personal, emotional, and professional life at large.

We aim to stimulate reflection in parents and help them to understand how it is possible to foster "thinking outside the box" in their children, and by giving them notions and tools. In addition, in this module parents will learn games and activities they can do with their own children. This approach includes a large emphasis on learning through authentic play, because we believe that game-based learning plays an important role in teaching this particular skill.

- Planning and Management

Planning and management as a skill helps you organise your time better so that you have more free time to dedicate to personal hobbies, hence it can have a big impact on your quality of life.

This skill can help you and your children to:

- Have a greater capacity for control and concentration;

- Be more aware of the actual time available;
- Gain autonomy (the child does not have to ask the adult where the materials are or what he has to do today);
- Reduce anxiety and haste;
- Reduce forgetfulness (notebooks left at home, forgotten tasks);
- Increase motivation in carrying out what is planned.

Learning how to organise daily activities and make good use of time is so important for children. Going to school, doing homework and having time to play... you can do everything with a little planning and parents can teach the children that each activity has a specific time.

Teaching children to use their time productively offers enormous advantages. It frees them, above all, from worrying about unfinished business. It also allows them to carry out all their commitments in the most appropriate way. Finally, they can enjoy well-deserved rest and hours off to play and have fun.

The stimulation of creative thinking and planning and management can take place through two modes of intervention. On one hand, there is the possibility to develop structured procedures, through practise and appropriate exercises, certain attitudes, styles of thought and behaviour. On the other hand, there is the possibility to act indirectly on creativity, favouring the establishment of psychological climates and relational styles that encourage free expression, personal initiative, the assumption of unconventional attitudes and behaviour.

That's why in this module we will not only provide parents with activities and practices they can use with their children, but also some studies that help them understand how the relationships and the creative environment they build with their own children can be essential to strengthen creative thinking.

In conclusion, we can say that these two competences are transversal and really important to an entrepreneurial mindset in children and young people, which will help them to realize ideas and put them into actions, actions that have the potential to have a strong cultural, social or economic impact on our societies.

### 3. Module Plan

<b>Module n°_3_</b>	<b><i>Being entrepreneurial in everyday life to foster creative thinking</i></b>
<i>Type of activity</i>	<i>X F2F - X Online/self-directed</i>
<i>Duration (in minutes)</i>	180 minutes f2f plus 180 minutes online
<i>General objectives</i>	<p>In this module participants will better understand the importance of implementing two important skills such as "creative thinking" and "planning and management" in their children. They will learn about practical activities they can carry out with their children to develop these skills but also we will provide them with interesting research and insights.</p> <p>They will comprehend how important these skills are for tackling global challenges as well as in everyday problem-solving scenarios</p>
<i>Competences addressed</i>	<p>Learning by doing with games and activities</p> <p>"Thinking outside the box" literacy</p> <p>Learning new methodologies in planning and management</p>
<i>Learning outcomes</i>	<p>By doing this module learners will:</p> <ul style="list-style-type: none"> <li>- Understand that "thinking outside the box" is a key skill to think creatively and critically and not just an innate talent that parents can help their kids develop;</li> <li>- Facilitate a creative learning process;</li> <li>- Provide the resources their children need for creative expression and management of their thoughts, skills, time and activities;</li> <li>- Develop their educating competences based on learning by doing;</li> </ul>
<i>Methods</i>	<p>The face-to-face activities of the training include learning by doing methods. Through practical activities, parents will learn about the best tools that they can use to help their children develop the two core competences of the module working individually.</p> <p>The online training activities offer materials for more in-depth learning to support parents too in the development of the two core</p>

	competencies identified, alongside useful bibliographical materials for study.
<i>Content</i>	<ul style="list-style-type: none"><li>- Introduction: being entrepreneurial in every day to foster “creative thinking”</li><li>- Parenting approaches and methodologies</li><li>- Literacy, videos and observations</li><li>- Learning by doing through creative exercises</li></ul>

### 3.1. MODULE ACTIVITIES PLAN

<i>Activity title</i>	<i>Duration</i>	<i>F2F or online</i>	<i>Resources and materials</i>
<b>1.Introducing Module 3 and the two competencies to the Participants</b>	10'	F2F only	<b>ACTIVITY n1.1</b> - Icebreaker/energizer
<i>(Thinking Outside The Box + (Planning &amp; Managment)</i>	15'	F2F <i>Note: This activity can be adapted online too</i>	<b>ACTIVITY n1.2 Introduction to Module 3</b> <b>Introduction To Module 3 handout</b> including literacy about “thinking outside the box” and “planning & management” based on following resources: <a href="https://www.entrepreneur.com/article/336883">https://www.entrepreneur.com/article/336883</a> + <a href="https://greatergood.berkeley.edu/article/item/7_ways_to_foster_creativity_in_your_kids">https://greatergood.berkeley.edu/article/item/7_ways_to_foster_creativity_in_your_kids</a>
	20'	F2F <i>Note: This activity can be adapted online too</i>	<b>ACTIVITY n1.3 Learning by doing:</b> <b>The nine dots problem to help you think outside the box</b> <b>Pens, paper</b> Resources for F2F activity: <a href="https://www.fabriziocostantini.it/marketing/lateral-thinking/esercizio-9punti-lateral-thinking.pdf">https://www.fabriziocostantini.it/marketing/lateral-thinking/esercizio-9punti-lateral-thinking.pdf</a> <a href="http://www.brainstorming.co.uk/puzzles/ninedotsnj.html">http://www.brainstorming.co.uk/puzzles/ninedotsnj.html</a>
<b>2.Parenting approach towards “thinking outside the box”</b> <i>(Thinking Outside The Box)</i>	15'	F2F <i>Note: This activity can be adapted online too</i>	<b>ACTIVITY n2.1 Insights on TOTB</b> - <b>Tedx video</b> <a href="https://www.youtube.com/watch?v=bEusrD8g-dM&amp;feature=emb_title&amp;ab_channel=TEDxTalks">https://www.youtube.com/watch?v=bEusrD8g-dM&amp;feature=emb_title&amp;ab_channel=TEDxTalks</a>

	15'	F2F <i>Note: This activity can be adapted online too</i>	<b>ACTIVITY n2.2 The Torrance Test of Creative Thinking</b>  Short activity to put into practice the concept of fostering creative thinking through, and initiate reflection on TOTB as a competence rather than an innate skill.  Printable sheet from: <a href="https://gumroad.com/l/czIRK">https://gumroad.com/l/czIRK</a>
<b>3. The Benefits of Brainstorming to Foster Creative Thinking</b>	10'	F2F <i>Note: This activity can be adapted online too</i>	<b>ACTIVITY n3.1 The Brainstorming Process</b>  Introduction to the brainstorming process and its benefits.
	35'	F2F <i>Note: This activity can be adapted online too</i>	<b>ACTIVITY n3.2 Putting Brainstorming Into Action with Daily Life Objects</b>  Brainstorming activity on multi-purpose objects.
<b>4. Parenting approach towards “planning and management”</b> <i>(Planning &amp; Management)</i>	15'	F2F <i>Note: This activity can be adapted online too</i>	<b>ACTIVITY n4.1 Benefits of Family Meetings</b>  Transitioning activity opening discussion on planning and management strategies within a family context based on the example set in a <b>YouTube video</b> (example: <a href="https://youtu.be/PsIHViDoi80">https://youtu.be/PsIHViDoi80</a> )

	45'	F2F <i>Note: This activity can be adapted online too</i>	<p><b>ACTIVITY n4.2 Learn how to plan an event or a project idea</b></p> <p><b>Goals: Plan an event (birthday, dinner, excursion) with your kids</b></p> <p><a href="http://www.momentsaday.com/wp-content/uploads/2018/03/Event-Planning-Worksheet.pdf">http://www.momentsaday.com/wp-content/uploads/2018/03/Event-Planning-Worksheet.pdf</a></p> <p><a href="http://www.momentsaday.com/teach-kids-event-planning-skills-printable/">http://www.momentsaday.com/teach-kids-event-planning-skills-printable/</a></p> <p>(other online free sites <a href="https://www.verywellfamily.com/top-online-family-calendars-1269837">https://www.verywellfamily.com/top-online-family-calendars-1269837</a>)</p>
5. Learning through examples (Planning&Management)	15'	Online / self-directed activity	<p><b>ACTIVITY n5 Insights on P&amp;M</b></p> <p>- Tips on planning and management video</p> <p><a href="https://www.youtube.com/watch?v=qL5h0d6VKml&amp;ab_channel=DrSusanYoung">https://www.youtube.com/watch?v=qL5h0d6VKml&amp;ab_channel=DrSusanYoung</a></p>
6. Learning by doing (Planning&Management)	55'	Online / self-directed activity	<p><b>ACTIVITY n6 Create your own calendar</b></p> <p>Post-it, canvas, pencils</p> <p><a href="https://www.post-it.com/3M/en_US/post-it/ideas/articles/5-fun-activities-for-at-home-students/">https://www.post-it.com/3M/en_US/post-it/ideas/articles/5-fun-activities-for-at-home-students/</a></p>
7. Learning by experience: (ThinkingOutsideTheBox)	60'	Online / self-directed activity	<p><b>ACTIVITY n7 “Creative Reuse”</b></p> <p>Any recycled objects (Cardboard boxes, egg cartons, and paper towel rolls, clothes hangers, palettes...)</p> <p>(resource <a href="https://www.scholastic.com/parents/kids-activities-and-printables/activities-for-kids/arts-and-craft-ideas/think-outside-box.html">https://www.scholastic.com/parents/kids-activities-and-printables/activities-for-kids/arts-and-craft-ideas/think-outside-box.html</a>)</p>

<p><b>8. Collaborative learning</b></p> <p><b>“I do, We do, You do”:</b> <b>practical applications</b></p> <p><i>(Thinking Outside The Box + Planning &amp; Management)</i></p>	<p><b>30'</b></p>	<p><b>Online / self-directed activity</b></p>	<p><b>ACTIVITY n8</b></p> <p><b>Literacy about this learning methodology.</b></p> <p><b>Research shows that the best way to teach a new skill is to first demonstrate it (I Do), then do it with the child (We Do) then give the child a chance to do it himself, with supervision and feedback (You Do).</b></p> <p>(Literacy will be partly based on following resources:</p> <p><a href="http://lifeafterieps.com/think-plan-do/">http://lifeafterieps.com/think-plan-do/</a></p> <p><a href="https://www.youtube.com/watch?v=xEkISDTFcf0&amp;ab_channel=TeachforLife">https://www.youtube.com/watch?v=xEkISDTFcf0&amp;ab_channel=TeachforLife</a></p> <p><a href="https://www.youtube.com/watch?v=1Dkshr8Sbuw&amp;ab_channel=TeachforLife">https://www.youtube.com/watch?v=1Dkshr8Sbuw&amp;ab_channel=TeachforLife</a></p> <p><a href="https://www.washoeschools.net/cms/lib/NV01912265/Centricity/Domain/257/Certified%20Hiring/GradualReleaseResponsibilityJan08.pdf">https://www.washoeschools.net/cms/lib/NV01912265/Centricity/Domain/257/Certified%20Hiring/GradualReleaseResponsibilityJan08.pdf</a>)</p>
<p><b>9. Testing parents knowledge on the two competencies</b></p> <p><i>(Planning &amp; Management)</i></p>	<p><b>20'</b></p>	<p><b>Online / self-directed activity</b></p>	<p><b>ACTIVITY n9 Testing Participants' Knowledge on “Thinking Outside the Box” and “Planning &amp; Management”</b></p> <p><b>Interactive tool to test knowledge and understanding (example: <a href="https://kahoot.com/">https://kahoot.com/</a>)</b></p>

## 3.2 FACE-TO-FACE ACTIVITIES PLAN

### ■ ACTIVITY n1: Introducing Module 3 to the Participants

#### ACTIVITY n1.1: Ice Breaker

##### I. Activity type and description

**(A) GOAL:** The ice breaker is a short activity that aims to make the participants feel more comfortable with the other participants and the trainer(s).

**(B) TYPE OF ACTIVITY:** F2f activity

**(C) TYPE OF ACTIVITY:** Group practical activity

**(D) TIME OF DURATION:** 10 minutes

##### II. Material/resources needed

The participants keys/key rings or any objects they can find in their bag/pocket.

##### III. Instructions

Ask each participant to get out their keys. From their keys and keyrings, each participant must tell the group about themselves and how their keys represent them.

For example: a set of keys with lots of keyrings from different countries could represent the person's love of travelling.

If the participants do not have keys, invite them to pick any object they usually carry in their pocket or bag.

We encourage the trainer to participate in the activity as well.

##### IV. References

The benefits of ice breaker activities: <https://drexel.edu/goodwin/professional-studies-blog/overview/2018/July/The-3-benefits-of-ising-ice-breakers/>

##### V. Alternatives

Alternative ice breaker activities can be found here:

[https://www.mindtools.com/pages/article/newLDR\\_76.htm](https://www.mindtools.com/pages/article/newLDR_76.htm)

##### VI. Learning outcomes (what participants can expect to take home)

The aim of this icebreaker exercise is to help participants get to know one another and feel comfortable talking about their personal and professional lives with others in the group.

## **ACTIVITY n1.2:** Introduction to Module 3

### I. Activity type and description

- (A) GOAL:** This activity is a short introduction in which participants will be given some knowledge and information about the two main skills: "Thinking outside the box" and "Planning and management".
- (B) TYPE OF ACTIVITY:** F2f activity
- (C) TYPE OF ACTIVITY:** Group discussion
- (D) TIME OF DURATION:** 15 minutes

### II. Material/resources needed

- "Introduction to Module 3" handout (printable) found in 4. Annexes - Activity n1.2 - Table 1
- A laptop/computer (optional)
- A projector (optional)

### III. Instructions

The trainer will introduce the module to the participants based on the "introduction" part content where the two competences are presented. It is recommended that the "Introduction to Module 3" is shared to each participant as a digital file or as a printed handout.

### IV. References

The "Introduction to Module 3" content is based on the 1. Introduction and 2. Benefits and opportunities section.

### V. Alternatives

The trainer is free to adapt this handout to a PowerPoint (PPT) format if the environment is suitable. A PPT template for ParENTrepreneurs can be found on the training platform. Nonetheless, the PPT should be used as an added visual for the group and should not replace the handout shared individually.

### VI. Learning Outcomes

The participants will get a better understanding of what the module is about, the benefits of the skills approached, and an overview of the module plan.

### **Activity n1.2 - Introduction to Module 3**

#### **Table 1**

Module 3 has been designed to approach two competencies of the EntreComp framework:

- Thinking outside the box
- Planning and management

These two competences will help you and your children to realize ideas and put them into actions, actions that have the potential to have a strong cultural, social or economical impact on our societies.

### **TOTB**

Throughout this module, and the training as a whole, you will realize that key concepts are often transversal and are found to bring support to various competences. **Creative and critical thinking** are the perfect example of intellectual processes that are the foundation and sometimes **at the core of methodologies**. You might have already become familiar with critical thinking in Module 2, and will get more in-depth knowledge about creativity in Module 5, but you will also find other references to those in other modules.

Here, we will look closer at a specific aspect of creative and critical thinking, as a means to foster “thinking outside the box”, a concept that is very useful in an entrepreneurial mindset. “Thinking outside the box” (sometimes referred to as TOTB), is a methodology that encourages approaching issues, problems, and everyday life challenges from a fresh perspective. It is described as the ability to look at something from different angles and imagine to do something new by avoiding the most obvious and orthodox solutions.

### **Origin**

The origin of the "thinking outside the box" metaphor comes from the 70s/80s, when management consulting groups started using a particular puzzle called "**the nine-dot puzzle**" (that was taken from a book by Sam Lloyd in 1914 entitled Cyclopaedia of Puzzles).

The puzzle is simply made of nine dots placed in the shape of a square. To them, the square represented a box, the box being associated with “conventional thinking” brought up by society. These managers decided to look at unconventional ways to solve the puzzle, and from it came the idea of a new way of thinking, symbolized by getting out of the square, thus thinking out of the box.

### **Benefits**

TOTB is a key component of entrepreneurial learning, and is a **crucial life skill** for children as it will teach them to become more dynamic and resilient by looking for innovative solutions in challenging contexts. It also provides ground to develop the following skills:

<https://inkbotdesign.com/creative-thinking/>



## Planning & Management

Following this analytical and innovative process of the mind, another important competence to develop is the one of **putting those reflections into organized actions**. That is when the ability to plan and manage becomes important. Planning and management here will be addressed as the faculty of identifying objectives and priorities, of organising resources for the future, and of distributing responsibilities appropriately and efficiently. That means being able to plan and implement different types of activities, to optimize costs and revenues, to efficiently manage the resources allocated, to maintain commitments and deadlines, and to evaluate the effectiveness of the work done.

**"Planning is usually interpreted as a process to develop a strategy to achieve desired [] objectives, to solve problems, and to facilitate action"** (Mitchell 2002, 6).

## Benefits

Planning and management skills are very important for children. At school, organisation is essential to keep tasks, projects and curricula under control. For this reason, it can be useful to teach children to organise themselves starting with hobbies and extracurricular activities, and to **make good use of their time**. Learning to organise something they like can help them to internalise good habits, which they can then apply in school, work and life in general as it helps to:

- Have a greater capacity for control and concentration;
- Be more aware of the actual time available;
- Gain autonomy (the child does not have to ask the adult where the materials are or what he has to do today);
- Reduce anxiety and haste;
- Reduce forgetfulness (notebooks left at home, forgotten tasks);
- Increase motivation in carrying out what is planned.

## Tools

This module offers **games, activities, exercises** and **studies** that develop:

- Opportunities to engage with the world without judging ourselves, exactly as children do when they do not care what people think of them.
- Self-awareness as by using our own thoughts, feelings and beliefs and as we take the time and energy to develop our own ideas, to understand, trust and respect our inner self, and therefore, to better express ourselves.
- More confidence in our ideas as we start contributing to the group and our personal, emotional, and professional life at large.
- Learning through authentic play, because we believe that game-based learning plays an important role in teaching this particular skill.
- Psychological climates and relational styles that encourage free expression, personal initiative, the assumption of unconventional attitudes and behaviour.

**ACTIVITY n1.3:** Creative thinking puzzle “The nine dots problem” to help you think outside the box

### I. Activity type and description

**(A) GOAL:** With this activity, participants will understand where the metaphor “Thinking outside the box” comes from. The exercise is powerful because it helps us to understand what thinking outside the box means in a literal and figurative way.

**(B) TYPE OF ACTIVITY:** F2f activity

**(C) TYPE OF ACTIVITY:** Single/Individual exercise followed by group discussion

**(D) TIME OF DURATION:** 20 minutes (10 minutes of exercise, 10 minutes of collective reflection)

### II. Material/resources

- “The 9 dots” worksheet found in 4. Annexes - Activity n1.3 - Table 1
- Pencils and paper



- ● ● Ref. 4. Annexes - Activity n1.3 - Table 1

### III. Instructions

- Following the “introduction to Module” and the explanation of the origin of the “thinking outside the box” metaphor, the trainer hands out to each participant “The 9 dots and the 4 lines” quiz, or a piece of blank paper (trainer’s choice). The participants should grab a pen and follow the instructions on how to draw the puzzle. The instructions can either be delivered orally by the trainer, or be found on the “9 dots worksheet” in 4. Annexes.
- The nine points must be equidistant at 3 x 3. Instructions for the puzzle are: the goal is to connect all the points with four **straight** lines **without ever removing the pen** from the paper. More instructions and explanation of the solution can be found here:

<http://www.brainstorming.co.uk/puzzles/ninedotsnj.html>

<https://creativityboost.net/solutions-to-the-nine-dot-problem/>

- The participants will be asked to solve the nine dot puzzle in under ten minutes, the trainer can set a timer. Then, the participants share their results and discuss the exercise with the trainer. The trainer should reveal the two ways of solving the problem showcased in the “I. Introduction” section.

#### IV. References

- [https://en.wikipedia.org/wiki/Thinking\\_outside\\_the\\_box](https://en.wikipedia.org/wiki/Thinking_outside_the_box)
- <https://www.artofplay.com/blogs/articles/history-of-the-nine-dot-problem>

#### V. Alternatives

It is possible to solve the problems online via this interactive page:

<https://www.permadi.com/fcgi/9dots/index.php?sa=mkpage&framed=0&ga=new>

#### VI. Learning outcomes

By analysing the definition to find out what is allowed and what is not, in this exercise, the participants are confronted with the challenge of literally thinking outside the box as they need to draw out of the square, reinforcing the methodology.

#### **Activity n1.3 - The 9 dots puzzle**

##### **Table 1**

This puzzle represents nine points equidistant at 3 x 3. To solve the puzzle, you must connect all the points with four **straight** lines **without ever removing the pen** from the paper. Let us see how many solutions you can find.





## ■ ACTIVITY n2: Parenting Approach Towards “Thinking Outside the Box”

### ACTIVITY n.2.1: Thinking Outside the Box Explanatory Video

#### I. Activity type and description

**(A) GOAL:** By viewing this video, the participants will get a deeper understanding of the skill “thinking outside the box”, and become more familiar with the notion of “competence” versus “innate quality”. It is a great motivational and explanatory tool.

**(B) TYPE OF ACTIVITY:** F2f activity

**(C) TYPE OF ACTIVITY:** Group viewing and discussion

**(D) TIME OF DURATION:** 15 minutes

#### II. Material/resources needed

- TEDx video, [“Creative thinking - how to get out of the box and generate ideas: Giovanni Corazza at TEDxRoma”](#)
- A laptop (PC)
- A projector
- Internet connection

#### III. Instructions

The trainer will first play the TEDx video explaining creative thinking to the participants. It is recommended that the trainer downloads the video from YouTube before showing it in case of unstable internet connection. Following the viewing, the trainer discusses the content with the participants, giving them the opportunities to raise any question and share their opinion. It is important that the trainer emphasizes on the notion of competence versus innate quality mentioned in the video.

#### IV. References

- “8 Ways to Encourage Creative Thinking in Children”, Entrepreneur, **Arunprasad Durairaj**: <https://www.entrepreneur.com/article/336883>;

- “7 Ways to Foster Creative Thinking in your Kids”, Greater Good Magazine, **Christine Carter**:  
[https://greatergood.berkeley.edu/article/item/7\\_ways\\_to\\_foster\\_creativity\\_in\\_your\\_kids](https://greatergood.berkeley.edu/article/item/7_ways_to_foster_creativity_in_your_kids)

## V. Alternatives

The trainer can share the links to the videos to the participants for them to watch on their own devices if needed (example: no projector available). We recommend watching the video mentioned above, and no other alternatives, as following activities will be based on the video content.

## VI. Learning Outcomes (what participants can expect to take home)

Through this video, the participants will gain knowledge on the key concepts about “Think Outside the Box”.

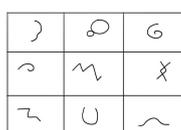
## ACTIVITY n2.2: The Torrance Test of Creative Thinking

### I. Activity type and description

- (A) GOAL:** To present the participants with a short activity testing their own creative thinking. The activity suggests that creative thinking can be fostered and practiced, and initiates a reflection for the participants about the competence, in connection with in the 2.1 activity.
- (B) TYPE OF ACTIVITY:** F2f activity
- (C) TYPE OF ACTIVITY:** Single/Individual practical exercise
- (D) TIME OF DURATION:** 15 minutes

### II. Material/resources needed

- The “Torrance Test” (shown as reference below) can be found in 4. Annexes - Activity n2.2 - Table 1. The printable sheet is also available here:  
<https://gumroad.com/l/czIRK>
- Pens or coloured pencils



Ref. 4. Annexes - Activity n2.2 - Table 1

### III. Instructions

Each participant is given the sheet and has ten minutes to complete the figures drawn inside each square. The goal is to turn each figure into something else using the first drawing as a base (example: a circle turned into a clock). The participants then share their drawings with the trainer highlighting that each individual can bring a different point of view and that there

are endless ideas when it comes to creative thinking, each idea bringing an innovative perspective.

#### IV. References

Torrance Tests of Creative Thinking - 3 examples

<https://innovators-guide.ch/wp-content/uploads/2012/12/torrance-creativity-test.pdf>

What is the Torrance Test Method

<https://www.ststesting.com/gift/>

#### V. Alternatives

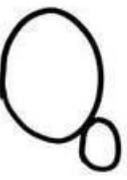
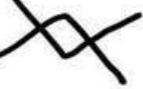
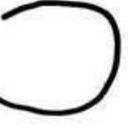
The trainer can find other worksheets or create his/her own following the principles of the Torrance test.

#### VI. Learning Outcomes (what participants can expect to take home)

Through this activity, the participants will be introduced to the Torrance Test method and test their own creative thinking skills and be aware of the practicing process through simple and accessible exercise.

**Activity n2.2 - The Torrance Test**

**Table 1**

**CREATIVITY BOOSTING EXERCISE**  
From Torrance Test of Creative Thinking

**INSTRUCTIONS** Print out the sheet. Give yourself a time frame. Fill out the squares with drawings that incorporate the black squiggles into an object or a situation. It can be anything - let your imagination run wild! And remember, the drawings are not supposed to look good. They are supposed to be original.

**PREPARED FOR YOU BY**  
**LINESCAPES**

## ■ ACTIVITY n3: The Benefits of Brainstorming to Foster Creative Thinking

### ACTIVITY n3.1: The Brainstorming Process

#### I. Activity type and description

- (A) **GOAL:** This activity will introduce the participants to the process and benefits of brainstorming and how it can help generating new ideas.
- (B) **TYPE OF ACTIVITY:** F2f activity
- (C) **TYPE OF ACTIVITY:** Group discussion
- (D) **TIME OF DURATION:** 10 minutes

#### II. Material/resources needed

None.

#### III. Instructions

This activity is an introduction of brainstorming, while the following activity is an experimentation. For the experimentation to be successful and impactful, it is important that the trainer discuss what brainstorming is with the participants first. It starts with asking the participants “what is brainstorming”, and leads to the following:

→ **"The best way to have a good idea is to have lots of ideas."**

“It’s not always easy to think of other solutions, and brainstorming can help. Brainstorming means saying anything that comes into your mind, without being concerned about how others will react. It is a great way for a group of people to come up with good solutions and new ideas. Brainstorming can be really fun. It is designed to help you break out of your normal thinking patterns and find new ways of looking at things. There are no limits in brainstorming—any idea is a good one at first. Everyone should try to come up with as many ideas as possible, and no one is permitted to judge or discuss these ideas. The solutions can be unusual, and they do not even have to make sense. As crazy as any idea might seem, it might make someone think of another idea or a better idea. It might even turn out to be the best idea of all!”

#### IV. References

- 101 WAYS TO TEACH CHILDREN SOCIAL SKILLS, by Lawrence E. Shapiro, activity 62: <https://healthiersfexcel.org/wp-content/uploads/2018/07/101-Ways-to-Teach-Children-Social-Skills.pdf>

#### V. Alternatives

The trainer is free to choose in which way he/she wishes to deliver the above mentioned (“The best way to have a good idea is to have lots of ideas.”). It can be through an open discussion, or through the use of visual support such as a very short PPT or handout.

#### VI. Learning outcomes (what participants can expect to take home)

This introduction to brainstorming will give the participants an understanding of the process and benefits of brainstorming to foster creative thinking.

## Activity n3.2: Putting Brainstorming Into Action with Daily Life Objects

### I. Activity type and description

**(A) GOAL:** This activity gives the participants the opportunity to experiment the brainstorming process and its benefits. The goal of the experimentation is to show a way of generating a wide variety of ideas in a short time.

**(B) TYPE OF ACTIVITY:** F2f activity

**(C) TYPE OF ACTIVITY:** Group practical activity

**(D) TIME OF DURATION:** 30 minutes

### II. Material/resources needed

- Large paper sheets.
- Pens.
- Whiteboards.
- Whiteboard markers.
- Alternative topics worksheet found in 4. Annexes - Activity n3.2 - Table 1 - Brainstorming with Daily Life Objects



Ref. 4. Annexes - Activity n3.2 - Table 1

### III. Instructions

Before the trainer gives the participants a topic to brainstorm on, he/she will introduce the rules of the brainstorming process. Those rules are meant to ensure an environment in which participants feel comfortable to let their ideas flow and share them with others. The rules are also a guideline to give as much impact to this activity as possible. We recommend to the trainer to write those rules down on a big board or to show them with a projector, to add visual support.

#### The rules

- People **MUST** feel free to contribute ideas in a creative manner.
- No criticism (e.g. “Oh what a silly idea”).
- No idea is a bad idea.
- “Free Wheeling” welcome.
- **Quantity of ideas is needed** – don’t hold back from just saying what is in your head.
- No questions during the session.
- State ideas quickly and in a manner in which no enlargement is needed.
- Don’t mind stating the obvious.
- Don’t fear repetition.

→ Do combine and improve on other ideas.

→ The participants have five minutes to brainstorm.

Once the rules are clear, the trainer gives a large sheet of paper with pens or a whiteboard with markers to the participants for them to write their ideas on.

The trainer is free to choose the topic(s) to brainstorm on and to give only one topic to the whole group or to divide the participants into smaller groups. The topic is open as the most important aspect of the exercise is the process itself, so it can be a work problem, an everyday life challenge, different ways to use an object, etc. What is important is that the participants generate as many ideas as possible in the short time imposed.

The trainer should make sure to allocate at least ten minutes to go over each idea (for each group) and get all participants to agree on which idea or combination of idea would work the best for each topic. The participants then discuss their brainstorming experience with the trainer.

#### IV. References

<https://www.mindtools.com/brainstm.html>

#### V. Alternatives

The trainer can find brainstorming topic options on the sheet placed in the 4. Annexes - Activity n3.2 “Brainstorming with Daily Life Objects”.

#### VI. Learning outcomes (what participants can expect to take home)

Through this activity, the participants will experiment the process of generating a wide variety of ideas in a short time, and the benefits of thinking differently and capturing free-flowing ideas to create or solve problems.

**Activity n3.2 - Brainstorming**

**Table 1**

## Multi-purpose Items

What are the different uses of a fork?

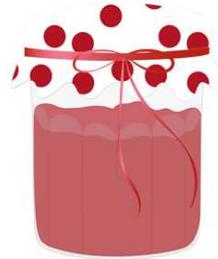


- Open cans
- Eat food
- Clean pans
- Comb hair
- Mix ingredients
- \_\_\_\_\_

What are the different uses of the following items?



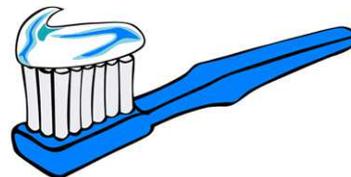
Rubber Boots



Jam



Newspaper



Toothbrush

## ■ ACTIVITY n4: Parenting Approach Towards “Planning and Management”

### ACTIVITY n4.1: Benefits of Planning in Family

#### I. Activity type and description

**(A) GOAL:** To transition from “thinking outside the box” to the “planning and management” skill. To get the participants to identify and reflect on different techniques to foster planning and organizational skills within a family context. To get the participants to share their opinions and discuss the benefits of planning.

**(B) TYPE OF ACTIVITY:** F2f activity

**(C) TYPE OF ACTIVITY:** Group viewing and discussion

**(D) TIME OF DURATION:** 15 minutes

#### II. Material/resources needed

- Video “How to Hold a Family Meeting” found on YouTube:  
<https://youtu.be/PsiHViDoi80>
- A laptop
- A projector
- Internet connection

#### III. Instructions

First, the trainer will show the short video of a family with five children talking about their weekly family meeting, the reasons why they have implemented a family meeting and its benefits for both the parents and the children. We recommend the trainer to download the video on YouTube beforehand in case of unstable internet connection.

After watching the video, the trainer invites the parents to **identify the planning strategies implemented by the parents within the family**, then to reflect on the **benefits those strategies can have on the family as a whole as well as on each individual (parents and children)**.

#### V. References

<https://www.rootsofaction.com/family-meetings/>

#### IV. Alternatives

This video offers valuable reflection, however, if it is impossible for the trainer to show it during the training session due to lack of technological device or internet access, it is recommended that the trainer watch the video beforehand, and prepare a set of questions to discuss with the participants about “family meetings”. Those questions should guide the participants to reflect on **what family meetings can bring to a family as a whole and to each individual member**, as well as the **strategies parents can implement** for those family meetings to be successful. It is possible for the trainer to support the discussion with a case study found online or made up.

#### VI. Learning outcomes (what participants can expect to take home)

With the family example, and through a discussion, the participants will be introduced to different ways of fostering a planning mindset within a family context and be given tools they

can use with their own children. The participants will get a better understanding of “planning and management” as a skill in a real life setting.

## Activity n4.2: Learning How to Plan a Family Event

### I. Activity type and description

**(A) GOALS:** This activity will enable participants to improve their skills about planning and management. To do it they have to organize an event such as a birthday party, a trip/excursion, or a dinner.

**(B) TYPE OF ACTIVITY:** F2f activity

**(C) TYPE OF ACTIVITY:** Single/Individual activity, followed by group discussion

**(D) TIME OF DURATION:** 45 minutes (35 minutes of self-directed activity, 10 minutes of collective feedback)

### II. Material/resources

- A template for planning a birthday party or a dinner can be found in 4. Annexes - Activity 4.2 - Table 1 “Learning How to Plan a Dinner” (3 pages)
- A template for planning a trip/excursion can be found in 4. Annexes - Activity 4.2 - Table 2 “Learning How to Plan an Trip” (3 pages), or on Google drive following this link

<https://drive.google.com/file/d/1RkSKfScspVajUoxAs93EVyhDK3FgVGXD/view?usp=sharing>

- Pens

Ref. 4. Annexes - Activity n4.2 - Table 1

Ref. 4. Annexes -

Activity n4.2 - Table 2

### III. Instructions

There are several ways to deliver this activity from which the trainer is free to choose.

- The trainer can choose to give the participants a scenario on which they need to work on (example: It is a party for your son’s 18th birthday, you are inviting six people, the theme of the party is “the Great Gatsby”...). These scenarios can be invented by the trainers themselves. Another way to deliver this activity is for the trainer to not provide any scenario and ask the participants to create their own, based on real inspirations or not.
- This activity can be done individually, in pairs or in groups. The trainers are free to choose how they wish to deliver the activity, keeping in mind that individual work might put into practice different aspects of “planning and management” than group work. For example, a group work in which each group member is assigned one task, will put the participants in a situation of collaboration and delegation, while individual

work will highlight the participants abilities to take wider responsibilities. Therefore, it is important that the trainers reflect on what impact they wish this activity to have on the participants before choosing the delivery method.

The participants choose and work on one worksheet only, either the planning of a trip or of a dinner. Each worksheet is composed of three pages, which should lead the participant to think in details about their planning. The trainer will provide them with the two worksheet templates as digital or hard copies. The participants will select one worksheet and fill the hard copy or the digital version depending on their choice.

35 minutes are allocated to this activity, after which they will be sharing their work with other participants and the trainer, mentioning difficulties they encountered in the planning process, personal tips and advice on how to plan an event, and raise questions.

#### IV. References

- [3 REASONS WHY YOU SHOULD PLAN YOUR EVENT IN ADVANCE](#)
- [TOP TIPS FOR TRIP PLANNING WITH KIDS](#)
- [Teach Kids Event Planning](#)

#### V. Alternatives

The trainer can choose if this activity is better done individually, by pairs or by groups, depending on the group dynamic. An alternative is to divide the group in two and assign one event to each group, adding more details/constraints/objectives to each event.

#### VI. Learning outcomes (what participants can expect to take home)

By sharing their work at the end of the session, the participants can get constructive feedback from others and the trainer, as well as get valuable tips on the most efficient way to plan a family event.

#### **Activity n4.2 - Planning a Family Event**

##### **Table 1 - Birthday Party or Dinner**



# Party Planner

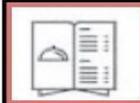
Event overview		Event details	
Kind of event (birthday, family dinner...)		Host(s)	
Date		Venue address	
Time (start-end)		Number of guests	

Purpose of the event (ex: to celebrate my sister's 18th birthday)

## Stage 1 - Invitations



Guest list	Invite made	Invite sent	Invite confirmed



## Stage 2 - Menu



Food list (ex: chocolate for cake)	Shopped (✓ or ✗)	Ordered (✓ or ✗)	Cooked (✓ or ✗)



## Stage 3 - Theme/Decorations

Theme description					
Decorations		Costumes		Accessories	
Have	Need	Have	Need	Have	Need

## Stage 4 - Activities



Activities description	Material needed



## Stage 5 - People in charge

To do list (ex: shopping, bake a cake...)	Who is in charge?	Who is helping?

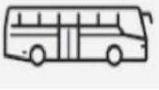
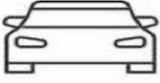
**Table 2 - Planning a trip/excursion**

Family Trip Planner			
Trip Overview		Traveler Details	
		Names	Blood Types
Trip Start Date			
Trip End Date			
Number of Days/Nights			
Number of Travelers			
Number of Pets			

 Itinerary			
Day 1		Day 2	
Time	Activity	Time	Activity
Time	Activity	Time	Activity
Time	Activity	Time	Activity
Time	Activity	Time	Activity
Time	Activity	Time	Activity
Time	Activity	Time	Activity

# Transportation

Mode of Transportation

							
Number of passengers			Needed (gaz, ticket...)		Cost €		

# Bookings

What (hotel, ticket, park fees) ?	Booked (✓ or ✗) ?	Paid ?	Cost €
Total Budget:			

### 3.3. ONLINE/SELF-DIRECTED ACTIVITIES PLANS

#### ■ Activity n.5: Insights on the “Planning and Management” Competence (Motivational/Explanatory Video)

##### I. Activity type and description

**(D) GOAL:** By viewing this video, the participants will get a deeper understanding of the skill “planning and management”, and get some valuable tips on how to plan.

**(E) TYPE OF ACTIVITY:** Online/Self-directed activity

**(F) TYPE OF ACTIVITY:** Online viewing followed by group discussion

**(D) TIME OF DURATION:** 15 minutes

##### II. Material/resources needed

- Link to video on YouTube platform: [“TOP TIPS - PLANNING AHEAD”](#)
- Forum platform for group discussion

##### III. Instructions

The trainer will either show the video with the shared screen option (found on Zoom for example) or share the link to the video on the platform forum. Following the viewing, the trainer discusses the content with the participants, giving them the opportunity to raise any question and share their opinion. The video provides useful tips to help children develop planning skills. Content that is interesting for the trainer to discuss with the participants:

“Susan Young, a doctor in psychology specialized in neurodevelopment in children, describes what parents and carers can do to help their child learn how to think ahead, set constructive goals and plan the steps they need to take to reach them. This will help them reach their personal goals at home and school, meet educational expectations and balance these with social activities. The techniques will also help them to plan and set smaller goals to achieve specific tasks, such as netting deadlines, completing homework and chores. The video provides guidance for how parents/carers can best support their child in these endeavours by prompting constructive strategies, and will help the parents too.”

##### IV. Evaluation

Through this video, the participants will gain knowledge and tips on “planning and management”.

##### V. References

More work and publications from Dr. Young can be found here: <http://psychology-services.uk/publications-susan-young>

##### VI. Alternatives

We recommend watching the video mentioned above, and no other alternatives, as following activities will be based on the video’s content.

## ■ Activity n6 : Create your Own Calendar

### I. Activity type and description

- (A) **GOALS:** This activity will enable participants to improve their skills about planning and management by organizing a calendar, which helps with prioritizing, maximizing the day, and with the ultimate goal of having more free time to spend with the kids.
- (B) **TYPE OF ACTIVITY:** Online/Self-directed
- (C) **TYPE OF ACTIVITY:** Single/Individual activity, followed by online group discussion
- (D) **TIME OF DURATION:** 55 minutes (45 minutes of self-directed activity, 10 minutes of collective feedback/discussion on the platform)

### II. Material/resources

This activity puts into practice the tips learnt previously for better planning. The participants have several options to create their own calendar. They can create a digital calendar on their laptop, tablet or phone, which they can easily access and edit everyday.

- A great free tool used by many is **Google Calendar**, which is editable and customizable. Google Calendar can be accessed from a desktop or as an App.
- There are also many other options of **free apps** to create online calendars that are available on AppStore and on Android, and in different languages, giving the possibility to the participants to choose what suits them the best.
- Perhaps a **physical calendar**, that is **printed** from a website, **or one made by the participants themselves**, will be of better suit to some. The advantages of having a physical calendar is to have a visual tool that can be placed somewhere in the house that the participants can see and so be reminded of what is on the calendar daily. It also provides more freedom in decorating the calendar to customize it to the participants own choices, and another good opportunity to use creative thinking for its realization. For the creation of a calendar, it is recommended to use a big sized paper, at least A4, and coloured pens, using different colours for different types of activities. Using visual prompts such as photos, symbols or highlighters can help make the calendar more pleasant to look at and give more motivation to accomplish the tasks that appear on it.
- Forum platform for group discussion

### III. Instructions

→ Google Calendar can be found online or as an APP, and can be used on both Microsoft and IOS/Apple. It is free to use as long as the participant has/creates a Google account (gmail). Google Calendar allows the users to easily schedule events, invite guests and add/view friends' calendars. The users can also sync their calendar with their mobile devices. The participants can find all the information they need on how to create a Google Calendar in this tutorial: <https://youtu.be/IyHvKYeeuB8>.

→ To print an already made calendar, the participants can visit this website <http://myonlysunshineblog.com/blog-1/2019/7/31/free-2021-printable-calendars>

and choose the calendars of their likings, click on the image and print the document. Then they just have to fill in their own activities and events.

→ For their own calendar, it is encouraged that the participants customize their calendars to the design that suits their needs and tastes. Adding visuals to their calendar, making the separations between days and time clear, and giving enough space for the event description are important to keep the calendar easily readable. Decorating the calendar with colours, drawings and shapes is also a good way to make the calendar be more personalized and be something the participants like to look at. A short tutorial on how to craft a calendar can help to give the participants a starting point: [https://youtu.be/0et\\_Aep74Ao](https://youtu.be/0et_Aep74Ao).

Once the participants are done with the activity, they will be sharing their work on the platform with other participants and the trainer.

#### IV. Evaluation

Through this activity, the participants can evaluate their own planning skills and implement techniques they have learnt to manage their time in a more efficient way. Creating a calendar can become a tool of their daily lives, that they can share with their children and family, and analyse the benefits of it on the long term. By submitting their work on the platform, the participants can receive constructive feedback from the trainer and the other participants, as well as get inspiration from the other's work.

#### V. References

- Google Calendar tutorial: <https://youtu.be/lyHvKYeeuB8>
- Free printable calendars: <http://myonlysunshineblog.com/blog-1/2019/7/31/free-2021-printable-calendars>
- Tips on how to create your own calendar using craft: [https://youtu.be/0et\\_Aep74Ao](https://youtu.be/0et_Aep74Ao)

#### VI. Further readings

Benefits of Using a Calendar Every Day, Andrew Rocha

<https://successfulstepsblog.com/2017/11/19/5-benefits-of-using-a-calendar-every-day/>

### ■ **ACTIVITY n7: Learning by Experimentation Through “Create Reuse”**

#### I. Activity type and description

**(A) GOAL:** In this activity, the participants are learning by experience, fostering their “thinking outside the box” skill at home, with daily life objects. The goal is for the participants to be encouraged to think creatively and/or critically in the context of their home and with a time limit and to then share with the other participants their creation.

**(B) TYPE OF ACTIVITY:** Online/Self-directed

**(C) TYPE OF ACTIVITY:** Single/Individual activity, followed by online group discussion

**(D) TIME OF DURATION:** 60 minutes (50 minutes of creation and 10 minutes for group discussion)

## II. Material/resources needed

- Forum platform for discussion
- Material from home

## III. Instructions

The participants will use their creative thinking and collect random objects of their house that they are not using anymore, and find a way to repurpose them. The repurpose of the objects can lead to an artistic creation or a practical one (example: creating a sculpture for decorative purposes would be more of an artistic creation, while reusing clothes hangers to store newspapers would be practical). The participants have 50 minutes to realize their creation, and are then directed to the online platform where they can upload a picture or video of their creation, or introduce it live through a video call. There will be 10 minutes dedicated for the participants to share and discuss their creation.

## IV. Evaluation

Through this activity, the participants will come to the realization that creative thinking can be fostered in any context, even daily ones, with any sorts of material. The participants will become more aware of the tools they can use for thinking outside the box, and that it is something they can do everyday and that is accessible, by looking at their own house from a different perspective. By submitting their work on the platform, the participants can receive constructive feedback from the trainer and the other participants, as well as get inspiration from the other's work.

## V. References

Example of using "thinking outside the box" mindset in the context of reusing:

<https://blog.greencarrier.com/reusing-shipping-containers-thinking-outside-the-box/>

## VI. Alternatives

The trainer is free to choose a different narrative for the creative reuse, by adding rules, implementing a theme, or giving each participant specific tasks. The goal of the activity, which is to get participants to use creative thinking in the context of their own home and with their own objects, needs to be kept, however the way the activity is delivered is flexible.

### ■ **ACTIVITY n8 : Collaborative Learning, "I do, We do, You do"**

#### I. Activity type and description

**(A) GOAL:** Through this activity, participants learn a methodology to share with their children new concepts of "thinking outside the box" and to build a solid relationship with them. They will also understand how important it is to organise their time and activities to dedicate time to their children.

**(B) TYPE OF ACTIVITY:** Online/Self-directed activity

**(C) TYPE OF ACTIVITY:** Group learning activity

**(D) TIME OF DURATION:** 30 minutes

## II. Material/resources needed

- “I Do, We Do, You Do” handout found in 4. Annexes - Activity n8 - Table 1 “I Do, We Do, You Do Methodology”
- Forum platform for group discussion

## III. Instructions

This activity serves as a conclusion to methodologies and concepts learnt previously. The trainer will explain the importance of redoing all the activities included in the whole module and course with their children, and will introduce the parents to the “I Do -We Do - You Do” methodology, which is a way to repeat activities with children through planned and supervised learning. It is important that the trainer becomes familiar with the methodology beforehand, and check the references mentioned below for more knowledge. For this activity, the trainer shares the methodology to the participants online (via the platform or via email). The worksheet can be found in 4. Annexes. The trainer allocates 15 minutes for the participants to read the methodology, then the participants gather on the forum to discuss and ask questions (Are you familiar with this methodology? Have you ever implemented this methodology without being aware of it? Does this methodology seem doable for you?).

## IV. Evaluation

- learning new methodologies of teaching;
- planning and management the learning;
- teaching kids in an innovative way, using creative thinking as a skill;

## V. References

- [I Do We Do You Do Methodology](#)
- [Think-Plan-Do, Mary Mazzoni](#)
- [Teaching Strategy: I Do, We Do, You Do. \(2013, October 7\). Retrieved October 12, 2015](#)

## VI. Alternatives

For more intuitive interaction and more in depth explanation, the trainer can choose to introduce the methodology via video call platforms (such as Zoom). The trainer can explain the methodology step by step with visual support such as a PPT or the handout for 15 minutes, and then lead a discussion with the participants. Once the video call has ended, the trainer should still share the “I Do, We Do, You DO” sheet with the participants for them to download and keep.

### **Activity 8 - “I Do, We Do, You DO”**

#### **Table 1**

#### **The “I Do – We Do – You Do” Methodology**

Research shows that the best way to teach a new skill is to first demonstrate it (**I Do**), then do it with the child (**We Do**), then give the child a chance to do it himself, with supervision and feedback (**You Do**).

★ So, begin with “**I Do**”. Model the strategy several times for your child. Choose one of your own goals. Use the graphic organizer and “think out loud” with each step. First choose immediate goals (I want a clean bathroom, I want to plant flowers today), then goals that are more complex and happen over time (I want to serve dinner for friends Friday, I want to go on a vacation in two months, etc.)

★ Then, move to “**We Do**”. Help your child use the graphic organizer to state her goal (what she wants), to plan the steps, and to check them off as she does them. Start with immediate goals (I want \_\_\_ for lunch), then goals that are more complex and happen over time (I want to \_\_\_ on Friday, I want to \_\_\_ next month).

Your child will need you to ask questions to guide her at each step.

For example: **THINK**- Your child may choose a goal for which she does not have the needed resources. Ask questions like “Do we have the ingredients? Do you have enough money? Is there enough time?” This will help your child understand the kinds of questions to ask when he develops future goals.

**PLAN** – Your child may need help thinking of steps needed to reach the goal.

**DO** – When your child begins to plan goals that occur over time, arrange daily or weekly “check in” times to ask if he has done the steps he planned. (Do not check-in at random times, or your child will perceive this as nagging).

It is always best that any “Think-Plan-Do” times are pre-arranged so your child knows you will be spending time together and you’re not taking him away from a favourite activity without notice. We want our kids to experience this as a positive time of empowerment for them and interaction between us, rather than drudgery that takes them away from fun.

★ After many “We Do” experiences, encourage your child to use the graphic organizer on his own (“**You Do**”), or with another person such as a trusted family member or friend – to plan for a goal that is important to him.

After your child has had many successful experiences with Think-Plan-Do, you and your child may want to sit down with his teacher and explain the strategy so that his teacher can support his use of the strategy at school.

## ■ Activity n9: Testing Parents Knowledge on “Thinking Outside the Box”

(i)

### Activity n9.1: Quizzes on the Module Competencies (TOTB & P&M)

#### I. Activity type and description

**(A) GOAL:** This activity allows the participants to check their understanding of the competences and of the information given throughout the module in a fun and interactive way. By giving them predefined questions to answer, the goal is for the participants to reflect on the notion of “thinking outside of the box” and “planning and management”. At the end of the quiz, the participants are invited to share their opinion with the others to conclude the module session.

**(B) TYPE OF ACTIVITY:** Online/Self-directed activity

**(C) TYPE OF ACTIVITY:** Single/Individual quiz followed by online group discussion

**(D) TIME OF DURATION:** 20 minutes

## II. Material/resources needed

- Forum platform for group discussion
- Quiz questions for TOTB (Thinking Outside The Box) found in the 4. Annexes - Activity 9 - Table 1
- Quiz questions for P&M found in 4. Annexes - Activity 9 - Table 2
- Kahoot, Interactive tool to share and collect ideas and opinions:  
<https://kahoot.com/>

## III. Instructions

This activity is a fun and interactive way to conclude the module by briefly testing the knowledge of the participants and reminding them of key concepts learnt throughout the module with two small quizzes (one on TOTB and one on P&M). The Kahoot platform is a popular tool for online group quizzes and for its user-friendly configuration. Below are the instructions for the trainer on how to set up an online quiz with the **kahoot** platform. We recommend to the trainer to go on the platform and to test out the quiz before the module session in order to get familiar with the system and anticipate any eventualities.

**How to create a quiz on Kahoot?** Tutorial here: <https://youtu.be/KJgZZQcsSPk>

- The trainer will have to go on <https://kahoot.com/>
- The trainer has to create a kahoot account and can **SIGN UP** for free.
- The quiz creation is fast and straightforward. On the website home page, the trainer will be able to click on “create” (top right corner).
- The trainer will select “new kahoot” and input the questions and answers found below.
- The timer for each question should be set at 30 seconds.
- There are a total of seven questions.
- Once the quiz is made, the trainer clicks on “done”, and then the “classic” option (player vs. player).
- A pin/code will be generated. The trainer invites the participants to go on <https://kahoot.it/> on their device, and to enter the pin to access the quiz. It is important to note that the link for the quiz creation, and the link to play the quiz are different.
- The participants will be asked to choose a nickname.
- Once the trainer clicks on “start” on his/her device, the participants can start the quiz.
- The answers highlighted in blue in the quiz questions are the correct answers.

The person answering as many correct questions in the shortest time will get the highest score, but the goal of this interactive tool is for the participants to discuss with each other and to motivate their answers and thoughts afterwards.

## IV. Evaluation

These interactive quizzes are a fun way to do a quick review of the two module competencies “thinking outside the box” and “planning and management” and to conclude the module with the participants by sharing their final questions and thoughts.

## V. References

The questions of the quizzes are based on the content of the previous activities.

## V. Alternatives

As an alternative, the trainer can use the forum platform to set up a quiz for the participants, however this platform does not have a timer nor a system counting points with ranking.

### **Activity 9 - Quizzes on the Two Competencies**

**Table 1 - TOTB** (the correct answers are highlighted in blue)

**1) Is “THINK OUTSIDE THE BOX” an inborn quality? (True or False)**

- A. true
- B. false

**2) Is “THINKING OUTSIDE THE BOX” a competence only linked with artistic expression? (true or false)**

- A. true
- B. false

**3) Which of the following skills are expressions of this competence?**

- A. critical thinking (right)
- B. knowing how to draw
- C. the capacity to think differently(right)
- D. only musical expression

**4) Is “thinking outside the box” the ability to identify an opportunity where others see problems?**

- A. true
- B. false

**5) According to Giovanni Corazza, what is thinking out of the box?**

- 1) is a necessity as human being
- 2) Is a luxury
- 3 )is a game
- 4) is about finding many alternatives and choosing the best answer, not about finding the right answer.

**6) According to Giovanni Corazza, how do we go out of the box?**

- 1)Divergent information
- 2) Dominant ideas

### 3) mix and match different disciplines

#### 7) Being inside the box means:

- a. have pre-packaged ideas
- b. be afraid to think differently from others
- c. have critical thinking
- d. to carry forward our ideas, even when everyone thinks differently from us

Table 2 - P&M (the correct answers are highlighted in blue)

#### 1) Is "Planning & management" an inborn quality?

- A. true
- B. false

#### 2) Planning & Management is .....

- A. Defining your objectives
- B. Developing premises regarding the future
- C. The process of setting objectives and determining how to achieve them
- D. Analysing and choosing the best alternative

#### 3) What is tomorrow?

- A. a mystical land where human productivity is stored
- B. yes
- C. today
- D. a time

#### 4) When you plan something with your children, you need to make sure that the goals set are:

- A. short-term
- B. archivable
- C. specific goals
- D. long term goals

#### 5) When goals are broken down into smaller steps, they seem more manageable.

- a. True
- b. False

#### 6) According to Professor Susan Young it is very important to DIARISING and create a calendar of activities.

- a. true
- b. false

#### 7) Having a good routine is good, it can help your child in planning. This means that they can:

- a. PREDICT
- b. PLAN
- c. PREPARE
- d. PLAY

## 4. Extended learning: resource plan

### ○ RESOURCE 1

#### I. Resource type and description

**Here's How To Apply Creative Thinking As An Entrepreneur**, Dr. Pragya Agarwal, **FORBES**

(A) is a reading

(B) understand the correlation between creative thinking and an entrepreneurial mindset

#### II. Why is this resource useful?

This article is helpful to understand the correlation between creative thinking and entrepreneurial mindset.

#### III. Duration

5 minutes

#### IV. Web links and references

<https://www.forbes.com/sites/pragyaagarwaleurope/2018/06/04/heres-how-to-apply-creative-thinking-as-an-entrepreneur/?sh=277feee65d9e>

### ○ RESOURCE 2

#### I. Resource type and description

**Teach Children to Think Outside of the Box , GrowingPlay**

(A) a reading

(B) get ideas and tools on how to teach children to think outside of the box

#### II. Why is this resource useful?

This web article is helpful to get a better understanding of the benefits of creative thinking on children and tips on how to foster it as a parent.

#### III. Duration

5 minutes

#### IV. Web links and references

<https://www.growingplay.com/2018/09/teach-children-to-think-outside-of-the-box/>

### ○ RESOURCE 3

#### I. Resource type and description

**The Power of an Entrepreneurial Mindset**, TEDx Langley ED, **Bill Roche**

(A) a video on YouTube

(B) explaining the benefits of entrepreneurial skills

II. Why is this resource useful?

This video gives another opinion on why creative and critical thinking, planning, and having an entrepreneurial mindset in general, are essential life skills for children and adults.

III. Duration

17 minutes

IV. Web links and references

<https://youtu.be/lhs4VFZWwn4>

○ **RESOURCE 4**

I. Resource type and description

**5 TIPS TO IMPROVE YOUR CRITICAL THINKING**, Samantha Agoos, TEDx

(A) a video on YouTube

(B) explaining how to improve critical thinking

II. Why is this resource useful?

Every day, a sea of decisions stretches before us, and it's impossible to make a perfect choice every time. But there are many ways to improve our chances — and one particularly effective technique is critical thinking. Samantha Agoos describes a 5-step process that may help you with any number of problems.

III. Duration

4.29

IV. Web links and references

[https://www.youtube.com/watch?v=dItUGF8GdTw&t=3s&ab\\_channel=TED-Ed](https://www.youtube.com/watch?v=dItUGF8GdTw&t=3s&ab_channel=TED-Ed)

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# ParENTrepreneurs

## Module n°4

### Yourself and Others

#### O2 Training Package on parENTrepreneurship Education

Leading partner: Materahub

Project number: 2019-1-NL01-KA204-060263

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2	17/8/20	Inova	2 <sup>nd</sup> draft
3	24/8/20	Inova	3 <sup>rd</sup> draft for submission to IPA
4	30/9/20	Inova	4 <sup>th</sup> draft for submission to partners
5	26/10/20	Inova	5 <sup>th</sup> submission to MateraHub
6	2/12/20	Inova	6 <sup>th</sup> submission
7	15/12/20	Inova	7 <sup>th</sup> submission
8	08/01/2021	Inova	8 <sup>th</sup> Submission – final?
9	12/01/2021	Inova	Final version

## Version history

Authors: Inova Consultancy Ltd

## 1. Introduction

The competencies explored within this module “Yourself and Others” are based on the knowledge that parents are likely to be better informal educators and have a more active approach to life and ‘good enough parenting’ according to their levels of self-awareness. In order to enhance their children’s self-esteem, self-efficacy, sense of initiative, creativity and openness to an entrepreneurial spirit, parents need great self-awareness, a readiness to work upon themselves, critical thinking skills, creativity, curiosity and an understanding of their motivations, patterns and preferred behaviours. It is always beneficial to explore any formative experiences which may have influenced values and may show up in unhelpful ways, potentially being projected, often unknowingly onto their children. With an openness to acknowledge weaknesses and flaws and the ability to address improvements in themselves, through new tools, techniques and positive psychology, parents will be able to provide benefits within the whole family and community setting.

Such self-awareness and communication skills with high emotional intelligence can be developed and nurtured to support parents to make a meaningful impact, model functional behaviours and lead by example. When parents have developed such skills, it is likely they can pass on such positive and life-affirming attitudes to their children.

Thereby family resilience could be enhanced and the peer-to-peer training on offer by parents for other parents could lead to enhanced resilience within the community to face ongoing challenges and take account and utilise opportunities on offer. Society is changing rapidly; positivity, flexibility and adaptability are useful orientations to take forward in an ever-changing world. Early life experiences have a major role in shaping an individual’s neuroplasticity, emotional growth and self-efficacy. The parents or primary caregivers make a major contribution to resilience and coping strategies developed by children. The modules will boost the skills of parents to make a major contribution to enhancing their parenting and therefore improve the impacts on their children.

This module uses theories and tools from positive psychology, coaching, mentoring and solutions-focused approaches. We also acknowledge the great value of social learning and therefore build into the curriculum discursive activities, sharing experience, group problem solving and case study discussions. We develop a pro-social climate where openness, constructive challenge and authentic honesty add value to the shared experience of learning.

## 2. Benefits and opportunities

The module covers:

- Self-awareness and self-efficacy
- Working with and mobilising others, including motivating and mobilising oneself
- Coaching and mentoring approaches and family life

### **Self-awareness, self-efficacy**

This module explores self-awareness and self-efficacy for parents. It introduces Winnicott's theory of "Good Enough Parenting". Parents are not empty vessels; they are products of their upbringing, understanding, educational experience, prior experiences, own life experiences. This can also include different forms of caregiving that has been received, for example grandparent's involvement, foster carers and adoptive parents. All life experiences impact on self-awareness.

If parents are to be 'good enough' in Winnicott's words (1988), they need to be as consciously aware of influences as possible to avoid projecting expectations onto their children and to be present and consciously aware of the needs of their children without being over-protective or undermining. In addition, Winnicott's theory addresses "What is good enough and who decides this?" by encouraging parents and practitioners to understand that this is forever evolving with growth and experiences and that it is wrong to be overly judgemental on oneself or towards other parents. Instead, support is fostered, and this includes peer support and support from other parents and the wider community. Parents may themselves question "Am I good enough?". Creating self-awareness and exploring self-efficacy supports them to be kinder to themselves and to explore the positive changes they can make for a happier more productive life and to cascade this learning further.

The exercises assist learners to reflect on the values, approaches, influences and beliefs that they hold which may direct behaviour. The exercises also encourage parents to examine their beliefs about parenting which drive the interactions with their children.

A 'good enough' parent has self-awareness which they use in an efficacious way to nurture and develop family members appropriately. Armed with this self-knowledge it becomes possible for them to offer protection and autonomy in ways which are developmental, constructive, and supportive, but which acknowledge the individual differences and need for autonomy of family members and contacts in the wider community. Parenting is not straightforward: there are tensions, dilemmas, decision points, various individual needs and rights to be engaged with, problems to be solved and solutions to be navigated and negotiated.

The suggested exercises engage with discussion and theory which is useful in considering problems and finding solutions and in addition, parents are encouraged to be reflective to enhance further their self-awareness skills.

### **Working with and mobilising others, including motivating and mobilising the self.**

In order to lead, mobilise and motivate others, it is necessary to have clarity on the self; it is useful to consider goals, motivations, intentions, influences and to track one's influence on the family. We offer tools and techniques to consider the self and impacts, enabling re-examination, reframing and the formation of new habits which may bring benefits in motivating the self and others. We also introduce parents to theory in an accessible way, such as Winnicott's good enough parenting (1988) and bring in discussion activities to help parents examine old habits and outcomes and gather the knowledge and skill to implement changes in communication in families with spouses, partners, children, the wider family and possibly the community.

#### **Benefits are likely to be:**

- Develop enhanced self-awareness and understanding of psychological impact.
- Understand values and influences which have contributed to forming beliefs which may have functional and dysfunctional contents in the self and family life.
- Enhance analytical skills, critical thinking skills, self-questioning and motivational skills.
- Understand new techniques for solution finding for use in the self and family life

#### **Opportunities:**

- Gain self-awareness.
- Develop plans and actions to improve outcomes in family life.
- Use and practise more tools and techniques for problem solving and communication.
- Extend the repertoire of parental styles available to enhance child and self-development.

### **Also Include coaching and mentoring approaches and family life.**

We introduce tools and techniques that move away from authoritarian models of managing relationships within families towards coaching techniques such as questions, solutions-focused approaches and tools from positive psychology which build upon an individual's inner resourcefulness.

### 3. Module Plan

<i>Module n° 4_</i>	<i>Yourself and Others</i>
<i>Type of activity</i>	<i>x F2F -x Online/self-directed</i> 180 minutes Face to face may need adaptations to be an interactive online training
<i>Duration (in minutes)</i>	<i>3 hours f2f plus 3 hours self-directed online</i>
<i>General objectives</i>	In this module parents will explore their own values and factors which have impacted on their personal values. Exploration and reflection of values to increase self-awareness and exploration of self-efficacy to explore challenges, habits and choices. By understanding the values that others hold dear, stronger connections can be made and as they cascade entrepreneurial skills to others including their children, improved welfare is gained via positive parenting
<i>Competences addressed</i>	Self-awareness and self-efficacy Working with and mobilising others, including motivating and mobilising oneself Coaching and mentoring approaches and family life Confidence through self-awareness and self-efficacy
<i>Learning outcomes</i>	<p>At the end of the session participants will: -</p> <ul style="list-style-type: none"> <li>● understand influences and values, both positive and negative, which direct their own behaviour</li> <li>● understand how their own behaviour and habits impact on their child/children</li> <li>● assess whether any behaviours need to change and identify an action plan for personal change.</li> <li>● examine case studies and theories</li> <li>● through discussion and practice develop a wider behavioural repertoire in parenting style and family communication.</li> <li>● use a range of tools and techniques to offer psychologically informed ways of communicating such as growth mindset questioning, solutions-focused approaches and the use of positive psychology to enhance parenting and family life</li> <li>● examine stereotypes, motivations and networks to enhance self-efficacy and parenting style.</li> <li>● examine and use a range of tools and techniques to enhance communication style such as: questioning skills, appreciative questioning, active and effective listening.</li> </ul>
<i>Methods</i>	<ul style="list-style-type: none"> <li>● face to face or online live interactive delivery - materials will be designed to work in both formats. Individual and group work, plus</li> </ul>

	<p>smaller group discussions. The discussions and peer learning will form a key part of the methodology. Through reflection learners will develop deeper thinking skills.</p> <ul style="list-style-type: none"> <li>• The online part of the training includes OERs and suggested resources for further reading and further self-directed learning</li> </ul>
<i>Content</i>	<ul style="list-style-type: none"> <li>• Introduction to Self-Awareness and Self-efficacy</li> <li>• Working with and mobilising others, including motivating and mobilising oneself</li> <li>• Coaching and mentoring approaches and family life</li> <li>• Case studies</li> <li>• Communication practice</li> <li>• Personal reflection</li> <li>• Action planning</li> </ul>

### 3.1 MODULE ACTIVITIES PLAN

<i>Activity title</i>	<i>Duration</i>	<i>F2F or online</i>	<i>Resources and materials</i>
<p><b>1. Introduction</b> of module/topics. Choose ice breaker according to needs of group. E.g. range of images, learners each pick a card and then gives reason for choice or alternatively jelly baby exercise to question confidence and self-awareness (could also be used to assess understanding of entrepreneurial skills, top/middle/bottom)</p>	15'	F2f <i>Note in all cases activity can be adapted to online delivery</i>	Icebreaker resources. Jelly Baby Worksheets or cards/images PowerPoint presentation may be used for introductions to module (include Mentimeter if interactive online)
<p><b>2. Self-awareness /self-efficacy:</b></p> <ul style="list-style-type: none"> <li>• Views and values: Where do they come from? (A wide range of answers to be discussed - your parents, grandparents, your community, your culture, your religion, your schooling etc etc). How do these values influence your behaviour and thinking?</li> <li>• What factors impact on parenting? (a wide range of answers to be explored - age of parents, lone parent, job parent(s) has or doesn't have, education, confidence etc etc) What do you bring forward into your parenting style?</li> </ul>	30'	F2f	<p><b>2.1</b> Exercises – including value cards</p> <p>Exercise: Group Discussion for breaking down stereotypes. E.g. Where do they come from? Videos followed by Q&amp;A</p>
	10'	F2f	<p><b>2.2</b> Worksheet for “Identity Windows” exercise PowerPoint slides</p>

Introduce the Johari window theory and learners to complete self-awareness exercise - in 3 parts, individually, in pairs and finally group discussion			
<b>3. Self-efficacy and family life</b> <ul style="list-style-type: none"> <li>● Growth and fixed mindset scenarios-discussion</li> <li>● From potty training to teenage troubles- solutions focused approaches: case study and role play</li> <li>● Discussion: how do you develop these skills in your children?</li> </ul>	30'	F2f	Scenarios handout Discussion on scenarios handouts/ PowerPoint slides
<b>4. Mobilising yourself and mobilising others</b> <ol style="list-style-type: none"> <li>1) Habits, stereotypes, your motivations, networks and influences</li> <li>2) Stop, start, continue</li> <li>3) Priorities- jellybeans exercise or similar</li> </ol>	30'	F2f	Jellybean exercise allow learners to explore their real priorities in life and day to day PowerPoint slides

<p><b>5. Mentoring and coaching approaches</b></p> <ol style="list-style-type: none"> <li>1) Questioning skills covering issues such as:</li> <li>2) Appreciative questioning and</li> <li>3) Active and effective Listening</li> <li>4) Case studies for coaching and mentoring</li> <li>5) Clean language- non-judgmental, non-labelling</li> </ol>	45'	F2f	<p>Exercises for active listening may include “drawing exercise” or “Did you hear me?” both to be followed by Q&amp;A and tutor to ask questions such as <i>how did it feel to be unable to ask questions?</i> For “Did you hear me?” <i>How did it feel to <b>not</b> be listened to?</i></p> <p>Coaching and Mentoring approaches for effective communication</p> <p>Coaching as an intervention is a well- documented approach which builds on the inner resourcefulness and self-directedness of the individual. Coaching involves asking questions which help learners unearth motivations, needs and goals, thereby enabling them to plan and solve problems and maximise opportunities effectively. The locus of control is firmly with the individual and the coach asks questions, probes, assists, and supports the individuals to take purposeful action.</p> <p>PowerPoint slides</p>
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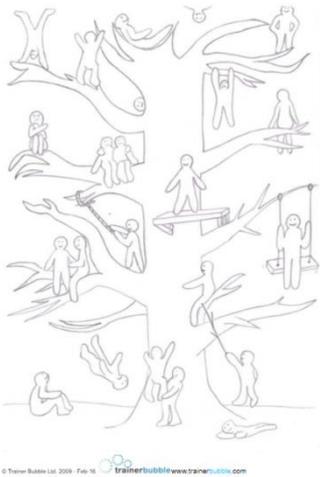
<p><b>6. Reflective Journal (Mentoring and coaching approaches)</b></p> <p>Participants are asked to keep a reflective journal to reflect on their learning throughout. See Annex for Activity n6-Reflective Journal.</p> <p>This activity supports progress monitoring through all modules.</p>	20'	F2F	<p><b>Using the questions on the online template provided in the training – keep an electronic reflective journal to reflect on your learning and your parenting. Aim for 2 entries before the next f2f training.</b></p>
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The list below relates to online activities such as videos and OERS, to be followed by reflection to consolidate knowledge. Learners are directed to them to supplement face to face class activities.			
<b>7. Further reading on Winnicott and “Good enough Parenting” (Self-awareness /self-efficacy)</b>	25’	online	Use the link below to explore the theory of Winnicott <a href="https://iahip.org/inside-out/issue-24-spring-1996/winnicott-and-parenting">https://iahip.org/inside-out/issue-24-spring-1996/winnicott-and-parenting</a>
<b>8. Self-esteem in parenting (Self-awareness /self-efficacy)</b>	20’	online	Watch the following YouTube videos to increase your understanding of self-esteem in parenting <a href="https://www.youtube.com/watch?v=FScEucMMDsA">https://www.youtube.com/watch?v=FScEucMMDsA</a> <a href="https://www.youtube.com/watch?v=4ibXHoxOzO0">https://www.youtube.com/watch?v=4ibXHoxOzO0</a>
<b>9. Self-awareness video on YouTube (Self-awareness /self-efficacy)</b>	20’	online	Video for further understanding of self-awareness and the Johari window <a href="https://www.youtube.com/watch?v=-7FhcvoVK8s">https://www.youtube.com/watch?v=-7FhcvoVK8s</a>
<b>10. Explore further the Johari window (Self-awareness /self-efficacy)</b>	25’	online	<a href="https://kevan.org/johari.cgi">https://kevan.org/johari.cgi</a> <a href="https://sites.lsa.umich.edu/inclusive-teaching/sample-activities/social-identity-wheel/">https://sites.lsa.umich.edu/inclusive-teaching/sample-activities/social-identity-wheel/</a>
<b>11. Read the article on clean language and its importance in coaching, mentoring and parenting (Mentoring and coaching approaches)</b>	20’	online	<a href="https://www.linkedin.com/pulse/clean-language-how-you-can-use-your-child-aisha-ahmad">https://www.linkedin.com/pulse/clean-language-how-you-can-use-your-child-aisha-ahmad</a>
<b>12. The Conscious Parent with Shefali Tsabary (Self-efficacy and family life)</b>	30’	online	<a href="https://www.youtube.com/watch?v=c4HBqR0aov4">https://www.youtube.com/watch?v=c4HBqR0aov4</a>
<b>13. Exploring why self-efficacy matters (Mobilising yourself and mobilising others)</b>	40’	online	Watch the following you tube videos and then write notes to consolidate knowledge and understanding of self-efficacy and why it is important for developing entrepreneurial skills: Why self-efficacy matters – Mamie Marrow <a href="https://www.youtube.com/watch?v=agwsjYg9hJ8">https://www.youtube.com/watch?v=agwsjYg9hJ8</a> <a href="https://www.youtube.com/watch?v=HnACsrdGZAI">https://www.youtube.com/watch?v=HnACsrdGZAI</a>

## 3.2 FACE-TO-FACE ACTIVITIES PLAN

### (ii) Activity n1: Jelly Baby exercise

#### I. Activity type and description



**(A) GOAL:** Ice breaker exercise to increase confidence of working in a group and speaking in a group setting. It can also be used to assess skills level e.g. use the tree to self-assess your understanding of entrepreneurial skills, where are you on the tree and give a sentence to explain.

**(B) TYPE OF ACTIVITY:** F2f activity

**(C) TYPE OF ACTIVITY:** Individual activity followed by group discussion

**(D) TIME OF DURATION:** 15 minutes

#### II. Material/resources needed

- The “Jelly Baby Tree” worksheet can be found in the 4. Annexes - Activity n1, table 1 - Jelly Baby Tree.
- Suggestions for cards/images

#### III. Instructions

For the Jelly Baby exercise – learners are given the worksheet individually and asked to colour in the jelly baby on the tree that they see as themselves – this is followed by each individual giving a reason and then followed by whole group discussion about confidence and self-awareness or relating to entrepreneurial skills.

#### IV. References

Winnicott, D.W.(1988) Babies and their Mothers London: Free Association Books

On Jelly Baby worksheet (ACTIVITY n1-see Annex)

#### V. Alternatives

A range of pictures/images. Learners choose one that they feel shows confidence and self-awareness. Have a wide range of images available for this to work well. Alternative could also be the drawing exercise (explained under activity 6)

VI. **Learning outcomes (what participants can expect to take home)**

Through discussion, learners become more aware of where they are currently with their confidence, self-awareness, self-efficacy and understanding of entrepreneurial skills and their importance in daily life for their own development and the development of others.

**Activity n1.1 - Jelly Baby Tree**

**Table 1**



In this exercise we will begin to test out our confidence in talking to one another. You could also use it to assess your own skills. Answer these questions.

- Where are you on the Jelly Baby tree?
- Study the tree and think about where you see yourself?
- Where are you on your entrepreneurial journey?
- Are you at the top? Bottom? Middle? Please give a reason for your placement.
- Remember:
- Knowing where you are with your own self-awareness – helps you to grow.
- After the individual work, the facilitator will lead a discussion on confidence and self-awareness.

### **(iii) Activity n2: Self-awareness /self-efficacy: Values and factors**

**Activity n2.1:** Introduction to Topic-Shine and Shine a Light Activity.

#### I. Activity type and description

**(A) GOAL:** To understand where our values come from, what factors impact on them and improve self-awareness

**(B) TYPE OF ACTIVITY:** F2f activity

**(C) TYPE OF ACTIVITY:** Group discussion

**(D) TIME OF DURATION:** 45 minutes (30+ 15 minutes)

#### II. Material/resources needed

- Flipchart, pens, paper,
- Introduction to topic through Worksheet “*Shine and Shine a light*” found in 4. Annexes - Activity n2.1 - Table 2 - Shine and Shine a Light.

#### III. Instructions

The trainer first introduces the topic to the participants with the handout “Activity n2.1 Table 1 Introduction to Topic with the exercise worksheet Shine and Shine a Light pointing out that we are not empty vessels and that influences throughout the life course make us the people we are. Many of those influences help us shine in life. Some influences may challenge us. The worksheet offers participants questions relating to values, culture etc. These are explored in small groups and then the facilitator leads a whole group discussion.

#### IV. References/ additional optional materials

<https://www.youtube.com/watch?v=1R7o-fo9EFE>

[https://www.youtube.com/watch/Kz\\_qGJmTMY](https://www.youtube.com/watch/Kz_qGJmTMY)

<https://www.youtube.com/watch?v= a1Fc6nwpk>

#### V. Alternatives

The trainer is free to make a PPT to introduce the topic.

#### VI. Learning outcomes (what participants can expect to take home)

Learners become more aware of where their values come from and understand why others may have different values to themselves.

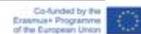
#### **Activity n2.1 - Self-awareness**

##### **Table 1 - Introduction to Topic**

## Values – Where do they come from?

**Discussion (to include some of the following):**

- Our upbringing
- Education
- Work
- Religion
- Our beliefs
- Peers
- Experiences
- Beliefs



##### **Table 2 - Worksheet “Shine and Shine a Light”**

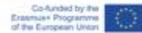
#### **ACTIVITY n2Shine a Light Worksheet (45 minutes)**

**In this exercise we will explore our values. Where do they come from? What people have influenced our lives? What beliefs do we hold dear and what values might we wish to change and adapt?**

# Values – Where do they come from?

**Discussion (to include some of the following):**

- Our upbringing
- Education
- Work
- Religion
- Our beliefs
- Peers
- Experiences
- Beliefs



Answer these questions for yourself.

What cultural influences have shaped you?

Where does most of your moral and ethical understanding of life come from?

Do you have religious beliefs which shape your actions?

Do you have spiritual beliefs or understandings that determine how you act? What are they?

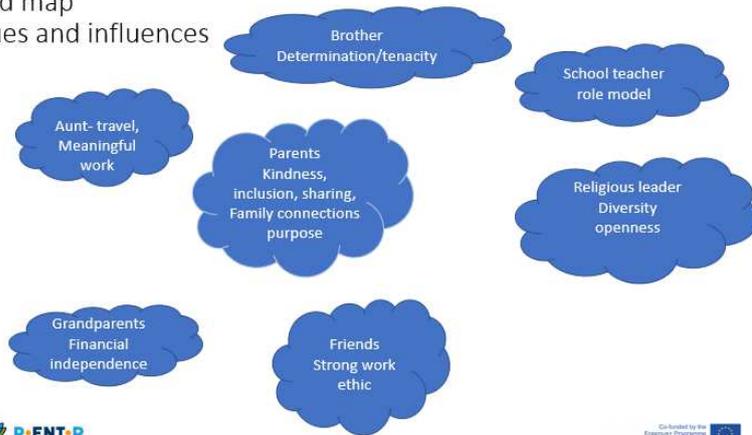
What people have been role models for you in big and small ways in your life and what have they taught you?

You may wish to draw a quick mind map of all the influences in your life relating to the concepts above. Try to identify the results of those influence in terms of your beliefs and values which you live by.

Example:

The facilitator will invite you to share these ideas in a smaller group for more detailed discussion and with the larger group.

Mind map  
Values and influences



## Activity n2.2: Identity Window

### I. Activity type and description

**(A) GOAL:** To understand where our values come from, what factors impact on them and improve self-awareness

**(B) TYPE OF ACTIVITY:** F2f activity

**(C) TYPE OF ACTIVITY:** Individual - Pair work - Group discussion

**(D) TIME OF DURATION:** 40 minutes (30+ 10 minutes)

### II. Material/resources needed

- Introduction to the Identity Window and questions can be found in 4. Annexes - Activity n2.2 - Table 1 - "Identity Window"

### III. Instructions

#### Part 1

- Give out Hand out worksheet Activity n2.2 - Table 1 - "Identity Window" containing descriptive words defining personal attributes. Ask participants to look at these and choose 5 that they would use to describe themselves and write these in number 1 box **Open area** then choose 4-5 more to put in the number 2 box **Hidden area**.

**Point out:** This model is about self-disclosure and it is key to only disclose what learners are happy to share.

Facilitator: following the activity in group discussion cover:

What emerged?

What did you find interesting?

What strengths could you use more?

Are you confident in showing your strengths?

What do you wish to improve?

**Part 2:** Then direct them to work in pairs; the participants swap their sheets and ask their partner to complete box number 3 and 4. What words would they use from the list to describe one another? Then ask them to swap back and discuss the results.

**Part 3:** Facilitate large group discussion. Point out: By sharing information about themselves, they build trust and build relationships. Admittedly, this exercise may work better when people know others well, however, new acquaintances can give insights into what we disclose and what is hidden.

### IV. References

For your homework, please reflect on this exercise and research the theory of the Johari window further by watching the following Ted talks tutorial video with Dr. Lori Zakel on the link below <https://www.youtube.com/watch?v=-7FhcvoVK8s> (14 minutes)

For more descriptions and personal capabilities:

OERS: <http://www.cytss.edu.hk/cytss97pyl/car/testimonial%20reference.pdf>

#### V. Alternatives

Not applicable at this stage

#### VI. Learning outcomes (what participants can expect to take home)

Learners become more aware of where their values come from and understand why others may have different values to themselves.

#### **Activity n2.2 - Identity Window Exercise (30 minutes)**

**Table 1**

The **Johari window** is an educational and psychological tool developed by Joseph Luft and Harry Ingham in the 1950's. It is used extensively to help with the understanding of self-awareness and as a tool for improving communications. (**Identity Windows**)

The following exercise is based on the Johari window philosophy and combined with the "**Identity Wheel**" exercise which also aims to improve self-awareness.

**Known by Self**

**Unknown by self**

<b>1. Open area - Known by others</b>	<b>2. Blind area (discovered by receiving feedback)</b>
<b>2. Hidden area (Unknown by others – shared by disclosure)</b>	<b>4. Unknown area – (observed by others – discovery)</b>

Often other people's perception of us can be different from our own and the more of that is shared from the **Identity window** exercise the more we can learn about ourselves and others, increasing self-awareness and interpersonal awareness.

After studying all 4 boxes in your own **Identity Window**, answer the following questions.

1. How and why did you choose your 5 keywords for box 1?
2. How and why did you choose your keywords for box 2?

3. Were you surprised by the words chosen for you by your peer/partner? Do you agree with the choices made?
4. Which aspects of your identity had you not thought about before completing this activity? Why do you think that is?
5. What aspects of your identity do you think are apparent to others, your family, your children, your friends?
6. Which aspects may they not perceive as readily?
7. How do you think your identities impact your interactions with others, for example family, children, friends?
8. How did it feel to give feedback to your partner?
9. How did it feel to receive feedback and observations by others.

**Table 2 - List of descriptive words**

**Personal attributes- word list**

energetic	creative
worrier	careful
happy	adventurous
confident	reliable
resourceful	agreeable
thoughtful	conscientious
self-questioning	unusual
organised	independent
content	considerate
innovative	leading
kind	quirky
warm	motivating
inventive	tenacious
quick	positive
diligent	optimistic
responsible	following
proud	pessimistic
driven	sociable

motivated

strong-minded

collaborative

resilient

curious

#### (iv) **Activity n3: Self-efficacy and family life-scenarios**

##### I. Activity type and description

**(A) GOAL:** Explore Problem Solving and resilience

**(B) TYPE OF ACTIVITY:** F2f activity

**(C) TYPE OF ACTIVITY:** Group activity

**(D) TIME OF DURATION:** 30 minutes

##### II. Material/resources needed

- Flipchart, pens, paper
- Scenarios found in 4. Annexes - Activity n3 - Table 1 “Scenarios family life”

##### III. Instructions

Paired activity where learners look at the different scenarios accompanied with images, children at different development stages along with different parental approaches or situations. Paired discussion followed by group discussion exploring problem-solving and parenting style.

Scenarios handout – to be confirmed which scenarios. They may also need to vary amongst partners depending on some cultural differences. *We can start collating scenarios that would work well for all of us e.g. Woman working from home (very appropriate at present) trying to manage childcare for her 3 children during ZOOM calls etc). Other suggestions to follow.*

##### IV. References

Appropriate reference to Winnicott for this exercise given plus references for scenarios/images to be supplied.

##### V. Alternatives

Not applicable at this stage

##### VI. Learning outcomes (what participants can expect to take home)

Learners learn from each other and through exploring the different approaches to problems/issues. Resilience and self-awareness developed along with patience and understanding of others.

#### **Activity n3 - Self-efficacy and Family Life**

##### **Table 1 - Scenarios family life**

##### **ACTIVITY n 3 Self-efficacy and family life (45 minutes)**

Scenarios- Discussion cards (*three examples provided*).

**PLEASE NOTE:** *more to be developed by identifying cultural fit in different partner countries and attitudes to child care, early years provision*).

## Scenario One

### No room for Zoom

This Photo by Unknown Author is licensed under CC BY

Mum, Rosie and Dad, Charlie are both working from home. Charlie has to be online on sales calls eight hours a day as a proportion of his salary is commission-based. Rosie has more flexibility and during lockdown she has found most of the child care has fallen to her during the working day. She is a care manager for social services and her day is filled with online meetings, video calls, online administration,



phone calls, problem solving, and producing documents. It had been difficult to manage all her tasks and she has resorted to working in the evenings after cooking the family meal whilst Charlie goes for his run after work. It has been difficult to concentrate during zoom calls because of interruptions and her work has suffered leaving her feeling stressed.

She realises now is the time for better work/ life balance and knows she needs to discuss this with her husband, Charlie. They have three children aged ten, eight and six.

#### **Discussion:**

How should Rosie approach this?

How could they organise the children's learning? Any tips?

What counter claims might Charlie use for keeping time to himself and how can Rosie approach his reasoning with strong reasons for maintaining her own wellbeing?

What challenges have learners had with their own families during this past year? What solutions and tips can they share?

What tips can learners give one another for communicating their needs?

Discuss the questions and share any learning points.

Share any personal experiences and learning.

## Scenario Two

### Paternity leave?

A father is resistant to taking up the opportunity of paternity leave as he feels embarrassed. His partner is exhausted after the birth and desperately needs help with the young child and needs his support.

Discussion. What challenges do men face taking up their rights? Discuss the issue and share any learning points.

Share any personal experiences and learning.

Photo by [Kelly Sikkema](#) on [Unsplash](#)



## Scenario Three

### Teenage troubles



Photo by Ving N on Unsplash

Joe is a teenage boy and is very adept at getting his own way playing off family members against one another. He comes and goes at will, never keeps to meal times, avoids school work and is falling in with friends who are a negative influence. He was on track to go to university, but is falling behind.

Discussion. What challenges do parents/ carers face dealing with teenagers and treading the line between providing both appropriate freedom and boundaries? How can Joe be supported to develop and be a part of the family again without losing his way? Discuss the issue and share any learning points.

Share any personal experiences and learning.

#### (v) **Activity n4: Mobilising yourself and mobilising others**

##### I. Activity type and description: Healthy habits?

**(A) GOAL:** To explore how to change our habits, keep the ones that we like and change the ones that are unhelpful to our personal development and are demobilising. In addition, explore stereotypes, motivators, networks and influences.

**(B) TYPE OF ACTIVITY:** F2f activity

**(C) TYPE OF ACTIVITY:** Group exercise

**(D) TIME OF DURATION:** 30 minutes

##### II. Material/resources needed

- Flipchart, pens, paper
- “Habits” worksheet found in 4. Annexes - Activity n4 - Table 1 - “Habits worksheet”

##### III. Instructions

Individual activity to complete worksheet, followed by paired activity where learners look at the key habits they would like to change in their life. Followed by group discussion and presentation slides to show how habits can hold us back and how positive changes can be implemented. Breaking down stereotypes for improved communication and increased networks.

##### IV. References

None.

#### V. Alternatives-optional activities

a) Intentions exercise which requires buttons (or similar) and little pots with stickers on relating to everyday priorities and life priorities. (Good exercise but depends on number in class regarding time allocation – further details to follow if required).

b) Stop, Start. Continue

When thinking of changing habits, we ask learners to identify the behaviour in themselves that are helpful and unhelpful

What behaviours do they wish to STOP? List them.

What new behaviours need to be initiated? START. List them.

What behaviours need to be continued and possibly developed? CONTINUE. List them.

#### VI. Learning outcomes (what participants can expect to take home)

Learners will become more aware of their own priorities and changes that are needed for a smoother and happier home life and personal life. They will better understand how their decisions impact on others. Engage in action planning to make positive changes to their habits and their lives. Engage in creativity to enhance entrepreneurial skills and interaction with others.

#### **Activity n4 - Mobilising Yourself and Mobilising Others**

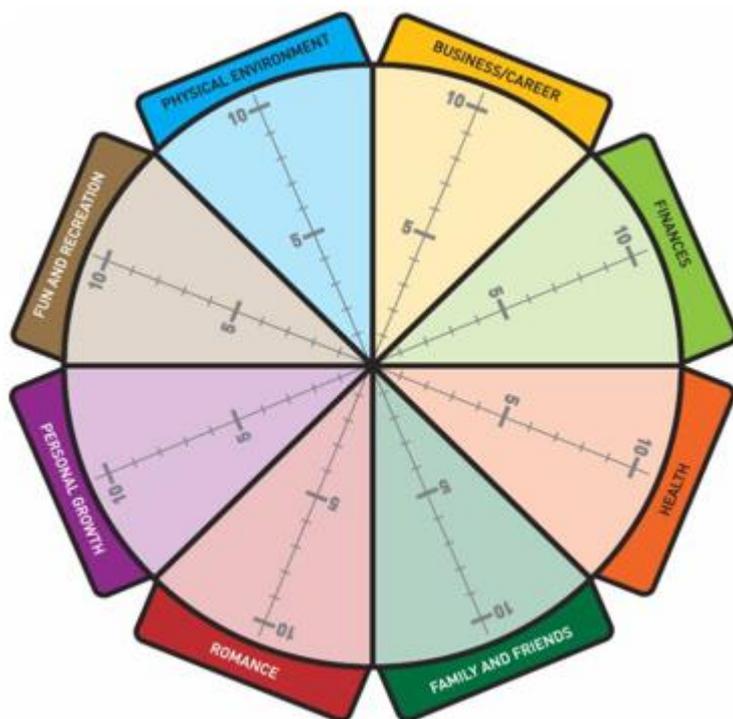
“Habits worksheet” (45 minutes)

#### **HEALTHY HABITS**

Using this wheel of life for inspiration, consider the healthy and unhealthy habits in the different domains of life.

Firstly, list your habits using the table below.

DOMAIN	MY HEALTHY HABITS	MY UNHEALTHY HABITS
PHYSICAL ENVIRONMENT		
BUSINESS/CAREER		
FINANCES		
HEALTH		
FAMILY AND FRIENDS		
ROMANCE		
PERSONAL GROWTH		
FUN AND RECREATION		



Then identify changes you could make to your habits. What would be your three priorities for changing 3 habits?

3 habit change priorities

- 1
- 2
- 3

Can you identify three actions?

- 1
- 2
- 3

<https://www.startofhappiness.com/wheel-of-life-a-self-assessment-tool/>

## (vi) Activity n5: Mentoring and coaching approaches

### I. Activity type and description

**(A) GOAL:** To understand the important role coaching and mentoring has in parenting and entrepreneurship.

**(B) TYPE OF ACTIVITY:** F2f activity

**(C) TYPE OF ACTIVITY:** Group activity

**(D) TIME OF DURATION:** 45 minutes

### II. Material/resources needed

- Flipchart, pens, paper
- PowerPoint slides to relate to topic
- “Habits” worksheet in 4. Annexes

### III. Instructions

Depending on size of group divide into 2 smaller coaching groups each with a facilitator. Everyone as an individual brings an issue to the discussion and peers offer supportive ideas and suggestions (Please note this is not about advice giving). This approach enables everyone to explore their own solutions and the steps/action they would like to take.

For example, issues might include:

- Work/ life balance
- Finding more ‘me time’/ time for hobbies/ interests socialising

- Wishing to discuss issues about family members- encouraging teenagers to take part in family activities, taking more interest in school etc
- Wanting to continue learning and finding it difficult to carve time out of the week
- Asserting own needs amidst many family tensions and demands in a busy setting

Learners are asked to identify what's an issue.

Why is it a problem now?

What are the effects?

Through conversations, they can then try to identify solutions.

Learners are given a set of tips on the handout for coaching and mentoring and questions. Each person has a turn to speak and the timing is managed by the facilitator and depends on the number in the group. This is very learner-led – however it is important that the facilitator manages the timings to ensure each learner has a turn to speak about their issue.

#### IV. References

Inova website for more information on coaching and Mentoring Circles™. (<http://www.inovacircles.org.uk/>).

#### V. Alternatives

- As per lesson plan –the **effective listening drawing exercise**. This would help set the scene prior to the “circle”. For the drawing exercise – the tutor gives instructions and learners draw from the instructions without seeing what the result should be. There are 2 ways of doing this – either the tutor gives instructions, knowing what the end result of the drawing should be, learners are not allowed to ask questions and must wait until the end to do this. The other way is for learners to work in pairs back-to-back and one has an object and the other has to draw the object. The person drawing can ask questions but the person with the object can only give yes/no answers. This must all be done in the time allocated.

- Alternatively, for the “**Did you hear me?**” exercise, learners work in pairs, one talks and the other does everything possible to **not listen**. This is followed by discussion to see how it feels when we are not being listened to. This exercise encourages empathy and understanding of the “other”. As the “circles” need allocated time per learner it depends on numbers in the group. An alternative suggestion could be to use one of the listening exercises as the icebreaker – if the tutor/facilitator feels it is more appropriate for their learners.

#### VI. Learning outcomes (what participants can expect to take home)

Learners will actively engage in a mini mentoring circle and improve on their action planning for positive change. They will increase their self-awareness and self-efficacy and improve their communication and effective listening skills.

#### **Activity n5: Mentoring and coaching approaches (45 minutes)**

The purpose of this exercise is to understand the important role coaching and mentoring has in parenting and entrepreneurship.

In this exercise you will work in pairs.

Each individual decides on an issue to discuss. Think of something that is concerning you, that is a problem or opportunity that it would be useful to explore further.

Everyone as an individual brings an issue to the discussion and peers offer supportive ideas and suggestions (Please note this is not about advice giving). This approach enables everyone to explore their own solutions and the steps/action they would like to take.

Perhaps issues might include challenges:

- Work/ life balance
- Finding more 'me time'/ time for hobbies/ interests socialising
- Wishing to discuss issues about family members- encouraging teenagers to take part in family activities, taking more interest in school etc
- Wanting to continue learning and finding it difficult to carve time out of the week
- Asserting own needs amidst many family tensions and demands in a busy setting
- Planning assertive conversations

Have a conversation about the issue. Identify the issue. You partner will question you about the issue. Try to use just questions not statements if you are in the role of 'coach' and avoid being judgmental.

Through the conversation identify any actions. Note them down and plan to take them forward.

After you have both had a turn, explore how it felt. Was it useful?

**QUESTION TIPS FOR COACHES:**



- Why is it a problem now?
- What have you already tried to do about this issue?
- How does this affect you?
- How could you gain more control or influence?

**YOUR ADDITIONAL COACHING QUESTIONS**

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**(vii) Activity n6: Reflective Journal**

**I. Activity type and description**

- (E) GOAL:** To develop reflection techniques and keep a record of their development
- (F) TYPE OF ACTIVITY:** F2f activity
- (G)TYPE OF ACTIVITY:** individual, self-directed activity or group activity (flexibility is given depending on time and use)
- (H)TIME OF DURATION:** 20 minutes

## II. Material/resources needed

- Pen
- Scenarios found in 4. Annexes – Activity n.6 – Reflective Journal

## III. Instructions

Using the questions on the template provided in the training, learners should keep a reflective journal to reflect on learning and their parenting. They should aim for 2 entries before the next f2f training session.

## IV. References

Not applicable

## V. Alternatives

Not applicable at this stage

## VI. Learning outcomes (what participants can expect to take home)

Learners are encouraged to be realistic about their own needs and the needs of others. By encouraging reflective practice, learners will be able to keep a journal to log their challenges, outcomes and successes and reflection upon each process.

### Activity n 6-Reflective journal

**Activity n6 reflective journal- for use at any point during learning and after self-directed learning activities- e.g videos and use of OERS.**



Write a reflective paragraph and consider the following:

When reflecting consider your learning and whether you believe you are progressing. Think also about what you liked and what you did not like.

Consider your daily habits, including parenting habits

What do you want to change?

- What have you learnt about yourself? What have you learnt about others?
- Are there any questions you need to ask your teacher or peers – for further clarification?
- Add as much detail and information as possible into your reflective paragraph.

## (C) 3.3 ONLINE/SELF-DIRECTED ACTIVITIES PLAN

### (i) **Activity n7: Winnicott’s “Good Enough Parenting”**

#### I. Activity type and description

- (E) GOAL:** To reflect upon the learning and theory provided and to use self-reflection for further development.
- (F) TYPE OF ACTIVITY:** Online/self-directed activity
- (G) TYPE OF ACTIVITY:** Self-directed, self-paced reflection
- (H) TIME OF DURATION:** 25 minutes (depending on the length of time taken to reflect)

## II. Material/resources needed

- Link: <https://iahip.org/inside-out/issue-24-spring-1996/winnicott-and-parenting>

## III. Instructions

Participants should read the information on this link relating to Donald Winnicott, a Psychoanalyst, and his views on good enough parenting. After reading this information, participants should do further research on this theory and reflect upon how this could relate to their own parenting or views on styles of parenting.

Writing down their reflections as a log can help to consolidate their thoughts and reflections, especially in relation to their own strategies for parenting.

## IV. References

Article written by Ingrid Masterson, Irish Association of Humanistic and Integrative Psychotherapy, Issue 24: Spring 1996, Winnicott and Parenting.

## V. Alternatives

Not applicable

## VI. Learning outcomes (what participants can expect to take home)

- Participants will be able to gain more knowledge and understanding on the theory of good enough parenting and the views and theories of Donald Winnicott. Through this gaining of knowledge, participants should increase their ability to reflect upon these theories and views in relation to their own. In doing so, the participants will develop an increased sense of self-awareness relating to parenting.

## **(ii) Activity n8: Self-esteem in Parenting**

### I. Activity type and description

- (I) GOAL:** To increase understanding of self-esteem in parenting
- (J) TYPE OF ACTIVITY:** Online/self-directed activity

**(K) TYPE OF ACTIVITY:** Self-directed, self-paced reflection

**(L) TIME OF DURATION:** 20 minutes (depending on the length of time taken to reflect)

## II. Material/resources needed

Link 1: <https://www.youtube.com/watch?v=FScEucMMDsA>

Link 2: <https://www.youtube.com/watch?v=4ibXHoxOzO0>

## III. Instructions

Participants should watch the two YouTube videos to increase their understanding of self-esteem in parenting. Following each video, they should reflect upon their viewing and how they could relate the content to their own parenting.

Writing down their reflections as a log can help to consolidate their thoughts and reflections, especially in relation to their own strategies for parenting.

## IV. References

Link 1: Cultural Parenting Self Efficacy, FamilyProcess1, 2016 (YouTube)

Link 2: Parenting Styles and Self Esteem, Seed2Stem, 2018 (YouTube)

## V. Alternatives

Not applicable

## VI. Learning outcomes (what participants can expect to take home)

- Participants will be able to gain more knowledge and understanding on the relation between self-esteem and parenting, as well as the overarching theme of self-efficacy. Through this gaining of knowledge, participants should increase their ability to reflect upon these views in relation to their own. In doing so, the participants will develop an increased sense of self-awareness and self-efficacy relating to parenting.

### (iii) Activity n9: Self-Awareness and Johari Window

#### I. Activity type and description

**(A) GOAL:** To increase the further understanding of self-awareness and the use of Johari Window.

**(B) TYPE OF ACTIVITY:** Online/self-directed activity

**(C) TYPE OF ACTIVITY:** Self-directed, self-paced reflection

**(D) TIME OF DURATION:** 20minutes (depending on the length of time taken to reflect)

#### II. Material/resources needed

Link: <https://www.youtube.com/watch?v=-7FhcvoVK8s>

#### III. Instructions

Participants should watch this YouTube video to increase their understanding further about self-awareness and the use of the Johari Window structure to reveal ideas about who you are in your eyes and the eyes of others.

Writing down their reflections as a log can help to consolidate their thoughts and reflections, especially in relation to their own strategies for parenting. In the following activity, learners will be encouraged to conduct a Johari Window with their friends, colleagues, or family in order to have first-hand experience of how this technique works.

#### IV. References

Link: Johari Window in Interpersonal Communication, LEZakel, 2011 (YouTube)

#### V. Alternatives

Not applicable

#### VI. Learning outcomes (what participants can expect to take home)

- Participants will be able to gain more knowledge and understanding on self-awareness and a key, practical tool to reflect upon how you view yourself and how others see you.

### (iv) Activity n10: Exploring the Johari Window further

## I. Activity type and description

**(A) GOAL:** To use the Johari Window for self-exploration and self-efficacy training.

**(B) TYPE OF ACTIVITY:** Online/self-directed activity

**(C) TYPE OF ACTIVITY:** Self-directed, self-paced reflection

**(D) TIME OF DURATION:** 25 minutes (depending on the length of time taken to reflect)

## II. Material/resources needed

Link to Johari Window Practical Tool: <https://kevan.org/johari.cgi>

Link to the Social Identity Wheel: <https://sites.lsa.umich.edu/inclusive-teaching/sample-activities/social-identity-wheel/>

## III. Instructions

Part One: Explore the practical tool of Johari Window and see if one could be done with family, friends, and colleagues to explore how people view one another – it may be quite surprising.

Part Two: Explore the information in the Social Identity Wheel for further investigation around self-exploration and perceptions.

Writing down their reflections as a log can help to consolidate their thoughts and reflections, especially in relation to their own self-awareness and the awareness in relation to others.

## IV. References

Link for Johari Window: Kevan, 2006.

Link for Social Identity Wheel: LSA Inclusive Teaching, University of Michigan.

## V. Alternatives

Not applicable

## VI. Learning outcomes (what participants can expect to take home)

- Participants will be able to gain more knowledge and understanding on self-awareness and a key, practical tool to reflect upon how you view yourself and how others see you. This style of reflection will aid the increase in self-awareness which is key for confidence building and self-efficacy in many aspects of life. Moreover, the social identity wheel will allow for more exploration into identity and how it impacts aspects of life.

**(v) Activity n11: Clean language and its importance in coaching, mentoring and parenting**

### I. Activity type and description

**(E) GOAL:** To explore the need for clean language to support mentoring, coaching and parenting strategies

**(F) TYPE OF ACTIVITY:** Online/self-directed activity

**(G) TYPE OF ACTIVITY:** Self-directed, self-paced reflection

**(H) TIME OF DURATION:** 20 minutes (depending on the length of time taken to reflect)

### II. Material/resources needed

Link: <https://www.linkedin.com/pulse/clean-language-how-you-can-use-your-child-aisha-ahmad>

### III. Instructions

Participants should explore the information given in this clean language article and reflect upon how this relates to personal life. Participants should write down their reflections as a log to help consolidate their thoughts and reflections, especially in relation to their own mentoring and coaching approaches with their children.

### IV. References

Aisha Ahmad, Clean Language – how you can use it with your child, LinkedIn, 2018.

### V. Alternatives

Not applicable

### VI. Learning outcomes (what participants can expect to take home)

- Participants will be able to gain more knowledge and understanding on clean language and its use with children for coaching and mentoring purposes.

**(vi) Activity n12: The Conscious Parent with Dr. Shefali Tsabary**

### I. Activity type and description

**(A) GOAL:** To explore the theory of “The Conscious Parent” and reflect upon their own parenting and views.

**(B) TYPE OF ACTIVITY:** Online/self-directed activity

**(C) TYPE OF ACTIVITY:** Self-directed, self-paced reflection

**(D) TIME OF DURATION:** 30 minutes (depending on the length of time taken to reflect)

### II. Material/resources needed

Link: <https://www.youtube.com/watch?v=c4HBqR0aov4>

### III. Instructions

Participants should explore the information given in this YouTube video relating to the conscious parent and all the information discussed by Dr. Shefali Tsabary.

Participants should write down their reflections to help consolidate their thoughts and reflections, especially in relation to their views on the theory explored in this video.

### IV. References

The Conscious Parent with Shefali Tsabary – Part One, Dalia Lama Center for Peace and Education, 2013. (YouTube)

### V. Alternatives

Not applicable

#### II. Learning outcomes (what participants can expect to take home)

- Participants will be able to gain more knowledge and understanding on Dr Shefali Tsabary’s views on the conscious parent. Through reflection and note-taking participants will reflect upon this knowledge and how this relates to their own family life and self-efficacy.

## (vii) Activity n13: Exploring why self-efficacy matters

### III. Activity type and description

**(A) GOAL:** To explore why self-efficacy matters in the context of parenting and mobilising yourself and others.

**(B) TYPE OF ACTIVITY:** Online/self-directed activity

**(C) TYPE OF ACTIVITY:** Self-directed, self-paced reflection

**(D) TIME OF DURATION:** 40 minutes (depending on the length of time taken to reflect)

### IV. Material/resources needed

Link 1: <https://www.youtube.com/watch?v=agwsjYg9hJ8>

Link 2: <https://www.youtube.com/watch?v=HnACsrdGZA>

### III. Instructions

Participants should explore the information given in the two YouTube videos before reflecting upon this knowledge. Participants should write down all their thoughts, views and opinions relating to why self-efficacy matters and its importance for the development of entrepreneurial skills. For example, participants could draw a mind-map, an article, or a simple bullet point list to consolidate their knowledge gained from these videos.

### IV. References

Link 1: Mamie Marrow, Why Self-Efficacy Matters, TEDx Talks, 2019. (YouTube)

Link 2: Raina Burditt, Self-Efficacy, Raina Burditt, 2015. (YouTube)

### V. Alternatives

Not applicable

### VI. Learning outcomes (what participants can expect to take home)

- Participants will be able to gain more knowledge and understanding on the overall subject of self-efficacy and its importance in the context of entrepreneurial skills development which, in itself, relates to its importance within parenting. By consolidating knowledge in the form of a mind-map or bullet point list, participants will have a tangible collection of resources to aid their personal development in these areas.

## 4. Extended learning: resource plan

### (viii) Resource: The Conscious Parent with Shefali Tsabary - Part One

Resource type and description

<https://www.youtube.com/watch?v=c4HBqR0aov4>

This resource is a YouTube video. Content poses questions such as:

*How do you wield your authority as a parent? Do you need to give your child more freedom and expose them to more risk?*

#### I. Why is this resource useful?

The resource explores types of parenting and how parents use their authority. Participants can develop an action plan and goals from their personal answers.

#### II. Duration

31 minutes 45 seconds

#### III. Web links and references

<https://www.youtube.com/watch?v=c4HBqR0aov4>

### (ix) Resource: Winnicott and Parenting

#### I. Resource type and description

- <https://iahip.org/inside-out/issue-24-spring-1996/winnicott-and-parenting>

This resource is a Webpage and is a reading exercise. Participants should:

- Read the information, reflect on their parenting style and assess if any changes are required.

#### II. Why is this resource useful?

It explains Winnicott's theory in more detail and offers an understanding of authority and freer approaches in parenting, exploring the impact an authoritarian and over-attentive parent may have on a child.

#### III. Duration

Quick Read.

#### IV. Web links and references

<https://iahip.org/inside-out/issue-24-spring-1996/winnicott-and-parenting>

### (x) Resource: Online Reflective Journal

#### I. Activity type and description

Online Reflective Journal. Participants keep an online reflective parenting journal. This is introduced in the taught session with examples shared to support this practice.

## II. Material/resources

A template can be created with the days of the week and set questions

## III. Instructions

Share examples of reflective journals, real or fiction to support learners to develop their own style of reflective writing.

## Evaluation

After one week, write down how it feels to keep a reflective parenting journal. What are the benefits? What have you learnt about yourself?

## 5. References

Biswas, Diener R, (2018) Positive Psychology Coaching: Putting the Science of Happiness to Work for Your Clients

Boghossian P and Lindsay J (2019) How to have impossible conversations Lifelong

Cox, E and Bachirova T. (2014) The Complete Handbook of Coaching

Dweck, Carol S.. (2008) Mindset :the new psychology of success New York : Ballantine Books,

Seligman, E.P. Martin (2011) Flourish: A New Understanding of Happiness and Well-Being - and How to Achieve Them, Nicholas Brealey Publishing.

Seligman, E.P. Martin. (2012). PERMA theory  
<https://www.youtube.com/watch?v=jqqHUxzfBI>

Tsabaray, S (2018) The Awakened Family: How to Raise Empowered, Resilient, and Conscious Children.

Winnicott, D.W.(1988) Babies and their Mothers London : Free Association Books

## Weblinks

<https://www.youtube.com/watch?v=-7FhcvoVK8s>

<https://kevan.org/johari.cgi>

<https://www.youtube.com/watch?v=BPmb-bebnks>

<https://sites.lsa.umich.edu/inclusive-teaching/sample-activities/social-identity-wheel/>



**ParENTrepreneurs**

# **Module n°5**

## **Fostering Creativity & Innovative Ideas**

**O2 Training Package on parENTrepreneurship  
Education**

**Leading partner: Materahub**

**Project number: 2019-1-NL01-KA204-060263**

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1	4/10/2020	VAMK	Module draft (V1)
2	6/10/2020	VAMK	Module draft (V2) after "critical friend review"
3	27/10/2020	VAMK	Module final version
4	1/12/2020	VAMK	Updated final V2 (version without all information)
5	5/12/2020	VAMK	Update final version for review
6	15/15/2020	VAMK	Shortened version (intro and benefits max 2 pg)
7	6/1/2020	VAMK	Module finalising after the final review

## Version history

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## 1. Introduction

Creativity is about finding new and unusual solutions, viewpoints, ideas and combinations. Creativity springs from imagination, openness, playfulness and curiosity, qualities that are natural to children. These qualities are powerful tools to foster creativity and innovative ideas especially if approached through play and discovery. An added benefit of using play is that it is easier to get children engaged and motivated.

Creativity is needed for finding ideas and solving problems. Innovative ideas are where the fruits of creativity: novel, and ideas are adapted and adopted in a practical and positive way. There are many techniques employed for idea generation and creative methods, one such is brainstorming.. These processes can be turned into more playful activities by using different elements, for instance, such as sticky notes, different colours, different items, silly drawings, and anything funny. Grouping similar ideas is more interesting when, for instance, colourful paper is used. Also idea selection can be kept playful and motivating using narration, asking children to imagine what different ideas could mean in practice, asking them to create scenarios, and again, using playful methods, such as dot voting (voting with colourful stickers). Evaluating the innovativeness of the idea, not just what is nice, can be assisted with such questions as: Is it something new? Is it unique? What does it change compared to the old? Which problem does it solve? Can you use it? Can someone else use it? How do people react? Does it make people enthusiastic?

Idea generation and innovation use creativity. Whether creativity is done for your own joy or for an external purpose, it goes through a creative process. Wallas has identified 5 creative phases: preparation, incubation, insight, evaluation and elaboration. Each of these steps progression an organic and dynamic way.

1. **Preparation:** At the beginning, the problem or issue may not be clear. Therefore as a first step one collects and absorbs as much information on the topic and related issues as possible. This helps to form a better picture of the challenge and what influences it.
2. **Incubation:** Once the first phase has been completed the information collected will be digested and processed perhaps by focussing attention on something else such as: going for a walk, cleaning the house or talking about it with someone.
3. **Insight:** At this next stage, having identified the core problem or issue, the aim is to generate a broad a range of ideas and possible solutions. A key element is that the approach is open and objective with nothing considered either right or wrong.
4. **Evaluation:** In this phase it is decision time to evaluate the idea/s and select the best one to act upon.
5. **Elaboration:** Once a decision has been taken and the best idea or solution selected, it is time put it into action. . At this final stage the main requirements are application, commitment and most especially resilience in the face of failures before the work finally pays off.

The most important skills to teach to a child through this process are perseverance, motivation, tolerance of insecurity and celebrating small victories. The main aim is to encourage experimentation and valuing failed experiments as much as successful ones. It is worth remembering that it took hundreds of trials for Thomas Alva Edison to invent the lightbulb . The key lesson learned is that if something does not work, it is not failure, rather it helps eliminate a false option. The key insight therefore is the importance of the process should be highlighted, not solely the final product, as it, the experience, deepens understanding. As a mentor of learners such knowledge and insight can be supported through prompts asking learners about their work; how they came up with the idea, what

inspired them and if they enjoyed working on it? A key element of this approach is to support learner independent thinking let children express their opinion at different stages of their projects and discuss what they are planning to do next and why? As a role model or mentor it is important to share one's own reflections as they can act as an example which makes learners more open to reflect on their own thinking. It is also good to remember that children of different ages act differently based on their cognitive development level, gained information and skills, but also for what motivates them.

## 2. Benefits and opportunities

Creativity is the basis for inventions, innovations and innovative ideas as those cannot exist without creativity. Creativity can be used for self-expression, well-being and social bonding, for instance, drawing for joy and channelling emotions, but also for productive purposes, such as composing music or solving problems. It shapes our thinking and fosters the first breakthrough ideas and inventions. Innovation instead is a successful implementation of creativity, a newness or an improvement with a high usability, wide spread in the society, and a high economic or practical gain.

The main benefit of innovative ideas is that they make our lives easier. The most classical examples of such are the wheel and the fire which turned the lives of our ancestors around. Hence innovative ideas are not only about creating new, but also about finding new ways to do or use something. How could innovative ideas improve your daily lives? You can practise finding creative and innovative applications and ideas with your children through play and discovery, for instance, by making them see connections between things and understanding how small innovations make life easier. Practicing innovative ideas, inventing and development are also fantastic ideas for play. Children's natural tendency for imagination and discovery supports these. Besides playing, you can support this by going to museums and new places, discovering new worlds and things, reading, using inspiring toys or creating them, making them create analogies between different things, finding new uses in everyday life, also in the kitchen, and going to nature. Nature is the best teacher, creator and innovator. Observe with children what kind of solutions nature has created and what it could mean in our lives. For example, pea pods are fantastic containers and sources of innovative ideas. Biomimicry uses solutions of nature for human benefit. For example, the shape of the bird wings has inspired the shape of the airplane wings. Watch this video about more examples of biomimicry: <https://www.youtube.com/watch?v=vwOJiWCvCes>.

The benefits of creativity go beyond innovative ideas. It is essential in all areas of our lives, including our well-being, motivation, perseverance and collaboration with others.

As creativity is used for self-expression, self-actualisation, bonding and joy, and as it increases optimism, happiness, well-being and the willingness to understand things and own potential, it also plays an important role in increasing a child's **motivation, resilience, perseverance** both at home and at school and later in work life. Creativity fosters finding a meaning and internal motivation. Internal motivation is important for perseverance. It helps to set goals, plan activities, manage stress and overcome failures. Creativity increases the level of openness and tolerance of insecurity. Therefore, it helps us to adapt in increasingly complex and uncertain times, and address crisis in transformative ways.

Another benefit of creativity is **improving collaboration skills** through increasing the level of empathy and understanding of others, the ability to take criticism, creating and promoting an appropriate atmosphere, and by improving one's self-esteem and expression of emotions.

Therefore, it is no wonder that creativity is regarded as an essential work life skill for all. For example, in entrepreneurship creativity helps to create the business idea, develop market-oriented products, services and innovations, breaking ideas into markets, and it prepares readiness for change.

Basically, being creative is important in everything we do. Have a look at the following videos to learn more about how creative professionals think and act. Observe also the reactions of the audience.

- Duncan Wardle - The Theory of Creativity (TEDxAUK): <https://www.youtube.com/watch?v=8MwiGYzlyg>
- Taika Waititi – The Art of Creativity (TEDxDOHA): <https://www.youtube.com/watch?v=pL71KhNmnlS>

### 3. Module Plan

<b>Module 5</b>	<b>Fostering Creativity &amp; Innovative Ideas</b>
<i>Type of activity</i>	180 min. F2F plus 180 min. Online/self-directed
<i>Duration (in minutes)</i>	F2F: 180 min. workshop program (+additional 10–20 min. coffee break) Online: 180 min.
<i>General objectives</i>	This module provides an overview of creativity and idea generation in the family life. The module introduces tips, tools and activities in order to foster creativity and innovative ideas with children while keeping motivated and fostering perseverance.
<i>Competences addressed</i>	Creativity Motivation & perseverance Problem solving
<i>Learning outcomes</i>	By the end of this module, learner will be able to: <ul style="list-style-type: none"> <li>● understand and define what creativity is</li> <li>● understand the creative process and its importance in problem solving</li> <li>● understand how to evaluate outcomes of a creative process</li> <li>● foster your child's creativity, motivation and perseverance</li> <li>● describe and apply creative tools and activities</li> <li>● articulate potential benefits of creativity and innovative ideas to children</li> </ul>
<i>Methods</i>	F2F: creative and interactive methods Online: self-study material, experiential training and self-assessment
<i>Content</i>	- Creativity and innovative ideas - Creative process model and the problem solving process - An innovative idea - Fostering a child's creativity

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	- Benefits of creativity for children
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	- Creativity, motivation, resilience and perseverance
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○ 3.1. MODULE ACTIVITIES PLAN

<i>Activity title</i>	<i>Duration</i>	<i>F2F or online</i>	<i>Resources and materials</i>
Opening workshop (virtual/F2F workshop)	20 min.	F2F  <i>Note! This activity can be adapted online too</i>	<p>Presentation of the session and its goals with discussion (5 minutes) and 15 minutes for the activity. There will be a bridge between the introduction and the activity. The activity is about combining unusual elements into a solution to warm up for innovative ideas, and for creative and product development processes.</p> <p><b>Activity 1:</b></p> <p>Both: a list of words to choose randomly.</p> <p>One can use Random Lists for creating words:  <a href="https://www.randomlists.com/list-randomizer">https://www.randomlists.com/list-randomizer</a></p> <p>Or pick them for each book from a magazine or a book by randomly opening it and point a page with a finger.</p> <p><u>Other tools:</u></p> <p>F2F: Pens, paper, and a flipchart/whiteboard (if working on a group)</p> <p>Online: Laptop, internet-connection, paper to show the idea</p>

<p>1: Problems and brainstorming (virtual/F2F workshop)</p>	<p>30 min.</p>	<p>F2F <i>Note! This activity can be adapted online too</i></p>	<p><b>Activity 2</b></p> <p>F2F: Markers, pens, paper, sticky notes, and a flipchart/whiteboard</p> <p>Online: Laptop, internet-connection, virtual rooms for groups work, virtual whiteboard (e.g., Mentimeter, Miro or similar interactive platform)</p> <p>Brainstorming:</p> <ul style="list-style-type: none"> <li>○ <a href="https://medium.com/@neemz/design-thinking-brainstorming-through-the-ideation-phase-4612b3cf723a">https://medium.com/@neemz/design-thinking-brainstorming-through-the-ideation-phase-4612b3cf723a</a></li> <li>○ <a href="https://www.youtube.com/watch?v=VvdJzeO9yN8">https://www.youtube.com/watch?v=VvdJzeO9yN8</a></li> <li>○ <a href="https://www.interaction-design.org/literature/article/stage-3-in-the-design-thinking-process-ideate">https://www.interaction-design.org/literature/article/stage-3-in-the-design-thinking-process-ideate</a></li> </ul> <p>Affinity diagram:</p> <ul style="list-style-type: none"> <li>○ <a href="https://uxdict.io/design-thinking-methods-affinity-diagrams-357bd8671ad4">https://uxdict.io/design-thinking-methods-affinity-diagrams-357bd8671ad4</a></li> <li>○ <a href="https://www.youtube.com/watch?v=UynxDyr0IAo">https://www.youtube.com/watch?v=UynxDyr0IAo</a></li> <li>○ <a href="https://www.youtube.com/watch?v=R_vLIaUYHSo">https://www.youtube.com/watch?v=R_vLIaUYHSo</a></li> </ul>
<p>2: Problem observation mind map (virtual/F2F workshop)</p>	<p>30 min.</p>	<p>F2F <i>Note! This activity can be adapted online too</i></p>	<p><b>Activity 3</b></p> <p>F2F: Markers, pens, paper, sticky notes, and a flipchart/whiteboard</p> <p>Online: Laptop, internet-connection, virtual rooms for group work, virtual whiteboard (e.g., Mentimeter, Miro or MIndmaster, similar interactive platform and mindmapping tools)</p> <p>Mind mapping technique description and examples:</p> <ul style="list-style-type: none"> <li>- <a href="https://www.mindtools.com/pages/article/newISS_01.htm">https://www.mindtools.com/pages/article/newISS_01.htm</a></li> </ul>

			<ul style="list-style-type: none"> <li>- <a href="https://www.mindmeister.com/blog/students-guide-to-mind-mapping/">https://www.mindmeister.com/blog/students-guide-to-mind-mapping/</a></li> <li>- <a href="https://venngage.com/blog/mind-map-templates/">https://venngage.com/blog/mind-map-templates/</a></li> <li>- <a href="https://www.youtube.com/watch?v=wLWV0XN7K1g">https://www.youtube.com/watch?v=wLWV0XN7K1g</a></li> <li>- <a href="https://www.youtube.com/watch?v=pgwcqjdYSrg">https://www.youtube.com/watch?v=pgwcqjdYSrg</a></li> </ul>
3: Another Trick in the Wall (virtual/F2F workshop)	45min.	F2F  <i>Note! This activity can be adapted online too</i>	<p><b>Activity 4</b></p> <p>F2F: Colour pens, paper. Possibly also a flipchart/whiteboard or magazines, scissors, glue, cardboard...</p> <p>Online: Laptop, internet-connection, virtual whiteboard (e.g., Mentimeter, Miro or similar interactive platform) or a drawing programme.</p> <p>Prototyping method links:</p> <ul style="list-style-type: none"> <li>- <a href="https://www.interaction-design.org/literature/article/prototyping-learn-eight-common-methods-and-best-practices">https://www.interaction-design.org/literature/article/prototyping-learn-eight-common-methods-and-best-practices</a></li> <li>- <a href="https://creately.com/blog/diagrams/what-is-prototyping-techniques-process/">https://creately.com/blog/diagrams/what-is-prototyping-techniques-process/</a></li> <li>- <a href="https://www.lead-innovation.com/english-blog/prototyping-methoden-and-best-practices">https://www.lead-innovation.com/english-blog/prototyping-methoden-and-best-practices</a></li> <li>- <a href="https://www.youtube.com/watch?v=Q4MzT2MEDHA">https://www.youtube.com/watch?v=Q4MzT2MEDHA</a></li> </ul>
4: Presentation and evaluation (virtual/F2F workshop)	20min.	F2F  <i>Note! This activity can be adapted online too</i>	<p><b>Activity 5</b></p> <p>F2F: Pens, paper, sticky notes, dot stickers or small colourful sticky notes, and a flipchart/whiteboard</p> <p>Online: Laptop, internet-connection, virtual whiteboard (e.g., Mentimeter, Miro or similar interactive platform)</p> <p>Evaluation methods:</p>

			<ul style="list-style-type: none"> <li>- Online voting/polls to select which to use in the virtual delivery</li> <li>- Dot voting (also called Dotmocracy, etc.): The idea is to add dot stickers to the options one prefers to. <ul style="list-style-type: none"> <li>o <a href="https://www.designthinking-methods.com/en/3Ideenfindung/dotmocracy.html">https://www.designthinking-methods.com/en/3Ideenfindung/dotmocracy.html</a></li> <li>o <a href="https://www.youtube.com/watch?v=GLYqH3xjKLk">https://www.youtube.com/watch?v=GLYqH3xjKLk</a></li> <li>o <a href="https://www.interaction-design.org/literature/article/how-to-select-the-best-idea-by-the-end-of-an-ideation-session">https://www.interaction-design.org/literature/article/how-to-select-the-best-idea-by-the-end-of-an-ideation-session</a></li> </ul> </li> </ul>
Workshop closure (virtual/F2F workshop)	15 min.	F2F  <i>Note! This activity can be adapted online too</i>	<p>Each participant reflects on the module and what has been learnt and evaluates it. (to be confirmed.)</p> <p>Additional questions to reflect on:</p> <ol style="list-style-type: none"> <li>a. How did participants find it?</li> <li>b. What was new?</li> <li>c. What was surprising?</li> <li>d. What was easy?</li> <li>e. What was difficult?</li> <li>f. What can be passed on to the children?</li> </ol>
Reflections on a Creative Process	40 min.	Online/ Self-directed activity	<p><b>Activity 6</b></p> <ul style="list-style-type: none"> <li>● A learning journal (paper or Word-file)</li> <li>● <a href="#">A short guide to reflective writing</a></li> <li>● Description of the creative process embodying the problem solving process</li> <li>● A blog post <a href="#">What 100 Years Have Taught Us About How to Be Creative</a>,</li> <li>● A video <a href="#">Want to be more creative? Go for a walk</a> When trying to come up with a new idea, we all have times when we get stuck. But according to research by behavioral and learning scientist Marily Opezzo, getting up and going for a walk</li> </ul>

			<p>might be all it takes to get your creative juices flowing. In this fun, fast talk, she explains how walking could help you get the most out of your next brainstorm.</p>
Fostering Creative Expression	30 min.	Online/ Self-directed activity	<p><b>Activity 7</b></p> <p>Reading material</p> <ol style="list-style-type: none"> <li>1. <a href="#">Design Thinking for kids</a></li> <li>2. <a href="#">15 Best Creative Activities for Kids</a></li> <li>3. <a href="#">5 Scientifically-proven Tips to Spark Your Kid's Imagination</a></li> <li>4. <a href="#">5 Ways to Encourage Kids to Grow up to be Innovators</a></li> </ol>
Innovative Solutions	20 min.	Online/ Self-directed activity	<p><b>Activity 8</b></p> <p>A learning journal (paper or Word-file)</p> <p>Video material about biomimicry: <a href="https://www.youtube.com/watch?v=vwOJiWCvCes">https://www.youtube.com/watch?v=vwOJiWCvCes</a>.</p> <p>Information about prototyping:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.interaction-design.org/literature/article/design-thinking-get-started-with-prototyping">https://www.interaction-design.org/literature/article/design-thinking-get-started-with-prototyping</a></li> <li>• <a href="https://www.interaction-design.org/literature/topics/prototyping">https://www.interaction-design.org/literature/topics/prototyping</a></li> <li>• <a href="https://www.uxmatters.com/mt/archives/2019/01/prototyping-user-experience.php">https://www.uxmatters.com/mt/archives/2019/01/prototyping-user-experience.php</a></li> </ul>
The Culture of Creativity and Motivation	50 min.	Online/ Self-directed activity	<p><b>Activity 9</b></p> <p>A learning journal (paper or Word-file)</p> <p>Reading and video material:</p> <ul style="list-style-type: none"> <li>• Reading and video material: Tips for creating fertile environment for creativity: <a href="#">10 tips for cultivating creativity in your kids</a></li> <li>• Video: LoveParenting talks about creativity and what we can do as parents to support and encourage more creativity in our</li> </ul>

			<p>children - <a href="#">Encouraging Creativity in Our Children</a></p> <ul style="list-style-type: none"> <li>● Video: <a href="#">Top 9 Creativity Killers</a></li> <li>● Reading: JustJared: <a href="#">15 Creativity Killers And How To Eradicate Them</a></li> <li>● Reading: Fast Company: <a href="#">The 7 Biggest Creativity Killers</a></li> <li>● Reading: <a href="#">8 Motivation Killers You Need To Be Aware Of Now</a></li> <li>● Reading: <a href="#">Common Parenting Mistakes That Demotivate Your Children</a></li> </ul>
Final Reflection – Me as a Creative Learning Facilitator	30 min.		<p><b>Activity 10</b></p> <ul style="list-style-type: none"> <li>● A learning journal (paper or Word-file). The same that has been used throughout the online self-directed training.</li> <li>● <a href="#">A short guide to reflective writing</a></li> </ul>

○ **3.2. FACE-TO-FACE ACTIVITIES PLAN**

■ **ACTIVITY n1: Opening workshop exercise: X+Y+Z = idea!**

I. Activity type and description

**(A) GOAL:** The goal of this activity is to learn to combine different and unusual elements together to obtain an idea for a problem or issue. At the same time the activity boosts creativity and functions as a warm-up activity.

**(B) TYPE OF ACTIVITY:** This is a face-to-face activity. It is also possible to perform this activity both online if the conditions require it.

**(C) TYPE OF ACTIVITY:** Single or group exercise

**(D) TIME OF DURATION:** 10 - 15 minutes.

- Presenting and organising the activity (e.g. dividing into groups): 5 minutes
- Working in groups: 5 minutes
- Presenting the results: 5 minutes

II. Material/resources needed

A list of words to choose randomly.

- One can use Random Lists for creating words: <https://www.randomlists.com/list-randomizer>
- Or pick them for each book from a magazine or a book by randomly opening it and point a page with a finger.
- Pens, paper, and a flipchart/whiteboard (if working on a group)
- Laptop, internet-connection (optional)

### III. Instructions

This activity is possible to perform individually, in pairs or group as a group activity, depending on the size of the group. In all cases it is important to share the results.

1. Present the idea of the exercise with an example (herewith below) and its phases (as listed below)

The idea of the exercise:

*In this exercise participants will practise creativity by combining different and unusual elements together by obtaining ideas for solutions for problems. Combining unusual and different elements brings to unexpected and more innovative ideas, and it is usually done in the creative sectors. Let's think about combining unusual elements in our everyday objects. One simple thing is how Velcro has replaced shoelaces. In this case the problem can be that lacing shoes is a problem with small children. It takes time and the laces are often open which may make small children fall while walking or running. So what could be the solution? Buttons to close shoes? Zip? Shoes which do not close? Or Velcro?*

*The next one is an old solution too and it addresses the problem of people being visible in the dark and hence avoiding pedestrians being invested by cars. What reflects in the dark? For example, a cat's eyes when facing light. Could items with similar effects be added on us? Reflectors do this for us when worn in the dark. They can come in different shapes and forms, e.g. pendants, elastic wraps, in vests, and decorations. They can also become objects of self-expression and fashion to make people use them and keep safe.*

*Therefore, first you will be given a problem to solve and then random words which will help you to find a solution for the problem. You will need to use those words in solving the problem.*

2. Workgroup division will be done next.
  - a. F2F: Divide the group into pairs. If the group is small, you can also work as a full group.
  - b. Online: Individually
3. Ask each group to choose a problem to solve. It can be a simple everyday thing, for instance, how to make a child clean the room.
4. Give each group or individual 3 words by using the Random List word list generator or by choosing the words randomly from a book or a magazine. In the latter case, pen and point a word on the opening. If it is a picture, use the corresponding word.
5. Ask them to create a solution to a problem using these random words. They can choose the problem to solve. For instance:
  - a. Words: Reply, Handy and Flowers
  - b. Problem: How to make a child to brush teeth
  - c. Idea: Give rewarding feedback to the child with paper flower petals with written and encouraging feedback on it. Each week can provide a new petal until the flower is complete. Using different kinds of flowers can also make the child learn about nature.

*The time to work on this exercise is only 15 minutes and it will also be difficult to find solutions. Therefore, thinking about further exploitation of those ideas might be difficult and the main idea of the exercise is to come up with innovative and mind opening ideas. However, the learners can also think about further exploitation of their idea. This can be a very simple one, like in the example above (which you can use) 'Using different kinds of flowers can also make the child learn about nature' which can be a natural continuation of the core idea. It can also increase motivation of the idea generating and boost creativity in the learners.*

6. Give participants 5 minutes time to work on their words and the problem in the groups. Let them know when they will have 2 minutes and 1 minute left.
7. Ask all to share their results briefly.

8. Ask how they felt about the exercise and creativity, and would they apply their solutions in practice. Wrap it up with a conclusion about creative problem solving of which you will learn more during this module.

#### IV. References

No external references. Only the work selection sites.

#### V. Alternatives

Learners can combine two different sets of images to form into the idea for a solution. In this case you should provide a bank of different images for them to choose from.

#### VI. Learning outcomes (what participants can expect to take home)

Learners will increase their own creativity potential and openness of thinking which can support them working on creativity and creative ideas with children with their own children. They will also learn about creative ideas and problem solving.

### ■ Activity n2: Problems and Brainstorming

#### I. Activity type and description: Problems and Brainstorming

**(A) GOAL:** The overall structure of the face-to-face activities of this module is built on the problem solving and product development process starting from problem definition and idea generation and ending in evaluation. Hence each activity represents a phase of this process in a progressive order and aims to deepen the overall understanding of these processes as whole in order to support creating and delivering innovative ideas. This activity focuses on the first phase of the process.

The goal of this activity is to identify a problem related to children. This is done through brainstorming problems related to children, classifying and analysing them to find and select a problem to work with. The competences addressed are creativity and problem solving. This exercise will create a stronger basis for the parents to support children creating innovative and creative ideas. The outcome of this activity will be brought to the next activity as its starting point. This way the activities combined cover the problem solving process.

**(B) TYPE OF ACTIVITY:** This is a face-to-face activity. It is also possible to perform this activity both online if the conditions require it.

**(C) TYPE OF ACTIVITY:** Single or group exercise

**(D) TIME OF DURATION:** 30 minutes

#### II. Material/resources needed

- F2F: Markers, pens, paper, sticky notes, and a flipchart/whiteboard
- Online (potential option): Laptop, internet-connection, virtual rooms for groups work, virtual whiteboard (e.g., Mentimeter, Miro or similar interactive platform)
- Brainstorming:
  - Brainstorming is one of the most used creative and idea generation methods. In brainstorming ideas are generated freely to a certain topic or problem. These should

be free ideas and no judgement should be used. Ideas can be written down on e.g. whiteboard, computer, paper or sticky notes. Once the session is ready, processing, classification and evaluation of the idea will start. Some might be selected, some left for later and some deleted. The process can be repeated again on the selected ideas. Usually the results are used for the following development steps.

- <https://medium.com/@neemz/design-thinking-brainstorming-through-the-ideation-phase-4612b3cf723a>
- <https://www.youtube.com/watch?v=VvdJzeO9yN8>
- <https://www.interaction-design.org/literature/article/stage-3-in-the-design-thinking-process-ideate>
- Affinity diagram:
  - In affinity mapping ideas (e.g. on brainstorming) are clustered into similar ideas, for instance those related to sleeping create one cluster, and those related to eating create another cluster. Using sticky notes enables moving the sticky notes of these (e.g. sleeping) together into a group. Once ready the groups can be circled with a marker and a heading will be added to each cluster. More information in the links below.
  - <https://uxdict.io/design-thinking-methods-affinity-diagrams-357bd8671ad4>
  - <https://www.youtube.com/watch?v=UynxDyr0IAo>
  - [https://www.youtube.com/watch?v=R\\_vLlaUYHSo](https://www.youtube.com/watch?v=R_vLlaUYHSo)
- Types of problems
  - Simple, well-defined problems with direct and defined correct answers, for instance a simple mathematical problem or hungry – eat.
  - Wicked, blurry or ill-defined problems are open and unique. Besides the solutions, also the problem might be unknown and change during the problem solving process. There might also be multiple problems and several sub-problems to solve. There is no specific method to solve the problem, the solving process may develop along the process, and solutions might be many. For example, open-ended problems may have many alternative solutions to choose from. These alternatives might all be good or bad or something in between. An example of a complex problem is raising a child.
  - There are also generic problems and problems which require specific information, skills and knowledge to be solved.
  - Types of Problems: <https://www.youtube.com/watch?v=yaHvdeGkKD4>
  - Complex vs Complicated: Which problem are you solving? (Part 1): <https://medium.com/td-lab/complex-vs-complicated-which-problem-are-you-solving-211a55ca9251>
  - Tom Wujec: Got a wicked problem? First, tell me how you make toast: [https://www.youtube.com/watch?v=vS\\_b7cJn2A](https://www.youtube.com/watch?v=vS_b7cJn2A)

## I. Instructions

1. Present the idea of the exercise with an example (herewith below) and its phases (as listed below). Present also the brainstorming technique, a few examples of problem types and the process and the affinity diagram method. Information about these are in the materials and resources. (5 minutes)

*The idea of the exercise: In this exercise you will practice problem identification using brainstorming, classifying and analysing them to find and select a problem to work with. The problems should be related to children and the complex of nature.*

2. Workgroup division and getting organised to work (max 5 minutes). Divide the group into pairs or groups of 3-4 persons, you can also work as a full group. If this exercise needs to be done virtually, for instance, virtual rooms can be used.
3. Each group should brainstorm problems related to children using sticky notes on a respective online solution for this. The problem should be a so-called complex and ill-defined problem, that is problems with multiple dimensions where there is no a direct line between the problem and the solution (i.e. not like in a simple problem, e.g. hungry eat), multiple elements influencing on them and dimensions to observe, and there are no wrong or right answers. In addition, the problem itself might be unclear or change. (5 minutes)  
In a virtual delivery (if needed), online tools can be used for this purpose.
4. Next the group classifies the [sticky notes](#) using the affinity diagram technique categorising them to similar groups, e.g. a group related to sleeping time, another related to cleaning the room, etc. (10 minutes). They should move the sticky notes belonging to the same group together and add a heading onto them. (links to the method and examples in the resources).
5. Once ready, the groups should select the problem to work on, one only. This may include analysis and evaluation and present it to the group. (circa 5 min)
6. It is possible to perform this activity in pairs, groups of 3-4 people or as a group activity, depending on the size of the group. The most preferable options are pairs or small groups. It is recommended to keep the same groups in the following activities too.

#### IV. References

- Brainstorming:
  - <https://medium.com/@neemz/design-thinking-brainstorming-through-the-ideation-phase-4612b3cf723a>
  - <https://www.youtube.com/watch?v=VvdJzeO9yN8>
  - <https://www.interaction-design.org/literature/article/stage-3-in-the-design-thinking-process-ideate>
- Affinity diagram:
  - <https://uxdict.io/design-thinking-methods-affinity-diagrams-357bd8671ad4>
  - <https://www.youtube.com/watch?v=UynxDyrOIAo>
  - [https://www.youtube.com/watch?v=R\\_vLlaUYHSo](https://www.youtube.com/watch?v=R_vLlaUYHSo)

#### V. Alternatives

Not applicable for the process as the activities of this module are interconnected and cover the problems solving process.

#### VI. Learning outcomes (what participants can expect to take home)

The learners will learn about free idea generation without judgement, classifying ideas and evaluating and selecting ideas. They also learn about the creative process and problem solving process.

### ■ Activity n3: Problem Observation Mind map

#### I. Activity type and description

**(A) GOAL:** The overall structure of the face-to-face activities of this module is built on the problem solving and product development process starting from problem definition and idea generation and ending in evaluation. Hence each activity represents a phase of this process in a progressive order and aims to deepen the overall understanding of these processes as whole in order to support creating and delivering innovative ideas. This activity focuses on the second phase of the process.

The goal of this activity is to learn to observe a problem and recognise and analyse its parts and complexity, and what is related to it in order to define its nature. *Understanding this complexity and the full nature of the problem is one of the key points in problem solving.* The second aim is to learn to use mind maps, and learn to present those and problems. The competences addressed are creativity and problem solving. This exercise will create a stronger basis for the parents to support children creating innovative and creative ideas.

**(B) TYPE OF ACTIVITY:** This is a face-to-face activity. It is also possible to perform this activity both online if the conditions require it.

**(C) TYPE OF ACTIVITY:** Single or group exercise

**(D) TIME OF DURATION:** 30 minutes

## II. Material/resources needed

- Markers, pens, paper, sticky notes, and a flipchart/whiteboard
- Online (potential option): Laptop, internet-connection, virtual rooms for group work, virtual whiteboard (e.g., Mentimeter, Miro or MIndmaster, similar interactive platform and mindmapping tools)
- Mind mapping technique description and examples:
  - Mind maps show how different elements, facts and things are connected. There is usually a starting point, the issue to work on, such as plastic in the sea. The first level after the issue forms the main elements related to it, and on the next levels these start to divide and define into smaller levels. Mind maps can be visual, also highly visual, and simple.
  - Mindtools: [https://www.mindtools.com/pages/article/newISS\\_01.htm](https://www.mindtools.com/pages/article/newISS_01.htm)
  - <https://www.mindmeister.com/blog/students-guide-to-mind-mapping/>
  - <https://venngage.com/blog/mind-map-templates/>
  - <https://www.youtube.com/watch?v=wLWV0XN7K1g>
  - <https://www.youtube.com/watch?v=pgwcqjdYSrg>

## III. Instructions

1. Present the idea of the exercise *with an example (herewith below) and its phases (as listed below)*. Present also the five questions to ponder about (What, Why, How, Who, When) and tell that other questions to think about and issues can be added too. (5 minutes). Remember to mention that this activity builds on the results of the previous activity.

*The idea of the exercise is to learn to observe a problem and recognise and analyse its parts and complexity, and what is related to it in order to define its nature and gain insight of it for being able to solve it. Five questions, What, Why, How, Who and When, will help you observing and analysing the problem, but also other questions can be used. Understanding the full nature of the problem and its complexity is essential in solving problems. In this exercise you will also learn to use learn mind mapping and presenting the problems in their complexity.*

2. Learners go back to the same groups of the previous activity.

3. The learners start mind mapping the problem using the following questions to help them in this:
  - a. What: what kind of things and issues are part of this? What impacts on it) etc.
  - b. Why: Why so? Why this?
  - c. How: How things are done? How things impact on this, etc.
  - d. Who: Who is linked to this? Who should be linked to this? etc.
  - e. When: What happens and when? et.
  - f. ... add yours

You can go through these questions with the learners. As the time to work on the mind map is short (5 minutes), it can be a simple one.

4. Each group creates a mind map of their selected problem capturing all its core dimensions. They can do a simple or visual mind map or anything between these two options. The main point is to capture the idea and find out different dimensions of the problem. (15 minutes). In a virtual delivery, online tools can be used for this purpose.
5. Once ready, the groups present their mind maps to the other learners who will comment on the identified problem and hence also bring new dimensions to it. Did any group change their problem from the initially identified problem or the perspective to it? (c. 5 min. This can be more if the first parts are done in 5 minutes instead of 5+5 minutes)

It is possible to perform this activity in pairs, groups of 3-4 people or as a group activity, depending on the size of the group. The most preferable options are pairs or small groups. It is recommended to keep the same groups in the following activities too.

#### IV. References

Mind map technique, e.g.:

- Mind maps show how different elements, facts and things are connected. There is usually a starting point, the issue to work on, such as plastic in the sea. The first level after the issue forms the main elements related to it, and on the next levels these start to divide and define into smaller levels. Mind maps can be visual, also highly visual, and simple.
- Mindtools: [https://www.mindtools.com/pages/article/newLSS\\_01.htm](https://www.mindtools.com/pages/article/newLSS_01.htm)
- <https://www.mindmeister.com/blog/students-guide-to-mind-mapping/>
- <https://venngage.com/blog/mind-map-templates/>
- <https://www.youtube.com/watch?v=wLWV0XN7K1g>
- <https://www.youtube.com/watch?v=pgwcqjdYSrg>

#### V. Alternatives

Not applicable for the process as the activities of this module are interconnected and cover the problems solving process.

#### VI. Learning outcomes (what participants can expect to take home)

The learners will learn about problem analysis and definition, about different elements influencing the problem by using the mind mapping technique.

The learners will learn to use the mind mapping technique and to present a problem using it.

## ■ Activity n4: Another Trick in the Wall

### I. Activity type and description

**(A) GOAL:** The overall structure of the face-to-face activities of this module is built on the problem solving and product development process starting from problem definition and idea generation and ending in evaluation. Hence each activity represents a phase of this process in a progressive order and aims to deepen the overall understanding of these processes as whole in order to support creating and delivering innovative ideas. This activity focuses on the third phase of the process.

The goal of this activity is to create a solution to the defined problem and make a presentation of it. The competences addressed are creativity and problem solving.

**(B) TYPE OF ACTIVITY:** This is a face-to-face activity. It is also possible to perform this activity both online if the conditions require it.

**(C) TYPE OF ACTIVITY:** Single or group exercise

**(D) TIME OF DURATION:** 45 minutes

### II. Material/resources needed

- Colour pens, paper. Possibly also a flipchart/whiteboard or magazines, scissors, glue, cardboard...
- Online (potential option): Laptop, internet-connection, virtual whiteboard (e.g. Mentimeter, Miro or similar interactive platform) or a drawing programme.
- Prototyping methods:
  - Definition: A prototype is a rough presentation of a solution. Different materials can be used for it, e.g. legos, cardboard, drawings, play, etc. Below are links to some methods:
  - <https://www.interaction-design.org/literature/article/prototyping-learn-eight-common-methods-and-best-practices>
  - <https://creately.com/blog/diagrams/what-is-prototyping-techniques-process/>
  - <https://www.lead-innovation.com/english-blog/prototyping-methoden-and-best-practices>
  - <https://www.youtube.com/watch?v=Q4MzT2MEDHA>

### Videos and links for showing prototypes:

- <https://fi.pinterest.com/ayakomaruyama/prototype-examples/>
- <https://www.youtube.com/watch?v=85muhAaySps>
- <https://www.youtube.com/watch?v=gWk6br5Ngkc>
- [https://www.youtube.com/watch?v=3xzh\\_nLmnBQ](https://www.youtube.com/watch?v=3xzh_nLmnBQ)
- [https://www.youtube.com/watch?v=k\\_9Q-KDSb9o](https://www.youtube.com/watch?v=k_9Q-KDSb9o)
- <https://www.youtube.com/watch?v=yafaGNFu8Eg>

### III. Instructions

1. Present the idea of the activity (herewith below) and its phases (as listed below) and of the prototype with a few examples of prototypes. (these will be on the PPT presentation) (5 minutes). Remember to mention that this activity is built on the results of the previous activity.

*The idea of the exercise is to create a solution to the defined problem using a prototype and make a presentation of it.*

2. Learners go back to the same groups of the previous activity.

3. Each group will work on a solution for their problem and on its presentation. The solution will be presented in a visual form combining narration. If there is enough time, a prototype can be created [using materials which function best for it](#). This applies especially to a F2F delivery. [In case of a virtual delivery](#), online tools can be used for this purpose.
4. In a virtual delivery, online tools can be used for this purpose.
5. The work created during this activity will be brought to the next activity.

It is possible to perform this activity in pairs, groups of 3-4 people or as a group activity, depending on the size of the group. Instructions for these options are below. The most preferable options are pairs or small groups. It is recommended to keep the same groups in the following activities too.

#### IV. References

Prototyping methods:

- Definition: A prototype is a rough presentation of a solution. Different materials can be used for it, e.g. legos, cardboard, drawings, play, etc. Below are links to some methods:
- <https://www.interaction-design.org/literature/article/prototyping-learn-eight-common-methods-and-best-practices>
- <https://creately.com/blog/diagrams/what-is-prototyping-techniques-process/>
- <https://www.lead-innovation.com/english-blog/prototyping-methoden-and-best-practices>
- <https://www.youtube.com/watch?v=Q4MzT2MEDHA>

#### V. Alternatives

Not applicable for the process as the activities of this module are interconnected and cover the problems solving process.

#### VI. Learning outcomes (what participants can expect to take home)

The learners will learn about solution development and how to present it. They will also learn about prototyping.

### ■ Activity n5: Presentation and Evaluation

#### I. Activity type and description

**(A) GOAL:** [The overall structure of the face-to-face activities of this module is built on the problem solving and product development process starting from problem definition and idea generation and ending in evaluation. Hence each activity represents a phase of this process in a progressive order and aims to deepen the overall understanding of these processes as whole in order to support creating and delivering innovative ideas. This activity focuses on the fourth phase of the process.](#)

The goal of the activity is to present solutions to the group and receive evaluation on them. The competences addressed are creativity and problem solving.

**(B) TYPE OF ACTIVITY:** This is a face-to-face activity. It is also possible to perform this activity both online if the conditions require it.

**(C) TYPE OF ACTIVITY:** Single or group exercise. This is a group activity where individuals or groups present their work to the others.

**(D) TIME OF DURATION:** 20 minutes

## II. Material/resources needed

- Pens, paper, sticky notes, dot stickers or small colourful sticky notes, and a flipchart/whiteboard
- Online (potential option): Laptop, internet-connection, virtual whiteboard (e.g., Mentimeter, Miro or similar interactive platform)
- Evaluation methods:
  - Online voting/polls to select which to use in the virtual delivery
  - Dot voting (also called Dotmocracy, etc.): The idea is to add dot stickers to the options one prefers to.
    - <https://www.designthinking-methods.com/en/3Ideenfindung/dotmocracy.html>
    - <https://www.youtube.com/watch?v=GLYqH3xjKLk>
    - <https://www.interaction-design.org/literature/article/how-to-select-the-best-idea-by-the-end-of-an-ideation-session>

## III. Instructions

1. Present the idea of the activity (herewith below) and its phases (as listed below), and evaluation with the questions. (these will be on the PPT presentation). Remember to mention that this activity is built on the results of the previous activities. In a small group more qualitative evaluation can be used. In a bigger group, groups answer as groups and more quantitative methods are used. (5 minutes).

*The idea of the activity is to present solutions to the group and receive evaluation on them.*

2. Each group presents their idea. This can be adapted according to the groups and the time in hand. (20 minutes)
3. The presentations are evaluated by dot voting and verbally using the questions in the resources (above). (10 minutes).
4. Conclusions of the session and discussions of the problem process. Questions to adapt and select from: (5 minutes)

## IV. References

- Dot voting (also called Dotmocracy, etc.): The idea is to add dot stickers to the options one prefers to.
  - <https://www.designthinking-methods.com/en/3Ideenfindung/dotmocracy.html>
  - <https://www.youtube.com/watch?v=GLYqH3xjKLk>
  - <https://www.interaction-design.org/literature/article/how-to-select-the-best-idea-by-the-end-of-an-ideation-session>

## V. Alternatives

Not applicable for the process as the activities of this module are interconnected and cover the problems solving process.

VI. Learning outcomes (what participants can expect to take home)

The learners will have improved their presentation and evaluation skills, as also skill of receiving evaluation of their work.

### ○ 3.3. ONLINE/SELF-DIRECTED ACTIVITIES PLANS

#### ■ Activity n6: Reflections on a creative process

##### I. Activity type and description

###### (A) GOAL:

- Gain a deeper understanding of the creative process and the problem solving process to support the self-reflection during online activities.
- Start a learning journal.
- The competences addressed are creativity, motivation, perseverance and problem solving.

###### (B) TYPE OF ACTIVITY: Online self-directed activity

###### (C) TYPE OF ACTIVITY: Single or group exercise. A single practical activity

###### (D) TIME OF DURATION: 40 minutes

##### II. Material/resources

- A learning journal (([paper](#), [Word-file](#) or the [blog created in Module 1](#))
- [A short guide to reflective writing](#)
- Description of the creative process embodying the problem solving process
- A blog post [What 100 Years Have Taught Us About How to Be Creative](#), a 5 minutes read
- A video (5 minutes) [Want to be more creative? Go for a walk](#) When trying to come up with a new idea, we all have times when we get stuck. But according to research by behavioral and learning scientist Marily Oppezzo, getting up and going for a walk might be all it takes to get your creative juices flowing. In this fun, fast talk, she explains how walking could help you get the most out of your next brainstorm.
- 

##### III. Instructions

1. Take a journal or a Word document where you will start writing your reflections of learning during online self-directed learning. You can also use the blog created in Module 1. You will use this same journal in the following activities too. You can have a look at [A short guide to reflective writing](#) to give you ideas.
2. Watch the video [Want to be more creative? Go for a walk](#) (5 minutes). When trying to come up with a new idea, we all have times when we get stuck. But according to research by behavioural and learning scientist Marily Oppezzo, getting up and going for a walk might be all it takes to get your creative juices flowing. In this fun, fast talk, she explains how walking could help you get the most out of your next brainstorm.
3. Read the following blog post [What 100 Years Have Taught Us About How to Be Creative](#) (5 minutes) and below the description of the creative process by Wallace including elements from the problem solving process, and answer to your journal, on one page, on the questions of each phase of them.

###### 1. Preparation

First, one needs to prepare for the issue or for the problem in hand, to find and define it. Sometimes the problem of the issue is already known, or it might be a leading idea, or it needs to be identified from an unclear and undefined situation. The problem may also change or new problems may be found during the problem finding stage. At this stage one searches, absorbs, processes and analyses as much information on the topic or other topics related to it as possible. This helps to identify, understand the problem better and what influences on it, and therefore define it better. Expanding to new and unexpected areas

and sectors only increases creativity. This is what is done in highly creative sectors and for radical ideas. Information, ideas and inspiration are looked at from different sectors, including those which seem to have nothing to do with the original issue. Little by little, one starts forming a clearer picture and guides the process as new information is scaffolded on the existing information. At some point the process saturates and one moves on to the phase 2, incubation.

The preparation varies by its duration and extent. At simplest it may be just a quick exchange of ideas with someone, but it can also be a long and complex process, like finding information for writing a book or for a business idea. The original idea or problem may also turn into something else.

It is important to keep an open and explorative mind, combine things freely and not to judge any source of information. Children are exceptionally good at combining unusual elements and a parent can encourage them on this by suggesting new areas to explore and simply making it a play where unexpected things are combined whatever the result might be.

**Question 1:** How do you search information for a problem or an issue to solve?

**Question 2:** How do your children search for information for a problem or an issue to solve?

**Question 3:** How could you help your children in this?

## 2. Incubation

Once everything has been gathered the information collected is left aside allowing some time for reflection rather than rushing or forcing an idea. Focusing on something else helps to take perspective and combine pieces of information. Eventually the solution will come to your mind. This is the same phenomenon as having a new look on something after a good night's sleep. Each person uses their own methods to brew ideas. The duration of the incubation phase can be anything between a few minutes up to weeks or even months.

**Question 1:** What do you do when taking distance for a problem?

**Question 2:** What do your children do when taking distance for a problem?

**Question 3:** What could you learn from them?

## 3. Insight

Getting an insight, illumination of the idea or ideas, can be compared to a Heureka moment. After the incubation phase, the idea crystallises in mind. The solution can be the final one as such or an overall idea which will still require research to be finalised into the final idea.

Once an idea of the problem has been defined, it is time to start creating potential solutions for it. During the idea generation phase one should keep an open mind and not be critical towards any ideas. The problem and findings about it create specifications (a set of defining reference points) which model this phase. There are no wrong or right answers, only plenty of different ideas to choose from. The more unusual, diverse and well-elaborated ideas, the more successful an idea generation session is. Allow children the freedom and autonomy to explore their ideas and do what they want, without being too bossy. There are plenty of idea generation methods, brainstorming being among the most commonly known ones. Having an open mind, thinking outside the box and approaching the issue from new angles leads to more and better ideas.

It is also to remember, that this stage is not only about voicing an idea, but also about visualising or otherwise showcasing the idea to others in an understandable form. Idea generation can be fostered for instance by showing examples to give a sense of and inspire

what is possible and to provide ideas on how to get started. Of course, there is a risk that children will simply mimic or copy the examples that they see and thus they should be encouraged to change or modify the examples. Children should also be provided with a wide variety of materials they need for creative expression and encouraged to start messing around with materials. Different children are interested in different types of doing, such as drawing, building, crafting or writing a poem. Help children find the type of making that resonates with them and encourage them to engage in multiple types of doing and using their imagination.

**Question 1:** How do you generate ideas and solutions?

**Question 2:** How does your child generate ideas and solutions?

**Question 3:** What could you learn from them?

#### **4. Evaluation**

After getting the idea (or ideas) this will be evaluated using criteria which answer to the selected problem or issue. The idea might be rejected, in which case the process returns to an earlier phase, it might still need some elaboration or it might be directly developed in the next phase. More than one idea might also come up. In case of many ideas, they too will be evaluated. A restricted number of them might also be elaborated further to better see their potential, and finally one idea will be selected.

It is important to be neutral and self-critical at this stage, see your own work with external eyes, and not to fall in love with your own ideas. One should also ask others' opinions of the idea, preferably of those who are connected to the problem. One should also be able to justify their own opinion on evaluation. This stage might be difficult for children as the younger ones might choose what they like while the older ones might be too self-critical. Both may choose what they think should be chosen. One way to unlock this is to apply empathy in the process and let them think, for instance, how would someone use it and why, what would it mean to them, and creating stories and scenarios where the idea is used, from where to spot development issues.

After having the intangible idea, concepts can be created. Normally 3-5 concepts of the solution are created. These are presented to those who will profit from them. One will be selected and a prototype can be created of it. A prototype is a rough presentation, a raw model, of the solution and they concretise the idea and make understand how it looks and works. Prototypes can be made, for instance, of cardboard boxes, legos or plasticine and they can be role played. Ideas can be presented also through drawings or other creative ways. These enable living the solution and identifying with what works, what does not and what should be developed further. These kinds of engaging methods provide an opportunity for play and experimentation. Children's natural tendency to play is very useful at this stage. The final idea to develop will be selected based on the evaluation.

**Question 1:** How do you evaluate ideas? What kinds of methods do you use?

**Question 2:** How do your children evaluate ideas?

**Question 3:** What is different between your and your children's idea evaluation style? In your opinion, why?

#### **5. Elaboration**

Once the final idea or solution has been selected, it is time to start putting it into practice and concretising it. This phase is little creative as it is about purely putting the idea into practice and finalising it into the final product or other outcome. Plenty of perseverance is required during this phase and it is painstaking and may include many failures. Something does not work, something needs to be changed or one may need to return back to the

preparation phase to find out more information. For some, it might be hard to stay motivated.

### **MOTIVATION, PERSEVERANCE**

**Question 1:** What are your strong points and weak points in finalising something? How do you motivate yourself?

**Question 2:** How do your children finalise something? What happens during the finalisation process?

**Question 3:** How could you support your children to stay motivated while finalising something?

## V. Evaluation

Self-evaluation and reflection which can be written down on the learning journal and which will be reflected further at the end of self-directed online learning.

**Expected learning outcomes:** An increased understanding of the creative process and the problem solving process, and the role of perseverance and motivation during this process.

## VI. References

- [A short guide to reflective writing](#)
- A blog post [What 100 Years Have Taught Us About How to Be Creative](#)
- A video [Want to be more creative? Go for a walk](#) by Marily Oppezzo

### ■ **Activity n7: Fostering Creative Expression**

#### I. Activity type and description:

- (A) GOAL:** To learn about how to foster qualities which foster creativity in children in everyday life. The competences addressed are creativity, perseverance and motivation.
- (B) TYPE OF ACTIVITY:** Online self-directed activity
- (C) TYPE OF ACTIVITY:** Single or group exercise. A single practical activity
- (D) TIME OF DURATION:** 30 minutes

#### **Expected learning outcomes**

Increased understanding of the qualities which increase creativity and increased skills to foster them in children.

#### II. Material/resources

A learning journal ([paper](#), [Word-file](#) or [the blog created in Module 1](#))

Reading material

5. [Design Thinking for kids](#) (6 minutes)
6. [15 Best Creative Activities for Kids](#) (3 minutes)
7. [5 Scientifically-proven Tips to Spark Your Kid's Imagination](#) (3 minutes)
8. [5 Ways to Encourage Kids to Grow up to be Innovators](#) (3 minutes)

### III. Instructions

1. Read the following online articles about creativity and issues enhancing it and innovation
  - a. [Design Thinking for kids](#) (6 minutes)
  - b. [15 Best Creative Activities for Kids](#) (3 minutes)
  - c. [5 Scientifically-proven Tips to Spark Your Kid's Imagination](#) (3 minutes)
  - d. [5 Ways to Encourage Kids to Grow up to be Innovators](#) (3 minutes)

Write down in the journal any ideas and thoughts that come to your mind from the articles.

9. Think now how, and with which tools and methods, you could foster the following qualities in your children. You can make a similar table on your journal that is herewith below.

QUALITY	HOW TO FOSTER IT
1. Curiosity	write here....
2. Empathy	write here....
3. Imagination	write here....
4. Playfulness	write here....
5. Thirst for knowledge/ Willingness to learn	write here....

### IV. Evaluation

Self-evaluation and reflection which can be written down on the learning journal and which will be reflected further at the end of self-directed online learning.

### V. References

- a. [Design Thinking for kids](#) (6 minutes)
- b. [15 Best Creative Activities for Kids](#) (3 minutes)
- c. [5 Scientifically-proven Tips to Spark Your Kid's Imagination](#) (3 minutes)
- d. [5 Ways to Encourage Kids to Grow up to be Innovators](#) (3 minutes)

### VI. Further readings

n.a.

## ■ Activity n8: Innovative Solutions

### I. Activity type and description

**(A) GOAL:** To learn about creating innovation solutions for everyday use and about prototyping.

The competences addressed are creativity and problem solving.

**(B) TYPE OF ACTIVITY:** Online self-directed activity

**(C) TYPE OF ACTIVITY:** Single or group exercise. A single practical activity

**(D) TIME OF DURATION:** 20 minutes

### II. Material/resources

- A learning journal ([paper](#), [Word-file](#) or the [blog](#) created in Module 1)
- Video material about biomimicry: <https://www.youtube.com/watch?v=vwOJiWCvCes>.
- Information about prototyping:
- <https://www.interaction-design.org/literature/article/design-thinking-get-started-with-prototyping>
- <https://www.interaction-design.org/literature/topics/prototyping>
- <https://www.uxmatters.com/mt/archives/2019/01/prototyping-user-experience.php>

### III. Instructions

1. Identify an everyday challenge in the following areas, **one for each**, and use biomimicry to generate ideas for them:
  - a. For everyday help at home or yard. For instance, children walking on an icy yard or watering the garden.
  - b. For a celebration
  - c. For school or kindergarten

Write and sketch (a rough drawing of the idea) these in your journal.

2. Create a prototype for one of them. A prototype is a rough presentation of something. For example a prototype of a car or a phone be made of cardboard. You can use a variety of materials for your prototype, for instance plasticine, legos, cardboard or wooden blocks. Read more about prototypes.
  - a. <https://www.interaction-design.org/literature/article/design-thinking-get-started-with-prototyping>
  - b. <https://www.interaction-design.org/literature/topics/prototyping>
  - c. <https://www.uxmatters.com/mt/archives/2019/01/prototyping-user-experience.php>
3. Once ready, present it to 1-3 people and get feedback and additional ideas from them. Write down the findings **and thoughts** how you could improve your idea.

### IV. Evaluation

Self-evaluation and reflection which can be written down on the learning journal and which will be reflected further at the end of self-directed online learning.

#### Expected learning outcomes

An increased potential to create innovative solutions and ability to structure prototypes.

### V. References

Video material about biomimicry: <https://www.youtube.com/watch?v=vwOJiWCvCes>.

### VI. Further readings

n.a.

## ■ Activity n9: The Culture of Creativity and Motivation

### I. Activity type and description

- (A) GOAL:** The goal is to learn about creativity and motivation killers and identify these in their own behaviour and everyday interaction with children. The competences addressed are creativity, motivation and perseverance.

- (B) TYPE OF ACTIVITY:** Online self-directed activity  
**(C) TYPE OF ACTIVITY:** Single or group exercise. A single practical activity  
**(D) TIME OF DURATION:** 50 minutes

## II. Material/resources

- A learning journal ([paper](#), [Word-file](#) or the [blog created in Module 1](#))
- Reading and video material: Tips for creating fertile environment for creativity: [10 tips for cultivating creativity in your kids](#) (5 or 28 minutes)
- Video: LoveParenting talks about creativity and what we can do as parents to support and encourage more creativity in our children - [Encouraging Creativity in Our Children](#) (12 minutes)
- Video: [Top 9 Creativity Killers](#) (2 minutes)
- Reading: JustJared: [15 Creativity Killers And How To Eradicate Them](#) 5 mins
- Reading: Fast Company: [The 7 Biggest Creativity Killers](#) (3 minutes)
- Reading: [8 Motivation Killers You Need To Be Aware Of Now](#) (5 minutes)
- Reading: [Common Parenting Mistakes That Demotivate Your Children](#) (5 minutes)

## III. Instructions

1. Read and watch the following materials of creativity, creativity killers and motivation killers. List [in your journal](#) the common factors between creativity and motivation killers and write down the opposing factors of elements and activities which foster creativity.
  - a. Creativity
    - i. Reading: Tips for creating a fertile environment for creativity: [10 tips for cultivating creativity in your kids](#). Willingly you can also watch the video.
    - ii. Video: LoveParenting talks about creativity and what we can do as parents to support and encourage more creativity in our children - [Encouraging Creativity in Our Children](#)
  - b. Creativity killers
    - i. Video: Top 9 Creativity Killers
    - ii. Reading: JustJared: [15 Creativity Killers And How To Eradicate Them](#)
    - iii. Fast Company: [The 7 Biggest Creativity Killers](#)
  - c. Motivation killers
    - i. Lifhack: 8 Motivation Killers You Need To Be Aware Of Now
    - ii. [8 Motivation Killers You Need To Be Aware Of Now](#)
    - iii. 10 Common Parenting Mistakes That Demotivate Your Children [Common Parenting Mistakes That Demotivate Your Children](#)
2. Highlight, circle or mark [on your journal](#) in one colour some other way those creativity and motivation killers you recognise in yourself. [How and in which everyday situations they appear? Are you passing some of those to your children?](#)
3. Highlight, circle or mark in one colour [on your journal](#) some other way those creativity enhancers you recognise in yourself. How and in which everyday situations they appear? Why? Are you passing some of those to your children?
4. Make a list of your creativity and motivation killers
5. Create next solutions how you could turn creativity and motivation killers into creativity enhancers. You can look at the list of the positives [to help you in this task](#).

6. Make a plan how you could start implementing the solutions into practice. As habits are often learnt and stick hard on us, this can be a step-by-step plan. Start implementing the plan (this might take a long time) and observe what changes.

#### IV. Evaluation

Self-evaluation and reflection which can be written down on the learning journal and which will be reflected further at the end of self-directed online learning.

#### Expected learning outcomes

An increased understanding of the creative and motivation killers in general and increased self-awareness in the areas of creativity and motivation killers.

#### V. References

- Reading and video material: Tips for creating fertile environment for creativity: [10 tips for cultivating creativity in your kids](#)
- Video: LoveParenting talks about creativity and what we can do as parents to support and encourage more creativity in our children - [Encouraging Creativity in Our Children](#)
- Video: [Top 9 Creativity Killers](#)
- Reading: JustJared: [15 Creativity Killers And How To Eradicate Them](#)
- Reading: Fast Company: [The 7 Biggest Creativity Killers](#)
- Reading: [8 Motivation Killers You Need To Be Aware Of Now](#)
- Reading: [Common Parenting Mistakes That Demotivate Your Children](#)

#### VI. Further readings

n.a.

### ■ Activity n10: Final Reflection – Me as a Creative Learning Facilitator

#### I. Activity type and description

**(A) GOAL:** Learning about my own role as a creative learning facilitator.

The competences addressed are creativity, motivation, perseverance and problem solving.

**(B) TYPE OF ACTIVITY:** Online self-directed activity

**(C) TYPE OF ACTIVITY:** Single or group exercise. A single practical activity

**(D) TIME OF DURATION:** 30 minutes

#### II. Material/resources

- A learning journal ([paper](#), [Word-file](#) or the [blog created in Module 1](#)). The same that has been used throughout the online self-directed training.
- [A short guide to reflective writing](#)

#### III. Instructions

1. Have a look at the notes and reflection on your journal you have made during the online activities

2. Reflect your own role as a creative learning facilitator and answer following questions:

- What does creative learning mean to you?
- How do you support and encourage your child's creativity at home in daily life?
- What kinds of challenges and obstacles of creative learning do you recognise and how to overcome them?

3. Write a short final reflection by answering following questions:

- What did I learn?
- What went well?
- What could I have done better?
- What kind of long-term and practical implications does the module have for me?

#### IV. Evaluation

Self-evaluation and reflection which can be written down on the learning journal and which will be reflected further at the end of self-directed online learning. This can be discussed with the trainer.

#### **Expected learning outcomes**

An increased understanding about his own role as a creative learning facilitator including strong and weak points and ability to use methods for fostering creativity, generating innovative ideas and motivation - perseverance.

#### V. References

[A short guide to reflective writing](#)

#### VI. Further readings

n.a.

## 4. Annexes (Activity Resources)

No additional annexes. All resources and materials are indicated in the activities.

## 5. Extended learning: resource plan

[https://en.wikipedia.org/wiki/Open\\_educational\\_resources#:~:text=Open%20educational%20resources%20\(OER\)%20are,well%20as%20for%20research%20purposes.](https://en.wikipedia.org/wiki/Open_educational_resources#:~:text=Open%20educational%20resources%20(OER)%20are,well%20as%20for%20research%20purposes.))

### ■ Resource I

#### I. Resource type and description: video [Tales of creativity and play](#)

(A) Video

(B) At the 2008 Serious Play conference, designer Tim Brown talks about the powerful relationship between creative thinking and play -- with many examples you can try at home (and one that maybe you should not).

#### II. [Why is this resource useful?](#)

Play is an elemental part of creativity. Hence it should be fostered in children and not forgotten when one grows up. The video helps to understand this relationship between creativity and play, and provides examples to try at home.

#### III. [Duration](#)

28 minutes

#### IV. [Web links and references](#)

Link to the video: [Tales of creativity and play](#)

### ■ Resource II

#### V. Resource type and description: Rod Judkins – The Art of Creative Thinking

(A) Reading, a book

(B) This book is inspiring and will provide creative ideas for everyday use. It addresses the creative process and innovative ideas.

#### VI. [Why is this resource useful?](#)

This book provides plenty of examples of creative solutions to problems and issues and of innovative ideas. The book is also linked to entrepreneurship and tackle failure and rejection. The book shows 89 ways to think differently. It is essential to understand creativity, and at the same time it is entertaining.

#### VII. [Duration](#)

The time to read the book. The book can be read in a few hours (or more if you really get inspired by it and get your solutions while reading it).

#### VIII. [Web links and references](#)

From a library or a bookstore. Price c. 10 euros.

A presentation video of the book: <https://www.youtube.com/watch?v=xB-D9ZNIYFc>

### ■ Resource III

- IX. Resource type and description: Tools for Taking Action (Design Thinking Toolkits for learning)

(A) Open source Design thinking tools of Stanford University.

(B) goals of the activity and competence/s addressed: To learn about Design Thinking tools and start applying them into own activity with children in creative problem solving

- X. Why is this resource useful?

Design Thinking is one of the core skills for the future society. These tools provide simple to use open source material for this purpose. Materials are divided into Newbies and Educators.

- XI. Duration

Open depending on the person. These tools can be used on an ongoing basis.

- XII. Web links and references

<https://dschool.stanford.edu/resources>

### ■ Resource IV

- I. Resource type and description: How to Boost Creativity in Your Children

(A) Text

(B) goals of the activity and competence/s addressed: To learn how to boost creativity in children.

- II. Why is this resource useful?

Knowing how to boost creativity in children is essential in all areas of life.

- III. Duration

5 minutes read.

- IV. Web links and references (text)

#### **How to boost your child's creativity**

The core ingredients for creativity are imagination, an open mind, an open heart and playfulness. Children are especially good in all these and they apply creativity to all their activities. Nothing is impossible for a child or beyond a child's imagination.

Creativity is a skill that can be learned and developed. It is like a muscle: the more you train it, the stronger it gets. Creativity is less about "teaching" children and more about cultivating it through

practical activities in a fertile environment in which creativity can take root, grow and flourish, and it can be fostered at home. Below are some tips for this:

### **a) First recognise your child's behaviour**

For instance, do you know children who:

- say "I don't know" a lot
- copy the behaviours of other children
- wait until another child offers an answer or idea and then agrees
- appear a little reticent to play
- rarely initiate
- do not suggest things to do or games to play in a highly engaging environment
- have trouble sequencing simple steps to a project or physical activity
- have difficulty remembering what they did last week or yesterday or this morning
- cannot predict what will happen in a story as it's being read.

According to Berry<sup>6</sup> these behaviours manifest in children who have trouble with ideation and creativity.

### **b) Find out next what might cause it**

Different elements may influence on the level and/or expression of creativity, such as:

- 1) Age of the child. It is said that we lose our natural creativity when we grow older. Also playfulness, needed for creativity, can be regarded silly as children grow older.
- 2) Home and authority figures: e.g. culture, encouragement, role models.
- 3) Environment, culture, bullying, peer pressure, etc.
- 4) Internal factors, such as personality, shyness, attitudes, mental and physiological state, even illness.

### **c) Act and eliminate creativity killers**

- 1) Think about your own attitude and example

A parent is the first person and role model a child looks at, and who teaches how things are done. An open, enabling and playful attitude, use of imagination and limiting judgement are beneficial. There are so-called creativity killers and enhancers. Creativity killers are, for instance, fear of failure, lack of time, perfectionism, strict logic, indifference, competition, seriousness, judgement and negativity. The creativity enhancers are the opposites of these, for instance, openness, no judgement, positivity, playfulness, acceptance, empathy and imagination. What do you channel as a parent? Self-observation can unveil unnoticed behaviours.

- 2) Make creativity part of everyday life

Bring a little bit of magic into everyday life, open minds towards new, see and make things differently, and explore and wonder about things around you. You can for instance, choose another route to go home and observe with your child the new things you see there, imagine what forms clouds represent and make stories about them, serve food differently or explore and get to know one new thing at least once a week.

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<sup>6</sup> Berry, R. (2018). Ideation. Available at <http://developmentalpathways.com/2018/11/20/ideation/>

### 3) Flow, trial, error and motivation

A creative process can be highly motivating. It is an adventure as it allows self-expression, invention, discovery, design, and problem solving. It ends up with something that is joyfully meaningful and novel. This can bring to a state of flow, an optimal state where external things are closed out and one works almost automatically. Hence, it can also be a peaceful and almost mindful experience. The aspect of play increases motivation. Internal motivation is important as it increases our creativity level unlike external motivation, such as grades or evaluation. Motivation may drop when failing on something. Trial and error are an important part of a creative process. Therefore, besides motivation perseverance is needed. Failing can be turned into discovery and play, and it should be regarded only as a step and a learning process towards the goal. Supporting a child in new challenges and finding internal motivation is helpful. A parent and a child can also discuss about examples how failures were more valuable and helped to reach the goal.

### 4) Tools for creativity

You can also use different tools, methods and techniques to boost your child's creativity. There are hundreds of creativity tips and tools that can be applied in many different kinds of contexts, including with children at home. Some examples of online creativity tools are [I-CREATE library](#), [Design Kit](#), and [Creating Minds](#) sites. These include techniques which as such are more for older children, but they can be adapted for younger children too. Take a look also at following articles to find more examples:

[5 Scientifically-proven Tips to Spark Your Kid's Imagination](#)

[15 Best Creative Activities for Kids](#)

[5 Ways to Encourage Kids to Grow up to be Innovators](#)

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**ParENTrepreneurs**

# **Module n°6**

**Practise daily problem solving and  
decision-making**

**O2 Training Package on parENTrepreneurship  
Education**

**Leading partner: Materahub**

**Project number: 2019-1-NL01-KA204-060263**

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1	08/07/2020	Materahub	Template for modules contents generation
2	17/09/2020	CEYE	First version without detailed activity descriptions
3	24/09/2020	CEYE	Benefits and opportunities section updated according to Bantani comments
4	25/10/2020	CEYE	Final version of already drafted sections
5	03/12/2020	CEYE	First final full version

## Version history

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## 1. Introduction

In this module, we will address how to develop in young learners the two competence:

- decision-making and
- problem solving.

Life is a constant process of decision-making and a key social and life skill, and young learners need to be equipped to understand how to make decisions, otherwise others will make decisions for us by default which may produce feelings of frustration and living the life of others.

Most areas of our lives present choices which in turn implies decision-making, which to solve problems whether big or small. As grow individuals and assume more responsibilities, decision-making and their implications will become more or less important depending on the people who affected by these decisions. For a company, a good or bad decision can affect its economic viability; In the family home key decisions will impact on the life chances for sons and daughters. Therefore, it is not only the people who are going to run large companies who should be trained in decision-making and problem solving, but also all the people faced with challenges decision in their personal or family sphere. In other words, the argument is that training in decision-making and problem solving are universal life skills and that it should be available to all citizens.

An additional element in taking on responsibilities in whatever area (family or professional), inevitably there will be different degrees of uncertainty and risk. No matter how much we have analysed a situation, weighed different alternatives and considered the possible consequences of our actions, in advance, it must be accepted that there will always be occasions when one is faced with unpredictable results reflecting different levels of uncertainty and risk.

As already noted risk is inherent in life, and if accepts this reality it becomes possible to learn from the failures and successes derived from this decision-making. In this way individual effectively are enabled to take greater control of their lives and be more personally fulfilled

There are many models that aid decision-making in the face of problem solving but most revolve around the following key steps:

1.- Orientation towards the problem: Firstly, an awareness-raising exercise about the nature of problems should be carried out, increasing sensitivity towards them and understanding that they are part of the human condition. In this way, a more positive attitude towards the problem or situation will be developed and hopefully damaging self-criticism avoided. for

2.- Definition and formulation of the problem: Having established a positive attitude towards solving the problem, the objective should be to analyse and contextualize the problem by collecting all the relevant information that can help us solve it. On many

occasions, a poor definition of the problem is what tends to generate the most insecurity and concern.

3.- Search for alternative solutions: it is hoped that individuals can find as wide a range of solutions, to their problem as possible. To do so will require creativity and imagination to generate a large number, both in quantity and quality, of possible solutions adopting a constructive attitude without making prior value judgments towards any specific proposal.

4.- Decision making: once different alternatives / solutions to the problem have been identified the next step is to make the decision. It is at this time when an individual must consider their likely outcomes over the short, medium and long term for each respective course of action. It is also at this point when the reversibility of a decision, its impact, should be addressed etc Clearly if a decision cannot be reversed then it is all the more important to consider all issues most carefully if delay is not possible.

5.- The last step is to implement and monitor the impact of the decision. The chosen option must be put into practice and, importantly, its effectiveness evaluated. It is necessary to be self-critical at this time and be able to reformulate solutions if the result is not as expected. As we have already mentioned, decision making has to be understood as a constant learning process and one should not hesitate or avoid taking remedial action if felt necessary.

Regardless of the model chosen to solve the problem, the decision-making process must be designed to promote confidence and a willingness to assume responsibilities in different contexts and critical moments. It can therefore be appreciated why this process is a personal life skill that promotes success in making decision-making in the personal, family and professional spheres.

## 2. Benefits and opportunities

As discussed in the introduction decision-making and problem solving requires constant practice and learning. Individuals cannot acquire decision-making and problem-solving skills when they have never had occasion to practise them before. This is, because the skill is not only about transmitting and reproducing a model made up of different phases, but also about a vital attitude that embraces other skills and abilities such as self-esteem, self-control, self-confidence, etc.

Starting from this idea, the need to start training in this skill from an early age becomes more important. Each vital moment will always have a degree of responsibility and uncertainty in which the decision-making process is very present. From early childhood, a person will find moments to make small decisions that will surely affect their relationship with other children or with their environment. The simple choice of playground games can influence your group of friends, which later affects relationships with your peer group. Such early relationships

formed will be the primary interaction group and will forge future habits for better or for worse.

Families have to find uncertain environments in which our children have to make their own decisions. For example, natural spaces implicitly carry changing situations that force our children to make small decisions that will train them in this skill.

It is very important that when decisions are made, a positive reinforcement is provided that favours their self-esteem, eliminates insecurities and fosters confidence so as not to face future decision-making.

It is really as important, if not more so, to reinforce decision-making itself as it is to learn from the result of the action. In other words, thanks to a good decision, a positive result has been obtained of which we should be proud, but it must be equally useful to reinforce a decision made, the result of which has not been all the good that was expected. It is important that learners, understand that a decision that has not had as positive a result as expected should not be taken as a failure, but as an opportunity to learn from experience and taken it into account in order to better cope with similar situations in the future.

Unfortunately, another problem has been identified of protective families who, with the good intention of providing the safest possible environment for their child, prevent them from taking small risks and making decisions for themselves. Boys and girls must explore their limits, discover their capabilities and we are doing them no favours by making all kinds of decisions for them and solving the problems they encounter in their day-to-day lives.

On the other hand, the culture of “agenda children”, those children who have activities scheduled at all times (in the morning the school day, in the afternoon all kinds of directed extracurricular activities) further aggravates this problem with lack of changing spaces and variables in which they are the key actors in their decisions. This situation appears to produce boys and girls with a lot of knowledge, but with limited initiative and curiosity.

Within this module we hope to be able to offer some guidelines and activities through which trainers can help parents explore the limits with your child and walk with him or her on a progressive path towards the self-esteem and confidence necessary for the active decision-making process to be a vital attitude in our son. In addition, we will analyse all the learning possibilities that solving problems resulting from this decision-making can offer us.

Are you ready? Well, here we go!

### 3. Module Plan

<b>Module n° 6</b>	<b>Title: Practise daily problem solving and decision-making</b>
<i>Type of activity</i>	<i>X F2F X Online/self-directed</i>
<i>Duration (in minutes)</i>	180 minutes F2F plus 180 minutes online
<i>General objectives</i>	In this module, parents are introduced to some main concepts about entrepreneurial education and main ideas about the importance of problem solving and decision making in a family.
<i>Competences addressed</i>	Coping with uncertainty, ambiguity & risk (9) Problem solving & decision making
<i>Learning outcomes</i>	<ul style="list-style-type: none"> <li>• Know the importance of developing entrepreneurial skills at an early age.</li> <li>• Be able to evaluate their own knowledge about teaching styles.</li> <li>• Develop your skills as an educator based on your own experiences.</li> <li>• Organize spaces in the family environment for the development of entrepreneurial teaching styles.</li> </ul>
<i>Methods</i>	<p>The face-to-face element of the training uses interactive methods that makes it possible for participants to discuss and reflect on each other's practices and experiences. Participants work in turn individually, in pairs, small groups and in whole group settings.</p> <p>The online element of the training offers reading material for more in-depth learning, as well as tools for assessing and planning parenting activities.</p>
<i>Content</i>	<ul style="list-style-type: none"> <li>- Importance of decision making and its phases.</li> <li>- Relationship between decision making and problem solving</li> <li>- Learning from experience</li> </ul>

### ○ 3.1. MODULE ACTIVITIES PLAN

<b>Activity title</b>	<b>Duration</b>	<b>F2F or online</b>	<b>Resources and materials</b>
<p><b>Activity n.1: Introducing Module 6 to the participants</b></p> <p><i>("Coping with uncertainty, ambiguity &amp; risk" and "Problem solving &amp; decision making")</i></p>	20'	F2F	<p>Short introduction in which participants will be given some knowledge and information about the two main skills: "Coping with uncertainty, ambiguity &amp; risk" and "Problem solving &amp; decision making".</p> <ul style="list-style-type: none"> <li>• "Introduction to Module 6" handout (printable) found in 4. Annexes - Activity n1 - Table 1.</li> <li>• A laptop/computer (optional)</li> <li>• A projector (optional)</li> <li>• Motivational video: <a href="https://www.youtube.com/watch?v=FRKeP8Xh64w">https://www.youtube.com/watch?v=FRKeP8Xh64w</a></li> </ul>
<p><b>Activity n.2: Stories of Daily Life Challenges through "PAPER PAINTING"</b></p> <p><i>("Coping with uncertainty, ambiguity &amp; risk")</i></p>	60'	F2F	<p>It's an activity that promotes learning under the premise "never do things by halves" and realize that sometimes things don't happen the way we want them to.</p> <p>Paper (about 5m per group), paints, brushes, evaluation record sheet.</p>
<p><b>Activity n.3: Problem solving through board games- CARD GAME "ABLUXXEN"</b></p> <p><i>("Coping with uncertainty, ambiguity &amp; risk" and "Problem solving</i></p>	35'	F2F	<p>It's a game in which you have to try to play all the cards before the other opponents. At the end of the game each card played adds and each card in the hand subtracts points.</p> <p>Game session planner, cards, worksheet to develop emotional skills, evaluation worksheet, Youtube links: <a href="https://youtu.be/qLF82dVRBYE">https://youtu.be/qLF82dVRBYE</a> (english) <a href="https://www.youtube.com/watch?v= miC40v809k">https://www.youtube.com/watch?v= miC40v809k</a> (spanish)</p>

<p>&amp; decision making")</p>			
<p><b>Activity n.4: Manage uncertainty and risk through time management:“LIFE EXPLOSION”</b></p> <p><i>("Coping with uncertainty, ambiguity &amp; risk" and "Problem solving &amp; decision making")</i></p>	<p>40'</p>	<p><b>F2F</b></p>	<p><b>It promotes decision-making and problem solving through an experimental activity.</b></p> <p>Dry clay powder, organic compost, tree seeds, water, paper, evaluation record sheet.</p>
<p><b>Activity n.5: “FINAL REFLECTION ACTIVITY” Practice of parents' knowledge about "Coping with uncertainty, ambiguity &amp; risk" and “Problem solving &amp; decision making” in daily practice</b></p> <p><i>("Coping with uncertainty, ambiguity &amp; risk" and "Problem solving &amp; decision making")</i></p>	<p>25'</p>	<p><b>F2F</b></p>	<p><b>It's an activity that helps to reflect on the learning process and to apply the knowledge acquired to daily practice in family life.</b></p> <p>Paper,pens.</p>
<p><b>Activity n.6: Decision making and problem solving in family</b></p>	<p>35'</p>	<p><b>Online / self-directed activity</b></p>	<p><b>This activity offers to the participants the opportunity to engage in collaborative activities with their children, to encourage decision-making and problem solving. It allows us to reflect on the process and the benefits for the development of our children.</b></p>

<p><i>("Problem solving &amp; decision making")</i></p>			<p>Forum platform for group discussion.</p>
<p><b>Activity n.7: Problem Solving Planning a Family Celebration</b></p> <p><i>("Problem solving &amp; decision making")</i></p>	<p>50'</p>	<p><b>Online / self- directed activity</b></p>	<p>It is an activity that allows you to apply design thinking to a family celebration. It offers participants the opportunity to organize, together with their children, a celebration in which children can make decisions and solve problems.</p> <p>Materials necessary for the preparation of a small family celebration (invitation cards, decorations, etc.) Forum platform for group discussion.</p>

<p><b>Activity n.8:</b> Manage uncertainty and risk and decision-making through “CLUE GAME AT HOME”</p> <p><i>("Coping with uncertainty, ambiguity &amp; risk" and "Problem solving &amp; decision making")</i></p>	50'	Online / self-directed activity	<p>It offers our children opportunities to manage uncertainty and risk and make decisions in play settings. It allows us to reflect on this competence and the benefits for the development of our children.</p> <p>Paper, pen, colours, ruler, stickers. Forum platform for group discussion</p>
<p><b>Activity n.9:</b> “ONLINE FINAL REFLECTION ACTIVITY” Practice of parents' knowledge about "Coping with uncertainty, ambiguity &amp; risk" and “Problem solving &amp; decision making” in daily practice</p> <p><i>("Coping with uncertainty, ambiguity &amp; risk" and "Problem solving &amp; decision making")</i></p>	25'	Online / self-directed activity	<p>It is an activity that allows us to reflect on the learning process and apply the knowledge acquired to daily practice in family life.</p> <p>Forum platform for group discussion</p>

## ○ 3.2. FACE-TO-FACE ACTIVITIES PLAN:

### ■ ACTIVITY n.1: Introducing Module 6 to the participants

#### I.- Activity type and description

- (A) **GOAL:** This activity is a short introduction in which participants will be given some knowledge and information about the two main skills: "Coping with uncertainty, ambiguity & risk" and "Problem solving & decision making".
- (B) **TYPE OF ACTIVITY:** F2f and Online/Self-directed activity
- (C) **TYPE OF ACTIVITY:** Group activity
- (D) **TIME OF DURATION:** 20 minutes.

#### II.- Material/resources needed

- "Introduction to Module 6" handout (printable) found in 4. Annexes - Activity n1 - Table 1.
- A laptop/computer (optional)
- A projector (optional)
- Internet connexion (optional)
- Motivational video: <https://www.youtube.com/watch?v=FRKeP8Xh64w>(optional)

#### III.- Instructions

1.- *Explanation:* the objective is that the participants are able to know the content and organisation of the module, in addition to introducing themselves to the other participants and setting out their expectations

2.- *Development:* The facilitator will present the structure of the module and the main objective of the module with the handout and/or several slides, in order to explain the activities that make up the module with a duration of about 10 min.

The trainer can choose to show the motivational video, and then give the floor to the participants to introduce themselves and show their expectations towards the training.

At this moment, each participant writes their name on a piece of paper, puts it in front of their table and with a word expresses their expectations towards the training.

#### IV.- References

- The "Introduction to Module 6" content is based on the "1.Introduction" and "2. Benefits and opportunities" section.
- Motivational video: <https://www.youtube.com/watch?v=FRKeP8Xh64w>

#### V.- Alternatives

The trainer is free to adapt this handout to a PPT format if the environment is tech-friendly. A PPT template for parENTrepreneurs can be found on the training platform. Nonetheless,

the PPT should be used as an added visual for the group and should not replace the handout shared individually.

In the online version, the handout will be adapted for individual reading and later the reflections/expectations can be shared on the platform.

## **VI.- Learning outcomes (what participants can expect to take home).**

The participants will get a better understanding of what the module is about, the benefits of the skills approached, and an overview of the module plan.

### **Activity n.1. - Introduction to Module 6**

#### **Table 1**

Module 6 has been designed to approach two competencies of the EntreComp framework:

- Coping with uncertainty, ambiguity and risk.
- Problem Solving and Decision Making

General objectives: In this module, parents are introduced to some main concepts about entrepreneurship education and main ideas about the importance of problem solving and decision making in a family.

#### **Origin**

In this module, we are going to know better how to develop in our children the competence related to decision-making and problem solving.

Life is a constant process of decision-making and if we want to be prepared to guide our life, we must be prepared to know how to make decisions, otherwise others will make decisions for us and we will live the life of others.

Throughout the module we will train families to be aware that it is clear that taking risks is inherent in life, and if individuals understand this and can learn from the failures and successes derived from this decision-making, a much more rewarding and fulfilling life should be attainable. Effective decision making usually consists of the following steps: 1.- Orientation to the problem 2.- Definition and formulation of the problem: 3.- Search for alternative solutions: 4.- Decision making: 5.- The execution and verification of the solution is understood as the last step.

All 5 steps are detailed in the introduction of this module. The decision-making process must be capable of gaining confidence and assuming responsibilities in different contexts and vital moments, which make this process a personal skill that allows us to be more competent in decision-making. in the personal, family and professional sphere.

#### **Benefits**

It is very important that families can find close and safe environments so that their children can make their own decisions. This is a natural process and can be trained as we will consider throughout the module. Considerable research evidence suggests that where decisions are made, and later positive reinforcement received it promotes self-esteem, eliminates insecurities and fosters confidence to face future decision-making.

It is as important to reinforce decision-making as it is to learn from the result of the action. In other words, thanks to a good decision, a positive result has been obtained that we should be proud of, but it must be equally useful to reinforce a decision taken, the result of which has not been all the good that was expected. We have to make our son / daughter see that this decision that has not had as positive a result as expected should not be taken as a failure, but as an opportunity to learn from experience and take it into account to better cope with situations. similar to those we may face in the future.

### **Tools and Methods**

This module offers **games, activities, exercises** and the methodology that we will follow will be the face-to-face element of the training that uses interactive methods that allow participants to discuss and reflect on the practices and experiences of others. Participants work in shifts individually, in pairs, in small groups, and in full-group settings.

The online element of the training offers reading material for deeper learning, as well as activities to develop our practice as entrepreneurial families

### **Content**

- Importance of decision making and its phases.
- Relationship between decision making and problem solving
- Learning from experience

**Motivational video will be shown on the importance of taking initiative and solving problems:**

<https://www.youtube.com/watch?v=FRKeP8Xh64w>

### **■ ACTIVITY n.2: Stories of Daily Life Challenges through “PAPER PAINTING”**

#### **I.- Activity type and description**

**(A) GOAL:** Promote learning under the premise "never do things by halves" and realise that sometimes things don't happen the way we want them to. Enhance our ability to communicate, to find ways to express ourselves and disinhibit ourselves. Work on

frustration and creativity. The SKILLS worked on in the game are:

- - Manage uncertainty, ambiguity and risk.
- - Motivation and perseverance.
- - Planning and management.
- - Value ideas.
- - Involve others.
- - Creativity

**(B) TYPE OF ACTIVITY:** Face to face activity.

**(C) TYPE OF ACTIVITY:** Group activity (Teams of 3 or 5 people)

**(D) TIME OF DURATION:** 60 minutes.

## II.- Material/resources needed

- Large sheets of paper, paints and paintbrushes or colour pens and pencils
- reflection record sheet (Can be found in point number 4. Annexes - Activity 2 - Table 2 - "Stories of Daily Life Challenges through Paper Painting").

## III.- Instructions

1.- *Explanation:* the objective is that the participants, divided into teams, invent a story from scratch, represent it with different scenes on a continuous paper of about 5 meters and, with the representation finished, guess the story of the rival team. These stories will have to reflect different situations in daily life in which they have to use clear problem-solving skills. Some examples that will be proposed to parents could be: "How would you solve the fact of taking your children to extracurricular activities if they coincide in time?" "How would you organise a snack at home for your children's classmates, including a boy with a gluten allergy and you have nothing to offer him? (10 min)

2.- *Story development:* the facilitator will separate the participants in groups. Each group will have 25 minutes to write and draw a made-up story. The theme and length of the story is left to group choice. Once the story is written, it will be divided into representative scenes. They will have to divide the continuous paper evenly, and each of the team members will draw one. The facilitators will provide the materials to start painting. All groups should start writing the history and painting at the same time.

3.- *Guess:* Once the groups have finished their drawings, this phase will start. Up to this point, no team has been able or should listen or see the story of the other groups. It is now that the facilitator explains that teams will have to guess the story of another team.

The start turn will be random. Facilitators will have the stories written to check that they don't change in the development of phase 2.

The group will have 5 minutes to observe the mural paintings of the rival group you have to guess. After those 5 minutes, they will have another 5 to give rise to a possible story based on

the drawings observed.

Finally, a spokesperson for the group will tell the story. This process will be carried out in the same way with the rest of the groups (5 minutes). The goal is for each team to guess the story/challenge depicted by the other teams.

4. *Reflection*: Once the groups have finished, we will have 10 min at the end of the session to do a little reflection. It will be the responsibility of the facilitator and he/she may choose between different options. We propose two evaluation alternatives:

- One individual reflection in which to use the table included in point 4 Annexes.
- One group reflection in which the facilitators should investigate the practical meaning of the reflections brought into their lives and with points of connection with the activity, since it can be used by the participants as a mnemonic tool.  
He/she will ask questions such as:
  - - Did you distribute the functions well in phase 1?
  - - Have you handled the pressure due to lack of time well?
  - - What have you lost in this activity?
  - - What has caught your attention in your group?
  - - How did you feel when, after finishing the job, you made it easier for others to do better?
  - - Has something similar ever happened to you?
  - - How will you react from now on? Do you have tools to correct your emotion?

The time for the development of each phase is indicative but the activity cannot be completed in more than 60 minutes.

#### **IV.- References**

“Challenge Manual- The CIFE Ring” Junta de Extremadura (2018)

#### **V.- Alternatives**

We consider two possible alternatives or variants to the final reflection (individual or in group) that the facilitator values based on the dynamic of the group.

#### **VI.- Learning outcomes (what participants can expect to take home).**

With this activity the participants will be able to:

- manage uncertainty and risk.
- redefine priorities and action plans to adapt to changing circumstances.
- define strategies to mobilize necessary resources that create value for others.
- create a team and involve others.
- develop strategies that take advantage of the ideas generated.

**Activity n.2. - Stories of Daily Life Challenges through "PAPER PAINTING"**

**Table 2**

**Evaluation record sheet**

PARTICIPANT NAME: \_\_\_\_\_

COMPETENCES	ACQUISITION TO EVALUATE				ANECDOTIC RECORD
	NA	PA	A	SA	

Creativity					
Evaluate ideas					
Motivation and perseverance					
Involve other people					
Planning and management					
Manage uncertainty, ambiguity and risk					
Work with other people					

COMPETENCES	NOT ACQUIRED (NA)	PARTIALLY ACQUIRED (PA)	SIGNIFICANTLY ACQUIRED (A)	ACQUIRED (A)
Creativity	Can't imagine how to carry out the activity nor find new solutions.	It is capable of producing and developing ideas with value.	It is capable of testing and redefining ideas with value.	It is capable of transforming ideas in solutions that add value.
Evaluate ideas	Does not stop to understand nor value any type of idea.	Is able to understand and appreciate the value of ideas.	Is able to understand and appreciate that an idea can have different types of value and can be used in different ways.	Is able to develop strategies take advantage the ideas generated.
Motivation and perseverance	Doesn't show a special interest in doing the activity.	Wants to chase his dreams and create value for other people.	Is able to identify and follow their tastes and passions.	Is able to concentrate and keep your interests and passions despite setbacks.
Involve other people	Not able to integrate with other people in your work team.	Is able to communicate your ideas clearly and generate interest.	Is able to persuade, involve and inspire other people to carry out an activity.	It is able to involve and inspire other people, getting them to integrate in the project team to develop.

Planning and management	Not able to plan an activity or to develop the objectives.	Is able to define objectives of an activity simple.	Is able to define a plan action that includes priorities and key milestones to create value.	Is able to redefine priorities and action plans to adapt to the circumstances changing.
Manage uncertainty, ambiguity and risk	Not able to manage lack of information on the development of exercise.	He/she is not afraid of being wrong when you try something new.	It is able to evaluate different options and foresee risks to your decisions.	Is able to define strategies to mobilize resources necessary to create value for others.
Work with other people	Not able to work team up.	Is able to work in a team and create value from a cooperative way.	Is able to work with a diverse team and create value in a group.	Is able to create a team and a network of collaborators according to the activity to develop.

■ **ACTIVITY n.3: Problem solving through board games- CARD GAME “ABLUXXEN”**

**I.- Activity type and description**

- (A) GOAL:** It is a game in which you have to try to play all the cards before the other opponents. At the end of the game each card played adds and each card in the hand subtracts points. The SKILLS worked on in the game are:
- Manage uncertainty and risk.
  - Problem solving.

- - Value ideas.
- - Self-knowledge and confidence.
- - Motivation and perseverance.
- - Mobilise resources.
- - Involve others.
- - Take the initiative.

**(B) TYPE OF ACTIVITY:** F2F activity

**(C) TYPE OF ACTIVITY:** Group activity (From 2 to 5 players per group)

**(D) TIME OF DURATION:** 35 minutes.

## II.- Material/resources needed

- Game session planner, cards, reflection worksheet (Can be found in point number 4. Annexes - Activity 3 - Table 3 - "Problem solving through board games- CARD GAME ABLUXXEN" ).
- Youtube link: <https://youtu.be/qLF82dVRBYE> (english)
- Youtube link: <https://www.youtube.com/watch?v=miC40v809k> (spanish)

Links to YouTube videos will facilitate the understanding of the game for both the trainer and the participants.

## III.- Instructions

In *Abluxxen*, you take turns playing number cards, and the more cards of the same number you play, the better as cards score points at the end of the game. If someone else plays the same amount of cards with a higher number, however, your cards get nicked! Stealing cards can be good, but if you can't use them later, and end the game with cards in hand, they'll cost you points.

In more detail, the deck contains 104 number cards (1-13 x8) and five joker cards. Each player starts with a hand of 13 cards, and six cards are laid face-up next to the deck. On a turn, a player lays down one or more cards of the same value, adding jokers if desired; if he/she already has cards on the table, he/she lays these cards so that previously played cards are still visible. If any opponent has most recently played the same number of cards and those cards are of a lower value, then the active player "abluxxes" those opponents — that is, the active player can take the abluxxed cards into her hand and the opponent then draws the same number of cards, either from the display or the deck; if he/she doesn't take these cards in hand, then the opponent either returns these cards to his hand or discards them and draws that many cards. Refill the display only after someone finishes drawing cards. (Jokers can be played on their own, and they are considered to be higher than all values.)

As soon as the deck runs out of cards or a player has no cards in hand, the game ends immediately, even if the player would normally abluxe an opponent. Each player scores one point for each card on the table in front of him, then loses one point for each card in hand.

Whoever has the highest score wins. If players wish, they can play multiple rounds and sum their scores over the rounds to determine a winner.

**Preparation:**

- Place the lynx card next to one of the players.
- Shuffle the rest of the cards and deal thirteen cards to each player. The cards in the hand have to be hidden from the rest of the players.
- With the rest of the cards, a deck is formed that is placed in the centre of the table. Leave a little left room for discards. Discover the first six cards of the deck and place them to the right, forming a row with them.

**The game:**

Play any one card or a group of cards, having the same number, and compare with the cards from the top row of the other players.

In case your play has the same number of cards and higher value, you can:

- A) Remove the cards from the player and put them in your hand, the other must draw cards of the deck or the 6 available face up.
- B) If not, you let the other player decide what to do with the cards: put them in his hand or discard them and draw new cards from the deck

At the end of your turn, restock cards until there are 6 face up in the centre of the table.

The game ends as soon as someone has placed all his cards in front of him. The score will be 1 point for each card in front of each player and -1 point for each card in hand.

**Remember:**

- Removing cards is not optional.
- Cards can be removed in the first round (from the second player).
- Each player plays cards only once per turn.
- Only the active player can remove cards, with the cards you just played.
- Only the cards in the top row are compared.
- The cards that are removed go to the hand of the active player, or to the hand of the player remove the cards, or to the discard pile; never they stay on the table.

**Reflection:** Once the game is over, a reflection phase will begin. It will be the responsibility of the facilitator and he/she may choose between different options. We propose two evaluation alternatives:

- One individual reflection in which to use the table included in point 4. Annexes.
- One **grupal?** reflection in which one of the participants will act as moderator and will raise the following questions to discuss among all:

*Ideas and opportunities*

- Evaluate Ideas:
  - > Have you followed any strategy when it comes to drawing cards from other players?
  - > During the game, were you clear about your options or was it difficult for you to decide what

to do?

*Means*

- Self-knowledge and confidence:

- > Have you been aware of the skills used during the game?

- Motivation and perseverance

- > How did you feel when you have had letters drawn continuously?

- Mobilize resources:

- > Have you tried to remember the cards played or discarded to better plan your strategy?

(This is a way to train working memory, essential to improve in planning processes).

- Involve others:

- > Have you tried to make someone change their mind when they had to draw cards from you?

*Go to action*

- Problem solving:

- > Have you taken into account the number of cards played in your hand of the same type at time to make your plays?

- Manage uncertainty and risk:

- > Did you notice that the other players were after you or that you were a target? How did you feel about it?

- > When deciding to discard or take cards in your hand again, did you follow any strategy?

#### **IV.- References**

“JUEGA Y CRECE (2): desarrollar la competencia emprendedora a través de los juegos de mesa” (2018) Junta de Extremadura (Mérida)

#### **V.- Alternatives**

We consider two possible alternatives or variants to the final reflection (individual or in group) that the facilitator values based on the dynamic of the group.

#### **VI.- Learning outcomes (what participants can expect to take home).**

This activity allows the development of skills such as “problem solving and the management of uncertainty and risk” from game dynamics that force you to make quick decisions based on the alternatives that are presented. The aim is to make families aware that these types of games are also a good alternative to develop these skills in a familiar environment.

Other skills:

- Development of cognitive skills: memory, logical reasoning, easy reasoning, planning and decision making.

- Development of social skills: respect rules, work in teams, resolve conflict, learn to listen and

act in a competitive context.

- Development of emotional skills: self-confidence, tolerance for frustration, self-assessment, loss management and learning to win.

**Activity n.3. - Problem solving through board games- CARD GAME “ABLUXXEN”**

**Table 3**

**Evaluation record sheet**

PARTICIPANT NAME: \_\_\_\_\_

ENTRECOMP SKILLS		1	2	3	4
<b>Value ideas.</b>	To what extent have the participants valued the cards played by the other participants?				
<b>Manage uncertainty</b>	To what extent have the less advantaged players persisted to achieve victory?				
<b>Involve others.</b>	Did any participant repeatedly try to harm another participant without it being the best play or without being the best advantage player?				
<b>Work with other people</b>	Has there been a player who has taken a long time to make decisions? What has been the attitude of the rest of the participants?				

**Degree of achievement: value from 1 to 4**

LEARNINGS	1	2	3	4
Fair play				
Understanding of the rules and respect for them				
Respect for colleagues' shifts				
Fellowship				
Distinction of the borders that exist within the game				
Appreciation of good plays from other players				
Use of dialogue and consensus techniques				
Defence of your own opinions				
Critical appraisal of the opinions of others				
Enthusiastic participation				

■ **ACTIVITY n. 4: Manage uncertainty and risk through time management:“LIFE EXPLOSION”**

**I.- Activity type and description**

**(A)GOAL:** Promote the management of the uncertainty and risk and problem solving through an experimental activity. Reflect on the importance of developing these skills in our children and in ourselves. The SKILLS worked on in the game are

- Manage uncertainty and risk
- Problem solving and decision making.
- Involve other people.
- Take the initiative.
- Work with other people.
- Learn from experience.
- Ethical and sustainable thinking.
- Vision.

**(B) TYPE OF ACTIVITY:** F2f activity.

**(C) TYPE OF ACTIVITY:** Group activity

**(D) TIME OF DURATION:** 40 minutes

**II.- Material/resources needed**

- Dry clay powder, organic compost, tree seeds, water, small planters
- Reflection record sheet (Can be found in point number 4. Annexes - Activity 4 - Table 4 - "Manage uncertainty and risk through time management: LIFE EXPLOSION").

**III.- Instructions**

1.- Explanation:

It is about making balls following the NendoDango technique. For this, we distribute the necessary material by groups (at least 3 groups of between 3 and 5 people), but not everything.

The facilitator will tell a story explaining that we are in a global situation of lack of trees and that each continent has to manufacture the necessary balls to meet this need.

Each group will represent one of these continents and will work collaboratively to make the balls as well as reflect on the need to take care of the environment.

The more balls are drawn together, the better. They are encouraged to do it as soon as possible (this encourages competitiveness between the groups) although at no time are they

talked about getting it first.

Explanation time 10 min.

## 2.- Creation of balls:

For 15 minutes the groups will make the balls. In a bowl, they will mix:

- 5 parts of dry clay powder.
- 3 parts of organic compost.
- 2 or more seeds; depending on its size.
- Water to make a compact ball.

The size of the balls should not be large. The appropriate one is that of a marble or a little less; no more.

3.- Reflection/ feedback: Once the groups have finished at the end of the session to do a little reflection. It will be the responsibility of the facilitator and he/she may choose between different options. We propose two evaluation alternatives:

- One individual reflection in which to use the table included in point 4. Annexes.
- One group reflection in which they should share how they have felt and the learning they have acquired.

- \* How important is sustainable development?
- \* What have I contributed to the development of the activity? How have I approved it?
- \* Do you think you have done a good job or could you do more?
- \* Have you made the same effort knowing that "no" you got any direct benefit?
- \* How can you apply this in your life? And in your future?
- \* Have you distributed the functions well?
- \* Did you distribute the functions well?
- \* Have you handled the pressure due to lack of time well?
- \* What have you lost in this activity?
- \* What has caught your attention in your group?
- \* How did you feel when, after finishing the job, you made it easier for others to do better?
- \* Has something similar ever happened to you?
- \* How will you react from now on? Do you have tools to correct your emotion?

## IV.- References

“Challenge Manual- The CIFE Ring” Junta de Extremadura (2018)

## V.- Alternatives

We consider two possible alternatives or variants to the final reflection (individual or in group) that the facilitator values based on the dynamic of the group.

If it is difficult to find the material to make the balls, the facilitator can consider creating a three-dimensional cube of paper. For this, the necessary materials would be: paper, pencils, ruler, template, glue, scissors, etc. The template is in point 4. Annexes.

**VI.- Learning outcomes (what participants can expect to take home).**

With this activity the participants will be able to:

- manage uncertainty and risk.
- problem solving and decision making.

Others skills:

- \* teamwork.
- \* effective communication.
- \* assertiveness.
- \* oratory and rhetoric.
- \* persuasive style.
- \* self-confidence.
- \* personal proactivity.
- \* adaptation to change.
- \* learning capacity.
- \* sociability.
- \* empathy.
- \* active listening.
- \* emotional self-knowledge.
- \* self-development.
- \* focus on results.

**Activity n.4. - Manage uncertainty and risk through time management:“LIFE EXPLOSION”**

**Table 4.1**

**Evaluation record sheet**

PARTICIPANT NAME: \_\_\_\_\_

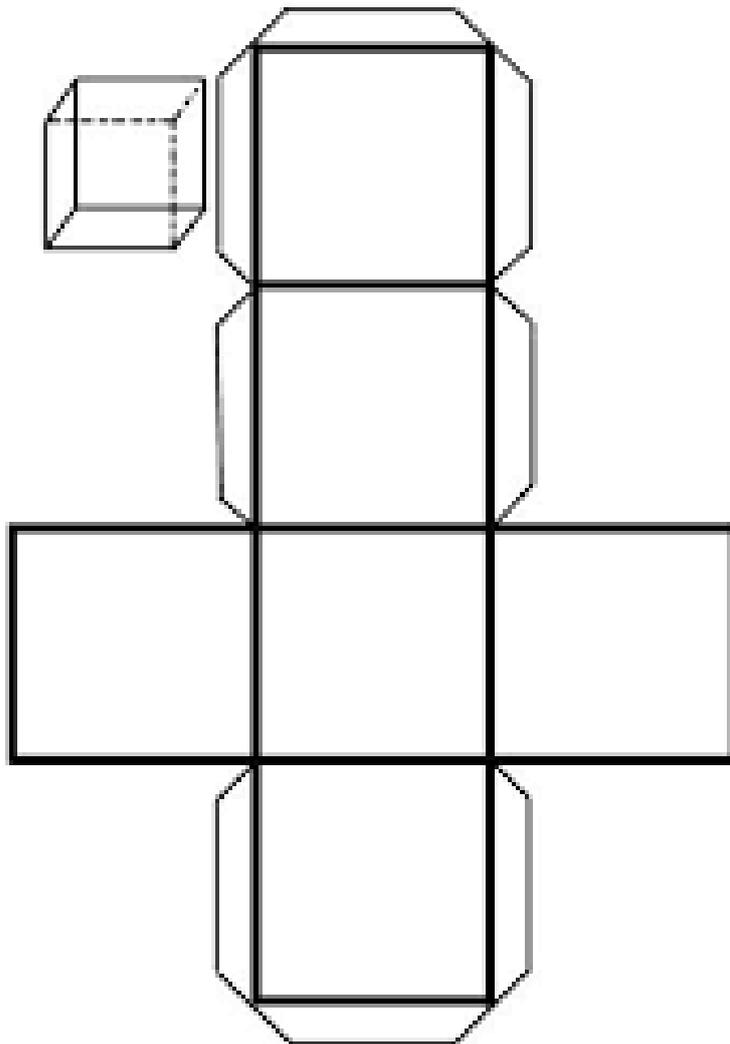
COMPETENCES	ACQUISITION TO EVALUATE				ANECDOTIC RECORD
	NA	PA	A	SA	

Involvement of other people					
Take the initiative					
Planning and management					
Work with other people					
Learn from experience					
Ethical and sustainable thinking					

COMPETENCES	NOT ACQUIRED (NA)	PARTIALLY ACQUIRED (PA)	SIGNIFICANTLY ACQUIRED (A)	ACQUIRED (A)
Involve other people	Not able to integrate with other people in your work team.	Is able to communicate your ideas clearly and generate interest.	Is able to persuade, involve and inspire other people to carry out an activity.	It is able to involve and inspire other people, getting them to integrate in the project team to develop.
Take the initiative	Has a passive attitude in any shot of decisions and / or opportunity.	Is able to take sides and demonstrate initiative to time to troubleshoot that affects the community.	Is able to start an activity that creates added value.	Is able to look for opportunities and take the initiative to add or create value.
Planning and management	Not able to plan an activity or to develop the objectives.	Is able to define objectives of an activity simple.	Is able to define a plan action that includes priorities and key milestones to create value.	Is able to redefine priorities and action plans to adapt to the circumstances changing.
Work with other people	Not able to work team up.	Is able to work in a team and create value from a cooperative way.	Is able to work with a diverse team and create value in a group.	Is able to create a team and a network of collaborators according to the activity to develop.

Learn from experience	Not able to enjoy the activity and learning that it entails.	Is able to know what have learned by participating in valuable activities.	Is able to reflect and assess the achievements and mistakes to learn of the experience.	It is able to improve its skills to create value learning from experience and the interactions with the rest of the people.
Ethical and sustainable thinking	Do not believe that the development of the activity is correct or better nothing.	Is able to recognize the impact your decisions have in the environment and environment.	Your decisions are determined for the impact that may have in the environment and the environment.	It is able to ensure that ethical and sustainability goals are met.

Activity n.4. Table 4.2



- **ACTIVITY n.5: “FINAL REFLECTION ACTIVITY” Practice of parents' knowledge about "Coping with uncertainty, ambiguity & risk" and “Problem solving & decision making” in daily practice**

### **I.- Activity type and description**

- (A) **GOAL:** Reflect on the learning process of this module. Apply the knowledge acquired to daily practice in family life. The SKILLS worked on in the game are:
- - Coping with uncertainty, ambiguity & risk
  - - Problem solving & decision making
- (B) **TYPE OF ACTIVITY:** Face to face activity
- (C) **TYPE OF ACTIVITY:** :Group activity
- (D) **TIME OF DURATION:** 25 minutes

### **II.- Material/resources needed**

- Paper, pens.
- Questions provided in III. Instructions

### **III.- Instructions**

After completing the activities in this module, the participant must now reflect: to do this, they will write a short self-reflection answering one or more of the following questions:

- - Did you learn anything new about your own daily problem-solving practice? problems and decision making?
- - Do you think you could put it into practice with your children?
- - What did you like the most and did you notice about the activities you have done?

Once this small self-reflection is done, now we are going to apply the knowledge to a small daily practice. For this, the participant, based on the previous activities such as Paper Painting and Life Explosion, will design an activity in which we will apply the knowledge acquired on the competence related to the daily practice of problem solving and decision making in the family environment.

For the design of this activity, we will have 10 min and at the end of the session we will share the activities of the participants who so wish.

### **IV.- References**

None.

### **V.- Alternatives**

The trainer is free to adapt the questions described in the instructions, to a PPT format if the environment is tech-friendly. A PPT template for parENTrepreneurs can be found on the training platform.

## **VI.- Learning outcomes (what participants can expect to take home).**

Through this activity, the participants will experiment the process of Coping with uncertainty, ambiguity & risk and Problem solving & decision making acquired through daily practice in family life.

### ○ 3.3. ONLINE/SELF-DIRECTED ACTIVITIES PLAN:

#### ■ ACTIVITY n.6: Decision making and problem solving in family

##### I.- Activity type and description

(A) **GOALS:** Offer participants the opportunity to carry out collaborative activities with their children, to encourage decision-making and problem solving. Reflect on the process and its benefits for the development of our children. The SKILLS worked on in the activity are:

- - Problem solving.
- - Manage uncertainty and risk.
- - Take the initiative.
- - Mobilize resources.
- - Take the initiative.
- - Learn from experience.
- - Motivation and perseverance.
- - Mobilize resources.
- - Involve others.

(B) **TYPE OF ACTIVITY:** Online/Self-directed activity

(C) **TYPE OF ACTIVITY:** Family quiz followed by online group discussion

(D) **TIME OF DURATION:** 35 minutes.

##### II.- Material/resources needed

- Forum platform for group discussion.
- Links to articles provided in III. Instructions

##### III.- Instructions

Before starting the activity the participant will read the following articles:

<https://parentpreneurs.eu/parenting-homeschooling-and-covid-19-being-a-parent-is-much-like-being-a-business-owner/>

<https://parentpreneurs.eu/spotting-opportunities-in-times-of-crisis/>

<https://parentpreneurs.eu/hacemos-una-cabana-shall-we-make-a-hut/>

In these articles we can see how families have been able to react in the face of the uncertainty and risk that the Covid-19 pandemic has caused. They are clear examples of how taking the initiative in crisis situations helps to have a more proactive and accurate response that favours and helps to overcome these situations in a more positive way.

In action: Following the previous examples, we are going to simulate or imagine how our children would manage different crisis situations posed by us. If possible, it is better that the situations are simulated (role-playing) rather than imagining them.

We propose 2 family situations in which we must leave the initiative and decision-making to our children (adapt it to the ages):

- We came home after a day in the field with the family and we couldn't find the keys to enter our home. What can we do? Who can we contact?
- We are on a bike or trail route and some of the people who make up the group feel ill. What can we do?

Depending on the age of our son and her experience in situations of this type, she will need more or less help. In any case, it is convenient that the situation of uncertainty and risk be managed by our child with the help of the adult. It is important that the adult offers different situations, both simulated and real, so that children can make decisions before crisis situations (small crises of daily life).

Reflection: At the end of the practice with his son, several days later, the participant will make a small reflection on how his son reacted to these situations and very importantly, how he reacted as a parent. The following questions can help his reflection:

- Did you let your son make his own decisions?
- How did your son react to the crisis situation?
- Did your child need support in making decisions?
- How has the crisis been resolved?

It is very important that the participant values in this conclusion, the need to let our children make decisions in crisis situations. They are small learnings and training for your future.

#### **IV.- Evaluation**

Through this activity, participants will realise that problem solving can be encouraged in any context, even everyday ones, with any type of material. By submitting their work on the platform, participants can receive constructive feedback from the trainer and other participants, as well as draw inspiration from the work of others.

#### **V.- References**

- <https://parentpreneurs.eu/parenting-homeschooling-and-covid-19-being-a-parent-is-much-like-being-a-business-owner/>
- <https://parentpreneurs.eu/spotting-opportunities-in-times-of-crisis/>
- <https://parentpreneurs.eu/hacemos-una-cabana-shall-we-make-a-hut/>

## VI.- Further readings

<http://culturaemprededora.extremaduraempresarial.es/>

### ■ **ACTIVITY n.7: Problem Solving - Guiding our Children Through Planning**

#### I.- Activity type and description

**(A) GOAL:** Implementation activity during which the participants apply design thinking to a family celebration. This activity offers the participants the opportunity to organise, this time, together with their children, a celebration in which the children can make decisions and solve problems. Reflect on the process and its benefits for the development of our children. The SKILLS worked on in the game are:

- - Problem solving.
- - Manage uncertainty and risk.
- - Mobilise resources.
- - Planning and management.
- - Take the initiative.
- - Learn from experience.
- **(B)TYPE OF ACTIVITY:** Online/Self-directed activity
- **(C) TYPE OF ACTIVITY:** Family quiz followed by online group discussion
- **(D) TIME OF DURATION:** 50 minutes.
- 

#### II.- Material/resources needed

- Parents can use the material from Module 3, Activity 4.2. Parents can use the exact same worksheets, or they can create their own with their children.
- Forum platform for group discussion

#### III.- Instructions

- Explanation: This activity is a follow up activity of the activity n4.2 done in module 3, but this time done with children. As seen in module 3, repeating the activities learnt during the modules with children is very important and beneficial (following the methodology “I Do, We Do, You Do). Therefore it is essential that for this activity, the parents allocate a time to do it with their children. If needed, the parents are free to use the same “party planner” template used in module 3, or to create their own.

- Preparation: Before starting the activity the participant will read the following article: <https://parentpreneurs.eu/developing-the-autonomy-and-entrepreneurship-of-our-children-at-home/>This article describes the benefits for our children of assuming

responsibilities from decision-making and small-scale problem solving. In this case we are going to put it into practice with a family activity.

- Into Action: The participants are free to choose in which way they want to perform this activity with their children. It can be the planning of an event using a planner template, it can be the creation of one of the elements of the party, for example, the creation of invitation cards or of decorations, it can be the actual inviting process (calling on the phone, sending email..), or it can be the actual execution of the party. What is important is that the children, together with the parent, is part of the organisation process and the reflection that entails inviting people over. It is also important that the parent highlights the problems or challenges that might arise during this activity (such as doubts as to where to hold the celebration, or the particular diet of one of the guests), and guide the children through finding a solution. It is very important that the final decision is made by the children as it is about offering them situations in which they can make mistakes without any serious consequence.

Reflection: At the end of the activity, the participants will carry out a small evaluation with their children. Questions that can be used to facilitate this reflection can be:

- - Are you proud of your first party plan?
- - What difficulties have you encountered?
- - How have you solved them?
- - What decisions were the hardest for you to make?
- - Do you think the effort has been worth it?

It is very important that the final conclusion of this evaluation is:

“It has been a complicated process, we have made mistakes (from which we are going to learn), but it has been worth it: WE WILL REPEAT!!”

#### **IV.- Evaluation**

Through this activity, participants will realise that problem solving can be encouraged in any context, even everyday ones, with any type of material. By submitting their work on the platform, participants can receive constructive feedback from the trainer and other participants, as well as draw inspiration from the work of others.

#### **V.- References**

- <https://parentpreneurs.eu/developing-the-autonomy-and-entrepreneurship-of-our-children-at-home/>
- Parents can use the material from Module 3, Activity 4.2. Parents can use the exact

same worksheets, or they can create their own with their children.

## VI.- Further readings

<http://culturaemprendedora.extremaduraempresarial.es/>

### ■ **ACTIVITY n.8: Manage uncertainty and risk and decision-making through “CLUE GAME AT HOME”**

#### I.- Activity type and description

**(A) GOAL:** Offer our children opportunities to manage uncertainty and risk and decision-making in game environments. Reflect on this competence and its benefits for the development of our children. The SKILLS worked on in the game are:

- - Problem solving and decision-making
- - Manage uncertainty and risk.
- - Mobilise resources.
- - Take the initiative.
- - Learn from experience.

**(B) TYPE OF ACTIVITY:** Online/Self-directed activity

**(C) TYPE OF ACTIVITY:** Family game followed by online group discussion

**(D) TIME OF DURATION:** 50 minutes

#### II.- Material/resources needed

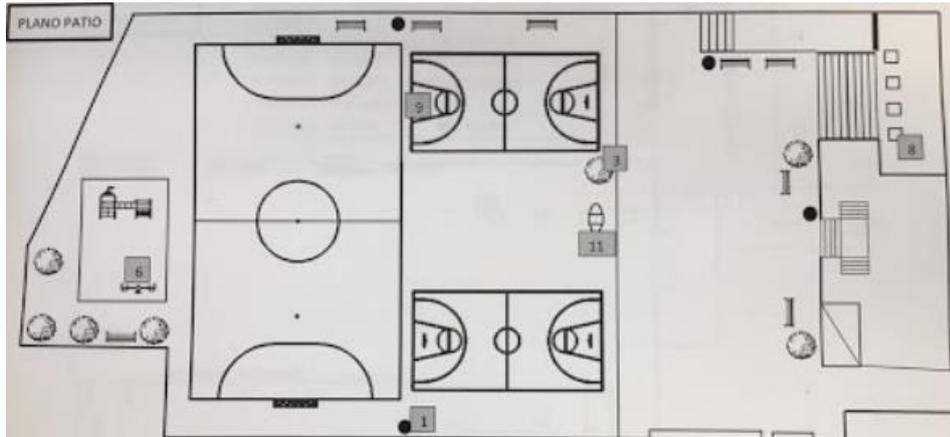
- Paper, pen, colours, ruler, stickers.
- Forum platform for group discussion

#### III.- Instructions

Preparation: The participant must begin by understanding the importance of spatial orientation in children. In addition to helping us orient ourselves, the activities associated with track games have great benefit in the decision-making and problem-solving process. For this reason, with this activity we suggest that you create a treasure map at home, with basic directions and clues marked on the maps so that your children can search for them and build words from the clues that you have hidden.

Into Action: The participant can start by making a very basic map of a room in their house like

the following example of a gym:



With the map that has been created, stickers will be distributed around the space and marked on the map. With the result, we will show it to our son and invite him to play the clue game.

The next step will be to create a map of several rooms in the house, even the whole house, and play the same game. We must adapt the level of the map and the difficulty of finding the stickers to the child's age.

With this same methodology, now the child should be the one to design their own maps and share them with their families. In this design process, the child will encounter difficulties and will have to make decisions about it. The attitude of the adult should be to accompany but at no time guide or propose.

This is a moment in which the child must experience the feeling and the uncertainty of being the protagonist of the process, with the positive and negative aspects.

Reflection: At the end of the activity with our son, the participant will carry out a small evaluation with his son of how the clue game has developed, both the one designed by the adult and the one designed by the child. Questions that can be used to facilitate this reflection can be:

- Are you proud of your first set of tracks?
- What difficulties have you encountered?
- How have you solved them?
- What decisions were you most difficult to make?
- Do you think the effort has been worth it?

It is very important that the final conclusion of this evaluation is: "It has been a complicated process, we have made mistakes (from which we are going to learn), but it has been worth it: WE WILL REPEAT!!"

#### IV.- Evaluation

Through this activity, participants will realize that managing uncertainty and risk and decision-making can be encouraged in any context, even everyday ones, with any type of material. By submitting their work on the platform, participants can receive constructive feedback from the trainer and other participants, as well as draw inspiration from the work of others.

## V.- References

<https://aprenderesunaactitud.es/recursos/>

## VI.- Further readings

<http://culturaemprededora.extremaduraempresarial.es/>

- **ACTIVITY n.9: “ONLINE FINAL REFLECTION ACTIVITY”**  
**Practice of parents' knowledge about "Coping with uncertainty, ambiguity & risk" and “Problem solving & decision making” in daily practice**

### I.- Activity type and description

**(A) GOAL:** Reflect on the learning process of this module. Apply the knowledge acquired to daily practice in family life. The SKILLS worked on in the game are:

- - Coping with uncertainty, ambiguity & risk
- - Problem solving & decision making
- -Take the initiative.

**(B) TYPE OF ACTIVITY:** Online/Self-directed activity

**(C) TYPE OF ACTIVITY:** Individual activity

**(D) TIME OF DURATION:** 25 minutes

### II.- Material/resources needed

- Forum platform for group discussion

### III.- Instructions

After completing the online activities in this module, the participant must now reflect: for this, they will write a short self-reflection answering one or more of the following questions:

- Did you learn anything new about your own practice daily problem solving and decision-making?
- Did you learn how to put it into practice with your children?
- What was it that you liked the most and attracted your attention?

Once you have answered these questions, you can share it on the blog or the platform with the rest of the participants.

Once this small self-reflection is done, now we are going to apply the knowledge to a small daily practice. To do this, the participant, based on the previous activities such as “designing a family celebration” or the “Clue game at home”, we are going to design an activity in which

we apply the knowledge acquired.

When the activity has been designed, it must be shared on the platform or blog with the rest of the participants. In this way, at the end of the module, the participants will have a repository of activities to work as a family, the competence related to the Practice daily problem solving and decision-making.

#### **IV.- Evaluation**

Through this activity, participants will realize that managing uncertainty and risk and decision-making can be encouraged in any context, even everyday ones, with any type of material. By submitting their work on the platform, participants can receive constructive feedback from the trainer and other participants, as well as draw inspiration from the work of others.

#### **V.- References**

None.

#### **VI.- Further readings**

<https://parentpreneurs.eu/blog/>

## 4. Extended learning: resource plan

[https://en.wikipedia.org/wiki/Open\\_educational\\_resources#:~:text=Open%20educational%20resources%20\(OER\)%20are,well%20as%20for%20research%20purposes.](https://en.wikipedia.org/wiki/Open_educational_resources#:~:text=Open%20educational%20resources%20(OER)%20are,well%20as%20for%20research%20purposes.))

### ○ RESOURCE 1

#### I. Resource type and description

##### **Juega y Crece II**

Selection of 20 totally new board games to develop entrepreneurial competence, based on the ENTRECOMP Entrepreneurship Strategy. Key elements of neuroscience applied to the field of formal and non-formal education are incorporated.

#### II. Why is this resource useful?

It is a very interesting resource to develop entrepreneurial competence in non-formal educational environments such as the family environment.

#### III. Duration

It is a publication with 20 board games to practice as a family, variable duration

#### IV. Web links and references

<https://aprenderesunaactitud.es/recursos/>

### ○ RESOURCE 2

#### I. Resource type and description

##### **Juega y Crea**

Manual to work the entrepreneurial competition with Board Games and Lego®. Agile, playful and visual thinking activities tailored to discover, practice and discuss entrepreneurship as a set of personal and group skills.

#### II. Why is this resource useful?

It is a very interesting resource to develop entrepreneurial competence in non-formal educational environments such as the family environment.

#### III. Duration

It is a publication with Lego® resources to practice entrepreneurial competence, variable duration

#### IV. Web links and references

<https://aprenderesunaactitud.es/recursos/>

### ○ RESOURCE 3

#### I. Resource type and description

##### **Kit de Emprendimiento**

Proposal to develop entrepreneurial skills such as teamwork, creativity or communication. Aimed at young people between 12 and 18 years old, being able to develop the activity in the educational field, with family, with friends, in non-regulated training contexts ... Research, innovation and ideation of products and services to improve the closest environment.

#### II. Why is this resource useful?

It is a very interesting resource to develop entrepreneurial competence in non-formal educational environments.

#### III. Duration

Variable duration

#### IV. Web links and references

<https://aprenderesunaactitud.es/recursos/>

- RESOURCE 4

#### I. Resource type and description

##### **Escape Room**

Manual to design an Escape Room and implement it in different formal and non-formal contexts, obtaining numerous benefits: intellectual, social, emotional, psychological, educational or physical

#### II. Why is this resource useful?

It is a very interesting resource to develop entrepreneurial competence in non-formal educational environments.

#### III. Duration

Variable duration

#### IV. Web links and references

<https://aprenderesunaactitud.es/recursos/>

- RESOURCE 5

#### I. Resource type and description

##### **Reto y Desafío en el Anillo CIFE**

Publication with files designed and adapted by the El Anillo CIFE project team to develop them in the context of formal and non-formal education. Activities that pose a challenge for the participants and that their achievement entails personal improvement and reflective learning applicable to life.

#### II. Why is this resource useful?

It is a very interesting resource to develop entrepreneurial competence in non-formal educational environments.

### III. Duration

Variable duration

### IV. Web links and references

<https://aprenderesunaactitud.es/recursos/>

## 5. References

- Motivational video: <https://www.youtube.com/watch?v=FRKeP8Xh64w>
- “Challenge Manual- The CIFE Ring” Junta de Extremadura (2018)
- “JUEGA Y CRECE (2): desarrollar la competencia emprendedora a través de los juegos de mesa” (2018) Junta de Extremadura (Mérida)
- <https://parentpreneurs.eu/hacemos-una-cabana-shall-we-make-a-hut/>
- <http://culturaemprendedora.extremaduraempresarial.es/>
- <https://parentpreneurs.eu/developing-the-autonomy-and-entrepreneurship-of-our-children-at-home/>
- <https://aprenderesunaactitud.es/recursos/>
- <https://parentpreneurs.eu/blog/>



# ParENTrepreneurs

# Course self-assessment test

## O2 Training Package on parENTrepreneurship Education

**Project number: 2019-1-NL01-KA204-060263**

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## Introduction to the test

The purpose of the test is to:

- introduce participants to the EntreComp competences.
- ask questions to prompt participants to reflect on their competences.
- self-assess by allocating a score to each thread of each competence and the Parentrepreneur framework.
- take a measurement at the beginning of the course and at the end of the course to demonstrate and measure progress made.
- to identify and provide personalised next steps advice for each thread and Parentrepreneur criterion.
- set the connection of the test with the framework developed previously as a base for the course contents development.

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Check your progress!

Module 1						
Parenting family dynamics and an entrepreneurial mindset						
Competence	My capabilities	Levels				
		Foundation Relying on support from others		Intermediate Building independence		Advanced Taking responsibility
	<b>I can...</b>	1 Under direct supervision	2 With reduced support from others, some autonomy and together with peers	3 On my own and together with peers	4 Taking and sharing some responsibilities	5 With some guidance and together with others
						6 Taking responsibility for making decisions and working with others

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<b>Learning through experiences</b>  <b>Learn by doing</b>	• Use my value creation activity as a learning opportunity						
	• Learn with others, including peers and mentors						
	• Reflect and learn from both success and failure (my own and other people's)						
<b>Financial and economic literacy</b>  <b>Develop financial and economic know how</b>	Estimate the cost of turning an idea into a value-creating activity						
	Plan, put in place and evaluate financial decisions over time						
	Manage finances to achieve outcomes to create value over the long term						
<b>Ethical &amp; sustainable thinking (including problem solving)</b>  <b>Assess the consequences and impact of ideas, opportunities and actions</b>	• Assess the consequences of ideas that bring value and the effect of your activity/project on the target community, the market, society and the environment						
	• Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen						
	• Act responsibly (e.g. recycling and ethical decision making)						

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	Discover (learning from others)	Explore (Trying it out)	Experiment (Trying new ways)	Dare (Joining in)	Improve (Getting better)	Reinforce (Reflecting to continuously improve/mastery)
<b>I understand</b> that it is important for my child/children to use their imagination to help others, solve challenges and contribute to their community						
<b>I can find ideas</b> to help my child be imaginative in helping others, solving challenges and creating value in the community						
<b>I teach, encourage and support</b> My child/children how to help others, solve challenges and create value for the community						
I am confident in helping other parents to spot opportunities to create value for others.						

## Module 2

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Spotting opportunities to be entrepreneurial							
Competence	My capabilities	Levels					
		<b>Foundation</b> <b>Relying on support from others</b>		<b>Intermediate</b> <b>Building independence</b>		<b>Advanced</b> <b>Taking responsibility</b>	
	<b>I can</b>	1 Under direct supervision	2 With reduced support from others, some autonomy and together with peers	3 On my own and together with peers	4 Taking and sharing some responsibilities	5 With some guidance and together with others	6 Taking responsibility for making decisions and working with others



<b>Spotting opportunities</b>  <b>Use my imagination and abilities to identify opportunities for creating value</b>	<ul style="list-style-type: none"> <li>Identify and seize opportunities to create value by exploring your local area</li> </ul>						
	<ul style="list-style-type: none"> <li>Identify needs and challenges that need to be met</li> </ul>						
	<ul style="list-style-type: none"> <li>Connect ideas in new ways to develop opportunities to create value</li> </ul>						
<b>Valuing ideas</b>  <b>Make the most of ideas and opportunities</b>	<ul style="list-style-type: none"> <li>Judge what value is in social, cultural and economic terms</li> </ul>						
	<ul style="list-style-type: none"> <li>Recognise the potential an idea has for creating value and identify suitable ways of use</li> </ul>						

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	Discover (learning from others)	Explore (Trying it out)	Experiment (Trying new ways)	Dare (Joining in)	Improve (Getting better)	Reinforce (Reflecting to continuously improve/mastery)
<b>I understand</b> The importance of asking questions to identify the impact and consequences of actions and ideas						
<b>I know where to find ideas</b> To support my child/children to critically evaluate/question ideas and actions						
<b>I promote, encourage and support</b> Critical thinking						
I am confident to promote critical thinking, curiosity, and learning about ideas and consequences with peers						

Module 3							
Being entrepreneurial in everyday life to foster creative thinking							
Competence	My capabilities	Levels					
		<b>Foundation</b> <b>Relying on support from others</b>		<b>Intermediate</b> <b>Building independence</b>		<b>Advanced</b> <b>Taking responsibility</b>	
	<b>I can</b>	1 Under direct supervision	2 With reduced support from others, some autonomy and together with peers	3 On my own and together with peers	4 Taking and sharing some responsibilities	5 With some guidance and together with others	6 Taking responsibility for making decisions and working with others

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<b>Thinking outside the box (creative thinking) creativity</b>  <b>Develop creative and purposeful ideas</b>	<ul style="list-style-type: none"> <li>• Develop numerous ideas and opportunities to create value, including better solutions to existing and new challenges</li> </ul>						
	<ul style="list-style-type: none"> <li>• Explore and experiment with innovative approaches</li> </ul>						
	<ul style="list-style-type: none"> <li>• Combine knowledge and resources to achieve valuable impact</li> </ul>						
<b>Planning &amp; management</b>  <b>Prioritise, organise and follow-up</b>	<ul style="list-style-type: none"> <li>• Set long-, medium- and short-term goals</li> </ul>						
	<ul style="list-style-type: none"> <li>• Define priorities and action plans</li> </ul>						
	<ul style="list-style-type: none"> <li>• adapt to unforeseen changes and circumstances</li> </ul>						

	Discover (learning from others)	Explore (Trying it out)	Experiment (Trying new ways)	Dare (Joining in)	Improve (Getting better)	Reinforce (Reflecting to continuously improve/mastery)
<b>I understand</b> The importance of organisation, routine and scheduling						
<b>I know where to find ideas</b> To support my child/children to plan, prioritise and coordinate activities and manage time						
<b>I show, encourage and support</b> development of organisation, planning and time management						
I am confident to promote self-management and independence						

Module 4							
Yourself and Others							
Competence	My capabilities	Levels					
	<b>I can</b>	<b>Foundation</b>		<b>Intermediate</b>		<b>Advanced</b>	
		<b>Relying on support from others</b>		<b>Building independence</b>		<b>Taking responsibility</b>	
		1 Under direct supervision	2 With reduced support from others, some autonomy and together with peers	3 On my own and together with peers	4 Taking and sharing some responsibilities	5 With some guidance and together with others	6 Taking responsibility for making decisions and working with others

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<b>Self-awareness &amp; self-efficacy</b> <b>Believe in yourself and keep developing</b>	<ul style="list-style-type: none"> <li>• Reflect on my needs, aspirations and wants in the short, medium and long term</li> </ul>						
	<ul style="list-style-type: none"> <li>• Identify and assess my individual and group strengths and weaknesses</li> </ul>						
	<ul style="list-style-type: none"> <li>• Believe in my ability to influence the course of events, despite uncertainty and setbacks</li> </ul>						
<b>Working with others</b> <b>Team up, collaborate and network</b>	<ul style="list-style-type: none"> <li>• Work together and cooperate with others to develop ideas and turn them into action</li> </ul>						
	<ul style="list-style-type: none"> <li>• Network</li> </ul>						
	<ul style="list-style-type: none"> <li>• Solve conflicts and face up to competition positively, when necessary</li> </ul>						
<b>Mobilising others</b> <b>Inspire, enthuse and</b>	<ul style="list-style-type: none"> <li>• Inspire and enthuse relevant stakeholders</li> </ul>						
	<ul style="list-style-type: none"> <li>• Get the support needed to achieve valuable outcomes</li> </ul>						

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<b>get others on board</b>							
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	Discover (learning from others)	Explore (Trying it out)	Experiment (Trying new ways)	Dare (Joining in)	Improve (Getting better)	Reinforce (Reflecting to continuously improve/mastery)
<b>I understand</b> The importance of my child/children having interpersonal skills and good relationships						
<b>I know where to find ideas</b> On how to help my child/children develop good communication, teamwork and leadership skills						
<b>I organise, listen and encourage</b> effective communication strategies						
I am confident to help parents to promote effective communication and interpersonal skills						

Module 5							
Fostering Creativity & Innovative Ideas							
Competence	My capabilities	Levels					
	<b>I can</b>	<b>Foundation</b>		<b>Intermediate</b>		<b>Advanced</b>	
		<b>Relying on support from others</b>		<b>Building independence</b>		<b>Taking responsibility</b>	
		1 Under direct supervision	2 With reduced support from others, some autonomy and together with peers	3 On my own and together with peers	4 Taking and sharing some responsibilities	5 With some guidance and together with others	6 Taking responsibility for making decisions and working with others

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<b>Creativity</b>  <b>Develop creative and purposeful ideas</b>	<ul style="list-style-type: none"> <li>• Develop numerous ideas and opportunities to create value, including better solutions to existing and new challenges</li> </ul>						
	<ul style="list-style-type: none"> <li>• Explore and experiment with innovative approaches</li> </ul>						
	<ul style="list-style-type: none"> <li>• Combine knowledge and resources to achieve valuable effects</li> </ul>						
<b>Motivation &amp; perseverance</b>  <b>Stay focused and don't give up</b>	<ul style="list-style-type: none"> <li>• Be determined to turn ideas into action and to motivate myself to achieve</li> </ul>						
	<ul style="list-style-type: none"> <li>• Be patient and keep trying to achieve my long-term individual or group goals</li> </ul>						
	<ul style="list-style-type: none"> <li>• Be resilient under pressure, adversity and temporary failure</li> </ul>						

	Discover (learning from others)	Explore (Trying it out)	Experiment (Trying new ways)	Dare (Joining in)	Improve (Getting better)	Reinforce (Reflecting to continuously improve/mastery)
<b>I understand</b> how to help my child/children develop goal setting, resilience and short, medium and long term planning						
<b>I know where to find ideas</b> Support my child/children to develop motivation						
<b>I show, encourage and celebrate</b> sustained motivation to overcome setbacks						
I am Confident to help parents to promote and demonstrate motivation and overcoming setbacks						

Module 6								
Practise daily problem solving and decision making								
Competence	My capabilities		Levels					
I can			<b>Foundation</b>		<b>Intermediate</b>		<b>Advanced</b>	
			<b>Relying on support from others</b>		<b>Building independence</b>		<b>Taking responsibility</b>	
			1 Under direct supervision	2 With reduced support from others, some autonomy and together with peers	3 On my own and together with peers	4 Taking and sharing some responsibilities	5 With some guidance and together with others	6 Taking responsibility for making decisions and working with others

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<b>Coping with uncertainty, ambiguity &amp; risk</b> <b>Make decisions dealing with uncertainty, ambiguity and risk</b>	<ul style="list-style-type: none"> <li>• Make decisions even if the result is uncertain or ambiguous.</li> </ul>						
	<ul style="list-style-type: none"> <li>• Within the value-creating process, include structured ways of testing ideas from the early stages, to reduce risks.</li> </ul>						
	<ul style="list-style-type: none"> <li>• Handle fast-moving situations promptly and flexibly</li> </ul>						

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	Discover (learning from others)	Explore (Trying it out)	Experiment (Trying new ways)	Dare (Joining in)	Improve (Getting better)	Reinforce (Reflecting to continuously improve/mastery)
<b>I understand</b> The importance of taking managed risks and learning from mistakes						
<b>I know how to learn and find ways</b> To support children to deal with difficult situations, uncertainty and risk to become independent						
<b>I show, encourage and celebrate</b> Coping with change and stress, and how to adopt a solution focused approach to problem solving						
I am Confident to help parents to promote and demonstrate completion, motivation and positively overcoming setbacks						



# ParENTrepreneurs

## Course Glossary of terms

### O2 Training Package on parENTrepreneurship Education

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Term	Definition	Type Content / Educational Term	Module Reference
Attitudes	Motivators of performance. They include values, aspirations and priorities	<b>C</b>	<b>M1</b>
Brainstorming	A or business method in which a group of people meet to suggest a lot of new ideas for possible development. Brainstorming is a method design teams use to generate ideas to solve clearly defined design problems. In controlled conditions and a free-thinking environment, teams approach a problem by such means as “How Might We” questions. They produce a vast array of ideas and draw links between them to find potential solutions.	<b>C</b>	<b>M2</b>
Clean Language	The language used in mentoring which is designed to minimise any influence from the mentor, so no assumptions or unwarranted interpretations are developed.	<b>ET</b>	<b>M4</b>
Coaching & Mentoring	Coaching is the process of helping others to improve their performance; mentoring focuses on the exchange of knowledge and experience to guide someone in their journey.	<b>ET</b>	<b>M4</b>
Collaborative learning	The educational approach of using groups to enhance learning through working together. Groups of two or more learners work together to solve problems, complete tasks, or learn new concepts.	<b>ET</b>	<b>M2</b>
Competence	In the context of educational practice, a competence is understood as a set of knowledge, skills and attitudes	<b>ET</b>	<b>M1</b>
Creativity	The production of novel and useful ideas	<b>C</b>	<b>M5</b>

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<b>Creative thinking</b>	A way of looking at problems or situations from a fresh perspective that suggests unorthodox solutions (which may look unsettling at first). Creative thinking can be stimulated both by an unstructured process such as brainstorming, and by a structured process such as lateral thinking.	<b>C</b>	<b>M2</b>
<b>Critical Thinking</b>	The mental process of actively and skilfully conceptualizing, applying, analysing, synthesizing, and evaluating information to reach an answer or conclusion.	<b>C</b>	<b>M2</b>
<b>Declarative knowledge</b>	Factual information	<b>C</b>	<b>M5</b>
<b>Entrepreneurial /entrepreneurship education</b>	Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social.	<b>C</b>	<b>M1 &amp; M6</b>
<b>Entrepreneurship educator</b>	Any educator in the life of a child (or of an adult for that matter) who supports and scaffolds entrepreneurial learning by offering learning-by-doing opportunities. It is a role, not a certification-based profession.	<b>C</b>	<b>M1</b>
<b>Evaluation</b>	The final stage of the creative process, in which the chosen idea or solution is typically being assessed. It is essential to decide what criteria will eventually be used to evaluate or judge the potential solutions or ideas.	<b>ET</b>	<b>M5</b>
<b>Family environment</b>	The set of relationships established between family members who share the same space.	<b>C</b>	<b>M6</b>
<b>Financial literacy</b>	Knowledge and understanding of financial concepts and risks, as well as the skills and attitudes to apply such knowledge and understanding in order to make effective decisions across a range of financial contexts, to improve the financial well-being of individuals and society, and to enable participation in economic life	<b>C</b>	<b>M1</b>

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<b>Financial Capability</b>	The combination of attitude, knowledge, skills, and self-efficacy needed to make and exercise money management decisions that best fit the circumstances of one's life, within an enabling environment that includes, but is not limited to, access to appropriate financial services.	<b>C</b>	<b>M1</b>
<b>Financial Inclusion</b>	The process of promoting affordable, timely and adequate access to regulated financial products and services and broadening their use by all segments of society through the implementation of tailored, existing and innovative approaches including financial awareness and education, with a view to promote financial wellbeing as well as economic and social inclusion.	<b>C</b>	<b>M1</b>
<b>Ideation</b>	The second stage of the creative process required to develop a solution to the defined problem. Ideation encompasses creation, development and communication of new visual, concrete, or abstract thoughts and concepts	<b>C</b>	<b>M5</b>
<b>Innovation</b>	The successful implementation of creative ideas	<b>C</b>	<b>M5</b>
<b>Learning Outcomes</b>	Learning outcomes are statements of what a learner knows, understands and is able to do after completion of learning. Such statements can be designed and used for educational planning and curriculum development or for different types of accountability such as legal accountability or professional accountability	<b>ET</b>	<b>M1</b>
<b>LEARNING BY DOING</b>	Learning by doing is based on learning from experiences. This approach allows learners to experience something with minimal guidance from an adult. This approach assumes that learners learn best by being involved in the learning process. Instead of being told or showing the answers, they are presented with a question, problem, situation, or activity which they must make sense of for themselves	<b>ET</b>	<b>M2</b>

<b>LIFE SKILL</b>	A skill that is useful or important in everyone's life. Is a term used to describe a set of basic skills acquired through learning and/or direct life experience that enable individuals and groups to effectively handle issues and problems commonly encountered in daily life (Cambridge Dictionary)	<b>C</b>	<b>M2</b>
<b>Mobilising the self</b>	The action of motivating yourself to conduct a specific act or, in general, physically getting up and doing the act.	<b>C</b>	<b>M4</b>
<b>Mobilising others</b>	The action of motivating others to conduct a specific act or, in general, encouraging others to physically get up and do the act.	<b>C</b>	<b>M4</b>
<b>MULTIPURPOSE (item)</b>	Serving or able to serve more than one purpose (Cambridge Dictionary)	<b>C</b>	<b>M2</b>
<b>Non-Judgemental</b>	Not passing judgement on someone based on your opinions of them or a particular situation.	<b>C</b>	<b>M4</b>
<b>Parent</b>	In this programme parents are not only biological parents or legal guardians of children, but all members of the family or the close community around the child who participate in raising them	<b>C</b>	<b>M1 &amp; M6</b>
<b>PARENTING</b>	The raising of children and all the responsibilities and activities that are involved in it. Parenting is the process of promoting and supporting the physical, emotional, social, and intellectual development of a child from infancy to adulthood. Parenting refers to the intricacies of raising a child and not exclusively for a biological relationship. (Cambridge Dictionary)	<b>C</b>	<b>M2</b>
<b>Parenting theory</b>	A systemic and holistic approach to the upbringing of children and parent-child relationships, often categorising different parental behaviours, approaches and methods into different parenting styles	<b>ET</b>	<b>M1</b>

<b>Parenting style</b>	A constellation of parents' attitudes and behaviours toward children and an emotional climate in which the parents' behaviours are expressed. Individual parents may have various parenting styles for different situations, but the most common of these defines their personal parenting style	<b>ET</b>	<b>M1</b>
<b>Parenting style</b>	A constellation of parents' attitudes and behaviours toward children and an emotional climate in which the parents' behaviours are expressed. Individual parents may have various parenting styles for different situations, but the most common of these defines their personal parenting style	<b>ET</b>	<b>M6</b>
<b>Playful learning</b>	Also called learning through play or experiential learning is a way of developing skills, knowledge and competences through activities that are meaningful, socially interactive, joyful, iterative and based on active engagement	<b>ET</b>	<b>M1</b>
<b>Procedural knowledge</b>	"know-how"	<b>C</b>	<b>M5</b>
<b>Problem finding</b>	The first stage of any creative process consisting of problem definition and information gathering. Also called as problem construction, formulation, expression, identification or definition	<b>ET</b>	<b>M5</b>
<b>PROBLEM SOLVING</b>	Problem solving consists of using generic or ad hoc methods in an orderly manner to find solutions to problems...The ability to understand what the end goal of the problem is, and what rules could be applied represents the key to solving the problem. Sometimes the problem requires abstract thinking or coming up with a creative solution (Wikipedia).	<b>C</b>	<b>M2</b>
<b>Reflection</b>	The act of thought or consideration about something which has happened / may happen in the future.	<b>C</b>	<b>M4</b>

<b>SELF-ASSESSMENT</b>	A judgment, sometimes for official purposes, that you make about your abilities, qualities, or actions. Self-assessment is an individual review performed to identify elements that can be improved or exploited to achieve certain predefined goals. In other words, the person analyses himself to improve his perspective about his capabilities and potential.	<b>C</b>	<b>M2</b>
<b>SELF- AWARENESS</b>	Learners trust their own ability to generate value for others. Self-awareness involves being aware of different aspects of the self, including traits, behaviours, and feelings. Essentially, it is a psychological state in which oneself becomes the focus of attention	<b>C</b>	<b>M2</b>
<b>Self-Awareness</b>	A conscious knowledge of your own feelings, emotions, and character.	<b>C</b>	<b>M4</b>
<b>Self-Efficacy</b>	The belief you have in yourself in relation to your capability to do something.	<b>C</b>	<b>M4</b>
<b>Skills</b>	The ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments)	<b>ET</b>	<b>M1 &amp; M6</b>
<b>Stereotypes</b>	An oversimplified and generalised image or idea of a particular type of person or thing.	<b>C</b>	<b>M4</b>
<b>Teaching styles</b>	These are the behaviours that the teacher exhibits in their professional activity, these would be based on their knowledge and experience and may depend on the context.	<b>ET</b>	<b>M6</b>
<b>Values</b>	Aspects of life that we consider to be important or beneficial.	<b>C</b>	<b>M4</b>