

<b>Target competency</b>	<b>Know and value oneself</b>
<b>Cross-curricular competencies (QEP)</b>	<ul style="list-style-type: none"> <li>• Cooperate with others</li> <li>• Construct their identity</li> <li>• Communicate appropriately</li> </ul>
<b>General objectives</b>	<ul style="list-style-type: none"> <li>• Experience obstacles and mistakes to improve oneself</li> <li>• Work as part of a team to accomplish a task</li> <li>• Communicate adequately</li> </ul>



### REVIEW OF THE PREVIOUS WORKSHOP

Remember, in the last workshop, we talked about teamwork and qualities. Do you remember the challenge I gave you? Tell me how you did it.

\*The challenge was to name a quality of a friend.

### THE ADVENTURES OF LEO AND CHARLIE

Charlie and Leo are experienced campers. They do it every summer with their families. As soon as Mr. Julian hands over the equipment to be set up, Charlie shouts to the whole group:

- We know how it works! I set up the tent by myself with my dad every time we go camping. We're going to finish before everyone else and be the first to eat marshmallows.

After several minutes of fiddling with the tent, Charlie realizes that it's very different from the one she has at home. She doesn't quite understand how to insert the pegs into the walls. She's getting impatient because Leo isn't helping her as quickly as she'd like.

- Hurry up, Leo. We're falling behind. Move over, you're stopping me from spreading out the tent... No! Don't do it like that. Hurry up!

The two friends, each a little annoyed for their own reasons, keep going as quickly as possible. When they're all done, Charlie exclaims:

- Mr. Juuuuulian... We're done!!!!

It's gotten kind of dark. Mr. Julian approaches with his headlamp and gives a questioning look at the tent. They put it upside down. The front door is underneath, the floor is at the back and the fly that was supposed to protect it from the elements is hanging by a thread. Leo says to Charlie:

- I told you we weren't doing this the right way. It's not always good to go as fast as possible.

Mr. Julian, who is very understanding, stops to explain to the two friends:

- It's not about finishing first or denying that you're having trouble. The important thing is to understand your mistakes and learn from them. Let's take time together to set up your tent so you'll be comfortable tonight.

With Mr. Julian's help, Charlie and Leo fix their mistakes and are happy to have completed their challenge.

## DID YOU KNOW?

In all learning processes, mistakes are inevitable. They're even positive and beneficial. The aim here is to present this to the students in such a way that mistakes are not stigmatized or seen as a sign of weakness.

Learning to recognize mistakes and find solutions to them helps establish a climate of trust in the classroom, giving everyone the right to make mistakes and adjust.

Nobody gets everything right the first time. Mistakes and difficulties are an integral part of learning at every stage of life. By having an open attitude and guiding students toward finding solutions to improve, you embody openness, benevolence and an example to be followed by your students with respect to mistakes and difficulties.

From a pedagogical point of view, mistakes are also a valuable resource. They make it possible to better target student needs, adapt interventions, highlight learning approaches, ensure a good classroom climate and provide healthy support for the student's quest for solutions.

The important thing is not to make a mistake into a failure!

(Vanssay, 2012; Réseau Canopée, n.d)

## INSTRUCTIONS

1. Clear a space in the classroom where students can move around, or move to another area that's big enough and clear enough for the activity. If possible, two adults should lead this activity to support the groups of students who finish first. In this area, spread out various items (pencils, books, chalkboard brushes, etc.) so that students can walk around obstacles. However, if classroom space doesn't allow it, you can use desks and chairs as obstacles to be avoided.
2. Ask the students to form teams of two, or draw names at random if preferred.
3. Explain that Leo and Charlie need their sleeping bags, which were left on the bus. Leo and Charlie are asking for their help to get them back. But the path to the bus is strewn with obstacles, including roots, bushes and small animals. It's important to be careful with nature, and they have to cross this obstacle zone without touching a single object. However, it's now completely dark and Mr. Julian has only one headlamp to lend. So, one of the two students in each dyad cannot see a thing. This is why they're placed in teams of two. The other person must help the blind person to cross the zone, without touching the objects, just by giving instructions. Teams cross the path one after the other.
4. Hand out a scarf to hide the eyes of the selected student. As soon as a student touches an object, their team has to start again and do something different to try and succeed. If the students don't have any ideas, you can suggest some (e.g., walk more slowly, stop and give a hint, change the student's headband, etc.). Successful teams can help and encourage others.
5. Give the students ten minutes to get there. If you wish, you can then repeat the activity, reversing the roles.
6. Bring the students back into a large group and lead a discussion around the following questions:
  - How did you get to the bus without touching any obstacles? How did you work with your partner?
  - Is it bad to be wrong? Why?
  - Do mistakes allow us to learn new things? Why?
7. Conclude the activity by mentioning to the students that they have experienced an activity that required them to work as a team. Along the way, despite their mistakes and difficulties, they also had to readjust to achieve their goal. Invite them to use the same strategies in their daily lives. Hand out the *Learning from your mistakes* handout and ask students to colour it.



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## CHALLENGE

Suggest the following challenge:

- Between now and the next OFF-TRAIL workshop, if you make a mistake, try again, in a new way, without getting discouraged.

## ENABLING REINVESTMENT

Ask students to draw a task or situation they found difficult, but managed to overcome. Then ask them to display their drawing inside their desk, on the corner of their table, or in a designated spot in the classroom. Refer them to their drawing when they're having difficulty with a task, so they can realize that they're capable of overcoming a difficult situation when they persevere.

## READING SUGGESTIONS

- Luyken, C. (2017). *The Book of Mistakes*. Penguin Young Readers Group.
- Reynolds, P.H. (2021). *The Dot*. Candlewick Press.
- Spires, A. (2014). *The Most Magnificent Thing*. Kids Can Press.



HANDOUT TO PRINT  
Learning from your mistakes

I don't know what to do, Charlie,  
I'm really afraid to make a  
mistake...



It's normal to make mistakes,  
Leo... But I'm here to help you!