

**ENTREPRENEURIAL INITIATIVES IN EDUCATION:  
"FROGS AT THE WATER!" - Spain**

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| <p><b>FROGS AT THE WATER!!</b></p> <p><a href="https://www.youtube.com/watch?v=BV9-NI_fvQQ&amp;feature=youtu.be">https://www.youtube.com/watch?v=BV9-NI_fvQQ&amp;feature=youtu.be</a></p>                         |
| <p><b>Responsible</b></p> <p>Helena Xargay Fusellas, student of 3rd Primary School teacher degree from University of Girona.</p>  |
| <p><b>Schools</b></p> <ul style="list-style-type: none"> <li>• ESCOLA BORA GRAN, Serinyà (Girona), Spain<br/><a href="http://blocs.xtec.cat/escolaboragran/">http://blocs.xtec.cat/escolaboragran/</a></li> </ul> |
| <p><b>Grade</b></p> <p>2nd grade primary school grade (pupils aged 7-8)</p>   |
| <p><b>Duration</b></p> <p>7 sessions of 1-2 hours. January 2015</p>   |
| <p><b>Briefing</b></p> <p>This project is related to what children are able to do to others. You can see the process how children from 7-8 years built a table game from infant children from 4-5 years.</p>      |
| <p><b>Entrepreneurial competences</b></p> <ul style="list-style-type: none"> <li>• Creativity</li> <li>• Teamwork</li> <li>• Communication skills</li> </ul>  |
| <p><b>Key words</b></p> <ul style="list-style-type: none"> <li>• Games</li> <li>• New Technologies</li> <li>• Project</li> </ul>  |

- Primary school

### Aims

- To build a table game addressed to infant children (P5)
- To improve oral presentations (structure, language, etc)
- To work in teams (turn-respect, tolerate different opinions, etc)

### Development

#### ACTIVITY 1: What we know about toys?

The child explain us which toys they get for Christmas and which materials have been used to build them. Then they have few minutes during the class to play with their toys and later, we moved on talking about which was their favourite one, if they had any problem while playing, etc.

#### ACTIVITY 2: Where? When? With what? With who?

In the blackboard, we stick four posters with different questions related to this 4 questions (Where, When, With what, with who). Each child has to answer all the questions in order to discuss the answers all together. We end up talking about videogames, sports and new technologies, which were the most common hobbies among children.

#### ACTIVITY 3: Memory

I organise three groups. Each team have to get as much as pair letters they can. Then they have to compare two types of games lookig for two similarities and two differences.

#### ACTIVITY 4: We decide the game

All the children have to draw their table game individually, but they have to do it using little frogs like sheets. Then they present his/her project to the class. So that, at the end of the lesson they have to vote which was the best table game. However, we completed the winner game with the other table game ideas.

#### ACTIVITY 5: We build the game

We organized the class into three groups. Each group have to do different tasks (the game, the instructions and the cards).

**ACTIVITY 6: Evaluation**

Finally, they went to infant children class (5-6 years old) to show them the game. Each child will participate at the presentation. To conclude the unit we played with the little children from P5. By this way, some infant children say some tips in order to improve the game.

**Assessment**

This experience was really rewarding for me because I've implemented these activities that we've been working hard previously. At the end, when I assessed my tasks, it's amazing to realise that I achieved all the goals that I had thought before I start building my unit plan.

Eventhough, I'd like to explain two proposal of improvement;

1. When we work around the types of games (activity 3: memory), it's better to do different classifications so as you can show that it depends on the ítem that we took to do the classification.
2. When we draw the table game, I could have said some tips and talked about different types of familiar table games to help children thinking about some new ideas.

**Feelings**

Finally, I'm proud about my teaching plan because at the beginning I thought it was very difficult and I had no idea; but, at the end, it was a rewarding and professional experience because I overcame my challenge; I worked in an interdisciplinary and competence way.