



EARTHE

Activity 2

Digital toolkit for innovative curriculum and methodological development

Module 1 – Growth Mindset

Method 6 – Group Projects

Class activities



Module 1 – Growth Mindset

Class activity 1. - Sprint & Reflect

Related method: Group Projects

Target group

Age: 20+

Gender: All

Level of studies: Secondary education, vocational training, or higher education

Status: Employed / unemployed / searching for a job

Fewer opportunities: Ideal for learners who benefit from clear structure and short feedback loops, including those re-entering education or transitioning careers.

This activity uses short “sprints” and immediate retrospectives to make collaboration, iteration, and reflection concrete for adult learners in diverse settings.

Learning outcomes

After finalising this activity, learners will be able to:

- Plan and create a simple working version of a product in short, organised work periods, checking progress regularly.
- Integrate peer/user feedback to iterate and improve.
- Rotate roles to build adaptability and shared responsibility.
- Conduct a structured retrospective to identify growth actions

Duration

100–120 minutes (2 sprints + retro)

Materials and resources

Project brief handouts, Kanban board (physical or digital), sticky notes/cards, Timer, Optional: “curveball” cards (unexpected constraints), laptops/tablets, projector, Space for small teams + wall/board surface or digital workspace



Activity description

Teams complete a compact project in two time-boxed sprints (e.g., prototype a learning aid, design a micro-campaign, or draft a service workflow). After Sprint 1, they gather peer “user” feedback, adapt plans, and deliver an improved simple version in Sprint 2. A formal retrospective closes the loop, reinforcing growth mindset habits: embracing feedback, iterating, and celebrating progress.

Detailed Implementation Steps

Introduction

Explain how agile sprints support a growth mindset: work in small iterations, learn from feedback, and adapt quickly. Present the brief (clear goal, basic constraints, evaluation criteria). Emphasise process over perfection.

Main activity

Form teams & roles: 4–6 per team.

Assign rotating roles: Coordinator, Timekeeper, Scribe, Quality Checker (rotate in Sprint 2).

Backlog & plan: Teams translate the brief into 5 to 8 tasks on a Kanban board (To Do / Doing / Done).

Define the MVP: “What’s the smallest useful version?”

Sprint 1 – Build: Execute tasks; Coordinator removes blockers; Timekeeper signals halfway point.

User testing & feedback: Pair teams; each demos their simple product version to the other team acting as “users.” Users give 2 “What works” + 2 “What to improve” + 1 “Idea.”

Adaptation plan: Teams prioritise 2 to 3 changes based on feedback; rotate roles.

Sprint 2 – Iterate: Implement prioritised changes and prepare a 90-second demo.

Demo carousel: Quick demos to the whole group; audience notes one strength + one suggestion.

Conclusion and reflection

Run a Start/Stop/Continue retrospective: What will the team start, stop, and continue next time? Each learner writes one personal growth experiment for the coming week.



Assessment / Evaluation Method

Role rotation, task visibility (Kanban), and responsiveness to feedback.

Start/Stop/Continue items are specific and actionable.

1–5 self-rating on “How well did I use feedback today?” with one supporting example.

Adaptation Tips

Use Trello/Miro/Jamboard + breakout rooms; collect feedback via shared forms.

Offer model backlogs and sentence starters for feedback; pair teams with a mentor for micro-coaching.

Align the brief to a real internal process or customer pain point to facilitate accessibility

Module 1 – Growth Mindset

Class activity 2. - Role Rotation Lab

Related method: *Group Projects*

Target group

Age: 20+

Gender: All

Level of studies: Any adult education level

Status: Employed / unemployed / searching for a job

Fewer opportunities: Supports learners who need structured exposure to multiple teamwork roles to build confidence and agency.

The design mirrors the Toolkit's practice-based approach and adaptability to various training contexts (classroom, NGO workshops, corporate).

Learning outcomes

After finalising the activities, learners will be able to:

- Perform three distinct project roles and document handovers effectively.
- Demonstrate empathy for teammates' constraints by assuming their roles.
- Maintain project continuity through role transitions and handover notes.

Duration 90 minutes

Materials and resources

Role cards (Coordinator, Research Lead, Design Lead, Communications Lead, QA, etc.), Shared project brief (e.g., design a 1-page information sheet + 2-slide pitch), Handover template (key decisions, open tasks, risks), Timer, board/flip chart or digital workspace

Activity description

Teams execute a mini-project with two scheduled role rotations. Each learner experiences different responsibilities and must perform a structured handover. The activity builds



adaptability, communication, and respect for interdependent tasks — core elements of growth mindset teamwork.

Detailed Implementation Steps

Introduction

Explain why rotating roles develops flexible thinking and reduces fixed “that’s not my job” attitudes. Review the handover template and expectations.

Main activity

Setup & initial roles: Teams of 4 to 6 pick unique roles; Coordinator creates a visible task list.

Work Block A: Start drafting deliverables; Scribe logs decisions and blockers.

Handover 1: Everyone passes their role to a new person. Outgoing role owner completes the handover template; incoming person repeats back key points (+ clarifying questions).

Work Block B: Continue execution under new roles; Communications Lead prepares a 2-slide pitch.

Handover 2: Repeat the structured handover.

Work Block C: Finalise deliverables and rehearse the pitch.

Micro-pitches: 60-second presentations; peers provide one clarity question.

Conclusion and reflection

Each learner completes a brief Role Reflection: “Which role stretched me the most?” “How did I support continuity?” Share one insight per team.

Assessment / Evaluation Method

Handover templates complete and accurate; minimal rework after rotations.

Task progress across rotations; clarity of the final artifact and pitch.

Peer feedback and quick vote on “most effective handover.”

Self-assessment of which role behaviours to practice next (specific action).

Adaptation Tips

For smaller groups, combine roles (e.g., Research + Design).



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The activity can be organized online by using a shared doc for handovers; record a 60-sec video pitch.

Provide icons/color-coding on role cards for easier navigation and facilitate accessibility



Module 1 – Growth Mindset

Class activity 3. - Community Impact Pitch

Related method: Group Projects

Target group

Age: 20+

Gender: All

Level of studies: Any adult education level

Status: Employed / unemployed / searching for a job

Fewer opportunities: Powerful for learners who benefit from purpose-driven tasks and external validation; the tangible community angle boosts motivation and relevance.

This activity embodies the module's aim to cultivate persistence, feedback use, and peer encouragement in authentic contexts that matter to adult learners.

Learning outcomes

After finalising the activities, learners will be able to:

- Scope a realistic, small-scale community problem and propose a feasible solution.
- Create a concise pitch supported by basic stakeholder and impact analysis.
- Integrate external feedback to refine the proposal.
- Reflect on learning, resilience, and next steps

Duration

110–130 minutes (can be split into two sessions)

Materials and resources

“Community brief” template (problem statement, stakeholders, beneficiaries, constraints, quick impact metrics), Pitch canvas (problem → insight → solution → who benefits → first steps → how we'll learn), Timer, cards or sticky notes, board/digital whiteboard, Optional: guest “panel” (facilitators, local stakeholders) for feedback



Activity description

Teams identify a small, local challenge (e.g., improving adult digital literacy sign-ups, reducing no-show rates for workshops, enhancing community information access). They design a doable first step and build a 3-minute Impact Pitch. After panel feedback, teams refine and re-pitch in 60 seconds, modelling rapid learning and resilience.

Detailed Implementation Steps

Introduction

Frame the activity: community relevance increases ownership and persistence. Share a quick example of a small intervention that led to meaningful change. Clarify that feasibility and learning loops matter more than “perfect solutions.”

Main activity

Problem scoping: Teams brainstorm local issues and pick one. Complete the top half of the Community brief (who is affected, quick evidence, constraints).

Stakeholder map: Identify 3–5 stakeholders; note potential allies and likely blockers.

Solution sketch: Draft a first step (pilot) the team could run in 2–4 weeks; list assumptions and how they would test success (simple metrics).

Pitch build: Populate the Pitch canvas. Assign speaking parts; rehearse once.

Pitch Round 1: Each team presents a 3-minute pitch. Panel and peers give structured feedback: 1 Strength, 1 Risk, 1 Question, 1 Improvement.

Iteration: Teams prioritise two improvements, adjust the pitch and pilot plan accordingly.

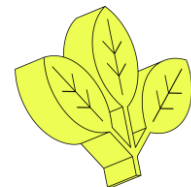
Lightning re-pitch: 60-second updates emphasising what changed and why.

Conclusion and reflection

Facilitator leads a debrief: “What feedback most improved your proposal?” “How will you measure learning in the first month?” Individuals write one commitment (e.g., one outreach call, one survey draft) they can complete within a week.

Assessment / Evaluation Method

Pitch rubric: how clear the problem is, how doable the first step is, and how well the stakeholders and impacts are explained.



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Changes that can be seen between Round 1 and the re-pitch show that feedback was taken into account.

Reflection artifacts: Each person's commitments are clear, time-limited, and in line with feedback.

Panel notes and peer scoring: Give a short score (1–5) on how clear, doable, and useful the learning plan is.

Adaptation Tips

Use rotating peer panels; invite mentors asynchronously (written comments).

Collect community insights via quick polls/forms; record pitches for review.

Replace “community” with “department/team” impact; align metrics with OKRs.

Offer curated problem options with ready data snippets; pair teams with a coach for iteration support; allow oral instead of written briefs.