

BULLSEYE

Choosing a feasible idea

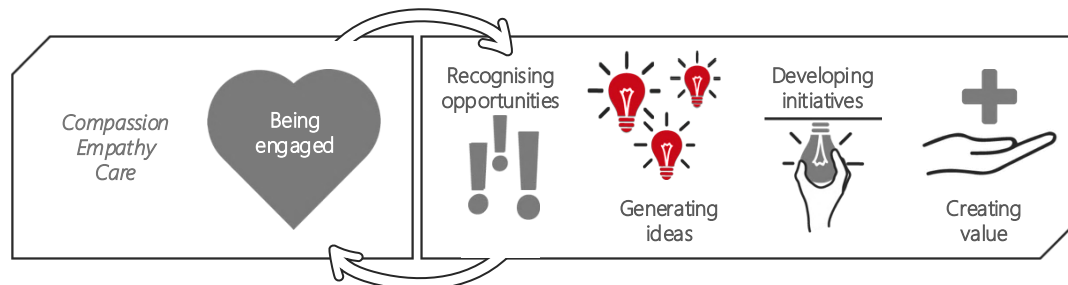
age 4 - 6

age 7 - 9

age 10 - 12



20 min



SUITABLE

- If there are several ideas.
- To arrive at a feasible idea based on criteria.
- To arrive at an idea with a long-term effect.

TIPS

- Appreciate rejected ideas too, for example by giving them a place in a project book.

MATERIALS

(Digital) post-it notes with ideas written on them

STEP 1

Let the children come up with criteria (= requirements and wishes) that an idea for the situation being worked on must meet. Write down or visualise these criteria on the board or on an A3 sheet of paper.

STEP 2

Discuss the criteria as a class. Pay extra attention to criteria that refer to:

- feasibility, e.g. the time available, the budget available, etc.
- long term, e.g. no quick fix, lasting effect, etc.

Were these not mentioned? Link them to something that has already been said or add this criterion yourself.

STEP 3

Together with the children, choose the three most important criteria that ensure an idea has the greatest impact. Circle these on the board, each with its own colour.

STEP 4

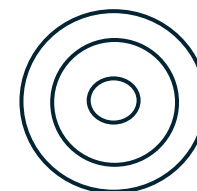
Draw a rose (3 concentric circles) on the board.

As a class, check which criteria each idea meets: for each criterion met, put a dot on the post-it note next to the idea in the corresponding colour and place the idea on the rose:

- idea without a line: outside the rose
- idea with 1 line: in the outer circle
- idea with 2 lines: in the middle circle
- idea with 3 lines: in the bullseye

Repeat this for each of the ideas.

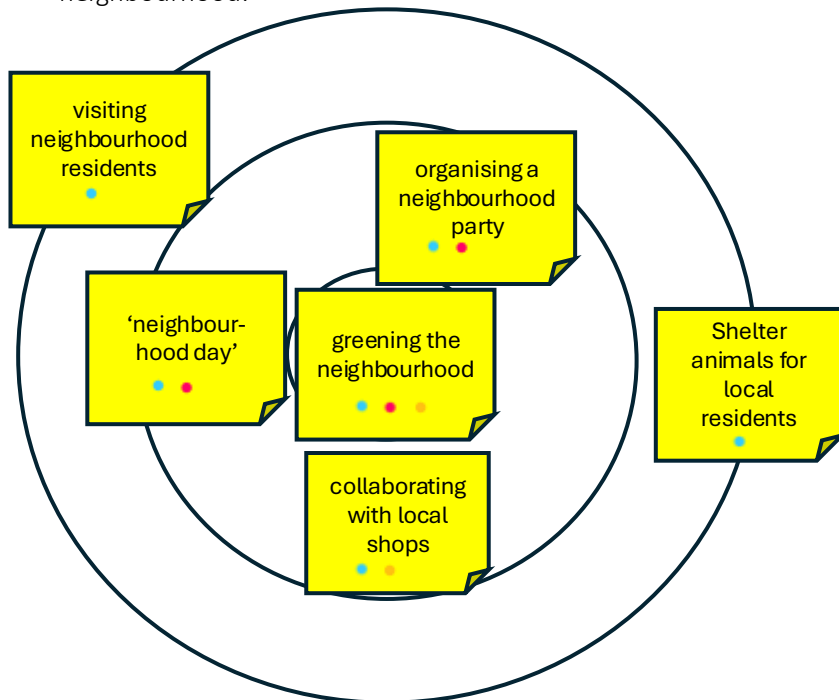
The idea that meets the most criteria (number of dots) is now in the centre of the bullseye.



Example BULLSEYE

Context

During morning circle time, a child brings in an article from the local media. It was reported that an elderly woman from the neighbourhood had fallen and had been calling for help for two days before anyone found her. The ensuing discussion reveals that many children do not really know their neighbours. The teacher takes this opportunity to have the children explore the neighbourhood. They find out that there is little connection in the neighbourhood, no 'life' on the streets, neighbours do not know each other, some people regularly feel lonely, etc. The children then come up with ideas to create more connection in the neighbourhood.



STEP 1

Write the children's criteria on the board.

- in the neighbourhood - fun - neighbourhood participation
- bringing people together - working together with the neighbourhood - easy (accessible)

STEP 2 & 3

1. In the neighbourhood: because there is no point in taking local residents to another place; it is good for them to know that they live close to each other and that, for example, children can play together.
2. Bringing people together: because we want local residents to get to know each other and do things together (games, activities, talking, etc.)
→ Get involved as a teacher
3. Long term: do you want them to do something together once, or should the idea be to get people to interact more often, even after a month, for example?
4. Be fun: because it should combat loneliness. If something is fun, people will enjoy it and may want to do more with the new acquaintances they have made.

CRITERIA

- in the neighbourhood collaborate with the neighbourhood
- bringing people together easy (accessible)
- neighbourhood participation long term
- fun

STEP 4

Draw a rose (3 concentric circles) on the board.

As a class, check which criteria each idea meets: for each criterion met, put a dot on the post-it note next to the idea in the corresponding colour and put the idea on the rose. The idea that meets the most criteria (number of dots) is now in the centre of the rose.