

FANTASISE

Stimulating creativity

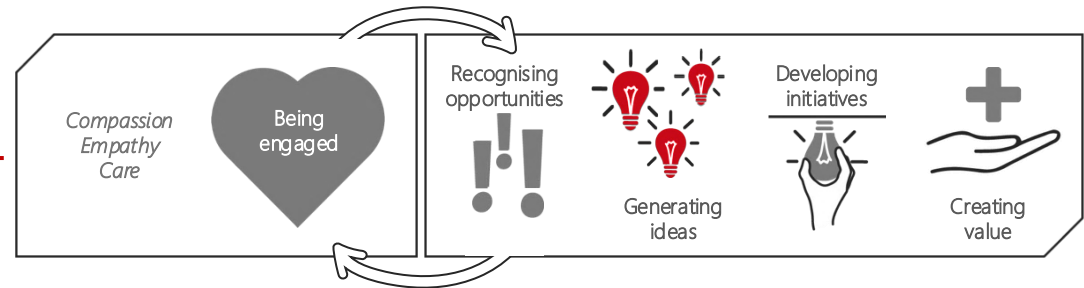
age 4 - 6

age 7 - 9

age 10 - 12



50 min



SUITABLE

- If children only suggest obvious ideas.
- To encourage 'out of the box' thinking.
- To turn fantasies into creative, new, feasible ideas.

TIPS

- If you expect to need to provide more guidance to your group, do this exercise in smaller groups and then bring everything together with the whole group.

MATERIALS

Cardboard door, large paper, markers or coloured pencils

Source: -

STEP 1

Tell the children that we are going to fantasise together. Let them step into their imagination: open a cardboard door and let the children step through it one by one. Say clearly: "Now you are stepping into a fantasy. Anything is possible here and anything is allowed."

STEP 2

Describe an ideal, but open situation in the future.

Ask a number of exploratory questions to stimulate dreaming. Indicate that anything is possible and nothing is 'wrong'.

- What do you see around you?
- What do you hear?
- ...

STEP 3

Let the children describe their ideal situation. Ask specific questions that help the children to visualise their ideal situation in increasingly concrete and detailed terms. Draw what they describe.

STEP 4

Let the children step out of their imagination: open the cardboard door again and let the children step through it one by one.

STEP 5

Discuss with the class which ideas they can turn into actions.

- Which fantasies could actually be realised? What would we need to change about the fantasy?
- Who/what is needed to change something? Who can help us with this?



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Example FANTASISE

Context

It is spring and we are learning about nature. The teacher reads a story about bees (e.g. Klimaatjes - Blij met een bij), but leaves out the end of the story for now. The children hear that the bees are having trouble finding flowers and are struggling to survive. The teacher also explains that by visiting flowers, bees do more than just produce delicious honey. Bees and other insects also provide many things that we buy in shops. The question now is: how can we help the bees?

STEP 1

Tell the children that we are going to use our imagination together. Let them step into their imagination: open a cardboard door and let the children step through it one by one. Say clearly: "Now you are stepping into a fantasy. Anything is possible here and anything is allowed."

STEP 2

"Imagine that the bees can find lots of flowers again. They can fly around happily and eat delicious food. (= open, ideal situation). What is different from now? What do you see? What do you hear? Everything you see/hear is good, nothing is too crazy."

STEP 3

Let the children talk about their ideal situation. Ask specific questions that help children to visualise the ideal situation in more and more detailed terms. Draw what they describe.

- Where are all the flowers?
- How did those flowers get there?
- Who took care of that?
- What else could help the bees?
- ...

STEP 4

Let the children step out of their imagination: open the cardboard door again and let the children step through one by one.

STEP 5

Discuss with the children which ideas they can turn into actions. This may mean that adjustments are possible.

More flowers in the neighbourhood → ask local residents, distribute seed bombs

*More nectar for the bees → research which flowers produce a lot of nectar and plant them

*Flowers on walls and roofs → create tile gardens in the playground and promote them in the neighbourhood

* ...

