

GOLD

Choosing a feasible idea

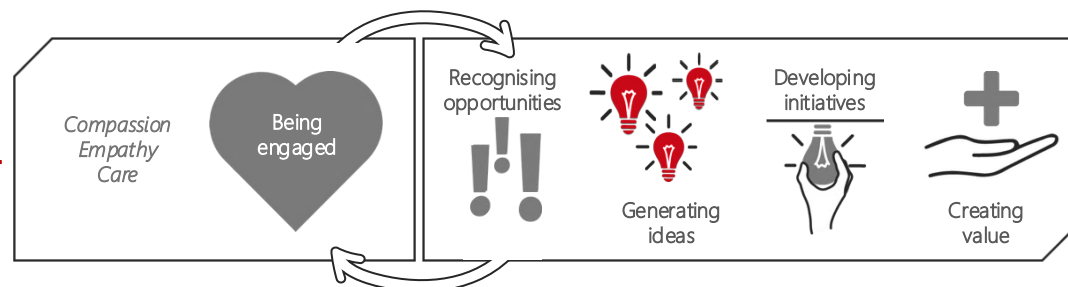
age 4 - 6

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

Paper, pens

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 podium (3 steps) 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 stage:

- idea without a tick: next to the stage
- idea with 1 tick: on the bottom step
- idea with 2 lines: on the middle step
- idea with 3 lines: on the top step

Repeat this for each of the ideas.

The idea that meets the most criteria (number of dots) is now in the top step of the podium.

Source: Djapo.be



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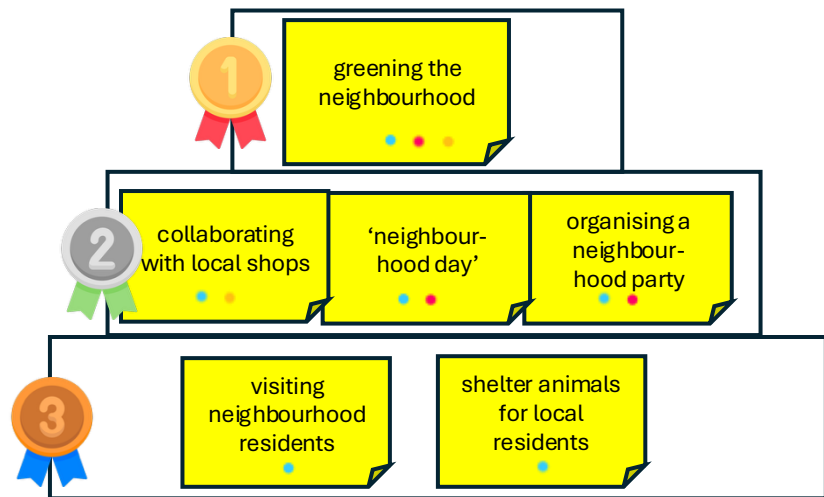


**sociaal
ondernemen
in de klas**

Example GOLD

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, do things together (games, activities, talking, etc.)

→ get involved as a teacher at 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 stage (3 steps) 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 stage. The idea that meets the most criteria (number of dots) is now on the top step of the stage.