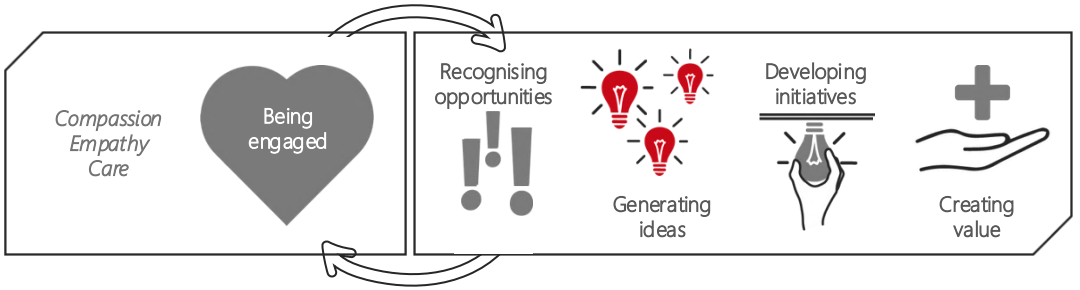
KEY TO SUCCESS

Choosing a feasible idea



age 4 - 6
age 7 - 9
age 10 - 12

30 min

SUITABLE

- To teach young children to reason when an idea is suitable for a particular challenge.
- To learn to choose from different ideas.
- To come up with a feasible idea.

TIPS

- For the youngest children, choose ideas that are very different from each other.
- For some children/classes, it may be possible to transform unsuitable ideas into more suitable ones.

MATERIALS

1 box, 3 keys, only 1 of which fits the box

STEP 1

Provide a box with a suitable key. Attach a suitable, feasible idea to this key that will be developed (e.g. a pictogram). Put a concrete representation of the idea in the box.
Provide two other similar keys with two other ideas that are slightly less suitable for the challenge or less feasible.

STEP 2

Discuss each of the three ideas with the children (without putting the key on the box). Consciously consider:

- alignment with the target group: who does this idea help?
- feasibility: can we implement this idea ourselves or do we need help?

STEP 3

Now try the keys on the box.

- If the key does not fit, there is something about the idea that does not quite fit the challenge, or the idea is not yet feasible.
- If the key fits, then it is a suitable and feasible idea.

If the children initially want a key that does not fit the box, that is perfectly acceptable. Show them that the key does not fit and then discuss their reasoning with them. This will clarify what they do not yet fully understand and how you can make it clearer.

Source: -

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Example
KEY TO SUCCESS

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.

STEP 1
Provide a box with a matching key (1).
This key represents a suitable and feasible idea.
For example, making seed bombs to distribute in the school neighbourhood so that there are more flowers.*

Get two keys that do not fit (2 and 3).
These keys represent two ideas that are not entirely suitable or less feasible.
E.g.
- *key 2: having a beekeeper bring bees to the flowers in our school garden.*
- *Key 3: make a bee hotel so that the bees are closer to the flowers.*

STEP 2
Discuss each idea with the children. Pay particular attention to:
- alignment with the target group: who does this idea help?
- Feasibility: can we implement this idea ourselves or do we need help?

E.g.
- Idea 1 helps the bees because there will be more flowers; ideas 2 and 3 do not increase the number of flowers, but make it easier for the bees to find the flowers that are already there.
- For key 1, we need some money to buy materials; for key 3, we need more money; and for key 2, we don't think we need any money.
- For the idea in key 2, we need a beekeeper; to make a bee hotel (key 3), we will probably also need some help; for key 1, no help is needed.

STEP 3
Now try the keys on the box.
→ Key 1 fits, but keys 2 and 3 do not.
The idea we will develop further is therefore to make seed bombs to distribute in the school neighbourhood.

**see the back of the Manual on the website under Methods*