

REAL EXPERIENCE

Focusing on children's everyday lives

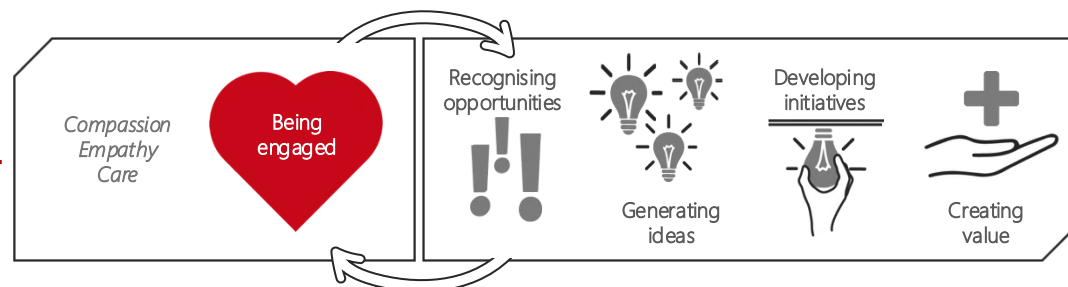
age 4 - 6

age 7 - 9

age 10 - 12



50 min



SUITABLE

- To make children aware of their own experiences and those of others in relation to the challenge at hand.
- To see opportunities to take on the challenge.

STEP 1

Assess the impact a challenge has on children's lives.

STEP 2

Consider how you can make this challenge tangible for them so that they recognise their own involvement in the challenge.

STEP 3

Let the children experience what their involvement in the challenge is.

TIPS

- Visualise the content as a lasting record of what has been learned.

MATERIALS

Concrete materials related to the challenge

Source: -



Co-funded by
the European Union

A collaboration between Marnix Academy,
PXL University of Applied Sciences and the
Move Foundation



**sociaal
ondernemen
in de klas**

Example

REAL EXPERIENCE

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. Are there also things that we use ourselves?



STEP 1

Set up a breakfast table (you can also use empty boxes, etc.) with things that children often eat. Place a card under each item on the breakfast table with a picture of a bee or a bee with a cross through it, depending on whether the product is made with the help of bees or not.

Alternatives:

- Use icons of a bee and the wind so that children learn that some plants are pollinated by insects and others by the wind.
- Also add icons of a flower (associated with bees) and a blade of grass (associated with the wind) to represent the plants that are the source of the food.
- Add pictograms of other sources such as a chicken, a cow, a pig, a water source, or provide packaging that clearly shows this with an image.

STEP 2

Gather the children around the table. Tell them that together you will discover what is made with the help of bees and what is not, using the cards. Show them an example. If something is made with the help of bees, we will remove it from the table. Because if the bees find fewer flowers, they can help less and there will be less of that item in the shop later on.

STEP 3

Ask the children to check each item on the breakfast table to see if bees are needed to make it. If bees are involved, ask them to place the item on a separate table.

Result:

- Only water, milk, bread, meat, cheese and eggs remain on the table.
- What was removed (placed on a separate table with a clear bee icon): e.g. various pieces of fruit, fruit juice, jam, chocolate, breakfast cereals with additives (such as honey, raisins, fruit, sugar), yoghurt with additives, sugar.

