

ALL-IN

Making all children owners of an idea

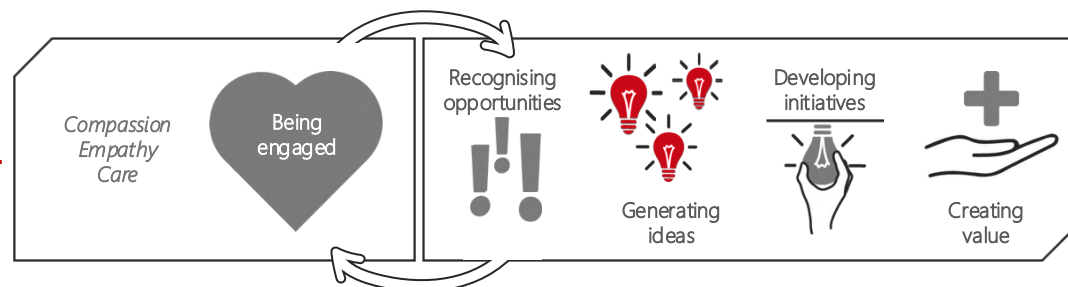
age 4 - 6

age 7 - 9

age 10 - 12



30 min



SUITABLE

- If there are different ideas.
- To involve all children.
- To motivate all children.
- To merge ideas.

TIPS

- Ensure that the entire class continues to contribute ideas and remains responsible for adapting the idea.
- Ensure that critical considerations are appreciated. They often lead to necessary adjustments.

MATERIALS

STEP 1

Write the situation on the board and ask a child or group of children to explain their idea for a solution. Check whether the idea is clear to everyone: ask for additional information if necessary.

STEP 2

Ask everyone to show one of the following hand gestures individually after you count to three. Make it clear that you expect every child to critically evaluate the idea. Even if only one person disagrees, we want to hear it. It is good to express doubts, as this is the only way we can improve the idea together. Count to three.



= idea OK



= doubt, question or adjustment

STEP 3

Ask the children who think the idea is good (enough) to lower their hands.

Allow the children with doubts, questions or suggestions for changes (palm facing upwards) to speak and discuss this with the class, noting the children's thought process on the board:

- What question do you have? What suggestion would you like to make? What are your doubts?

For each question/doubt/change raised, let the class think together about how the idea can be modified so that more children think it is a good idea. Write the modified idea on the board.

STEP 4

Repeat the steps until everyone likes the idea.



Example

ALL-IN

Context

Children often see delivery services driving around the neighbourhood with parcels for local residents. These often contain clothing that has been purchased online. In a class discussion, the children note that many people around us want to buy clothing that is not (too) expensive. The teacher teaches some more about fast fashion, including its impact on the environment (transport, low quality, waste, etc.) and its influence on people in manufacturing countries (low-wage countries, child labour, etc.). The children come up with ideas about opportunities they see to tackle this situation in their own environment.

STEP 1

Write on the board: How can we reduce fast fashion in our environment?

Ask a group of children to present an idea.

→ Encourage people in the neighbourhood to buy less fast fashion by making something new out of old clothes. This makes it clear that you don't always have to buy new clothes when you get tired of something or when it goes out of fashion.

Check whether the idea is clear to everyone: ask for clarification if necessary.

STEP 2 & 3

Count to 3 and ask the children to show their hand gestures. Those who raise their thumb may lower their hand again. Allow children with questions, doubts or suggestions for improvement to speak:

Ll x: Can we put a message on those new items that refers to avoiding fast fashion?

Ll y: I also think people need to know that fast fashion is a problem first. What else can we do to raise awareness?

Discuss the questions, doubts and suggestions with the class. Write down the children's thought process.

Write the adapted idea on the board:

Encourage people in the neighbourhood to buy less fast fashion by informing them, for example by making something new out of clothing waste with a message about avoiding fast fashion.

STEP 4

Count to 3 and let the children show their hand gestures. Those who raise their thumbs may lower their hands again. Let children with questions, doubts or suggestions for improvement have their say:

Ll z: How are we going to make these new things from waste – or perhaps better still, from clothes you no longer wear?

Ll a: Can we hold a repair café where you can learn to alter your clothes so that they become trendy again?

Ll b adds: If we want to do that for the whole neighbourhood and more often – every two months or so – could the council perhaps help with the organisation?

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