

DREAMS

Stimulating creativity

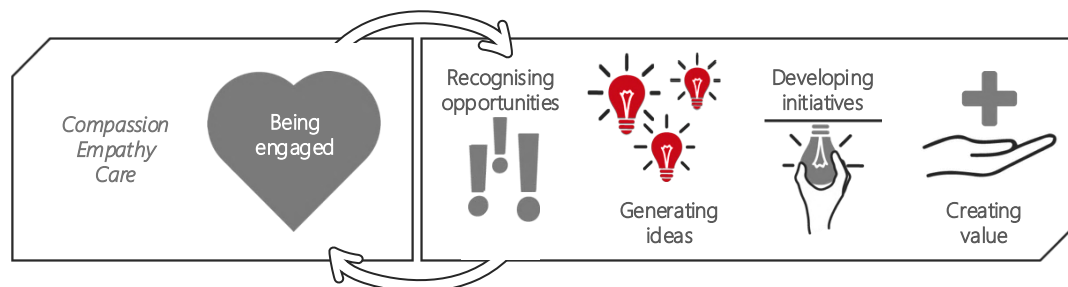
age 4 - 6

age 7 - 9

age 10 - 12



50 min



SUITABLE

- To stimulate 'out of the box' thinking.
- To use imagination to come up with creative, new, feasible ideas.

TIPS

- Start with a creative energiser to free up thinking, e.g. how would you use a fork in the distant future if you knew we no longer ate with them?
- Ask more concrete questions for children with less imagination.
- Appreciate discarded ideas, e.g. on an ideas wall.

MATERIALS

Paper, pens or coloured pencils

STEP 1

Ask the children to close their eyes. 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 2

Ask questions that the children answer 'in their heads' and visualise so that the ideal situation becomes increasingly concrete and detailed.

STEP 3

Let the children open their eyes and think quietly about the ideal situation they have created.

STEP 4

Let the children share their dreams in small groups and create a shared ideal situation. Let them draw this situation or describe it in a short text.

STEP 5

Ask each group to think about how they can make this imagined ideal situation realistic and feasible.

- What has changed in the environment?
- What/who is needed to bring about change? Who has contributed to making a difference?
- How can you ensure that this change is possible?

Ask them to make a top 3 list of changes they consider feasible.

STEP 6

Have each group present their top 3. Discuss with the class which ideas they can turn into actions.

Source: -



Co-funded by
the European Union

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

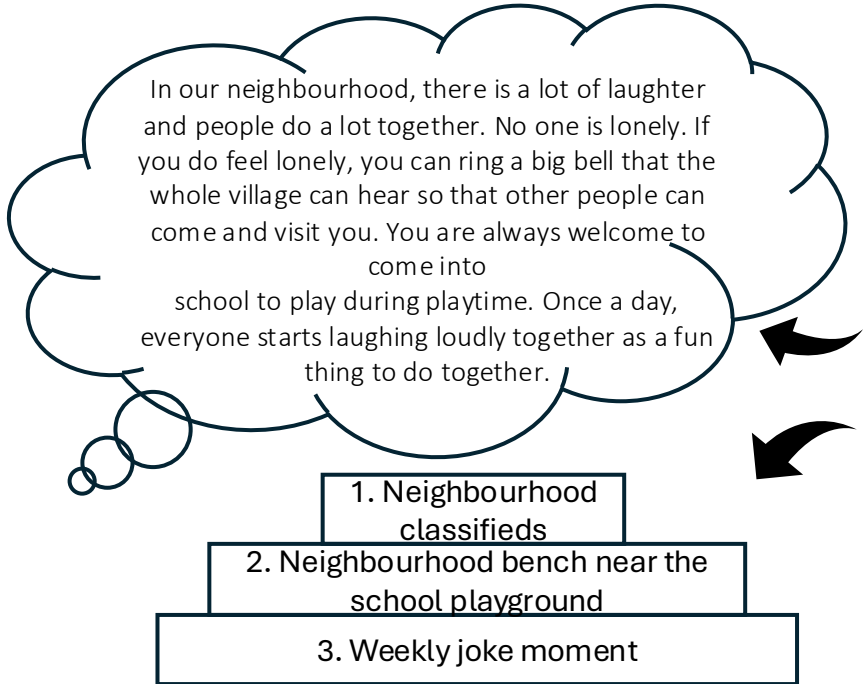


sociaal
ondernemen
in de klas

Example DREAMS

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 question now is: how can we bring back a sense of community or connectedness to the neighbourhood?



In our neighbourhood, there is a lot of laughter and people do a lot together. No one is lonely. If you do feel lonely, you can ring a big bell that the whole village can hear so that other people can come and visit you. You are always welcome to come into school to play during playtime. Once a day, everyone starts laughing loudly together as a fun thing to do together.

1. Neighbourhood
classifieds

2. Neighbourhood bench near the
school playground

3. Weekly joke moment

STEP 1

Put on some soft, relaxing music.

'Close your eyes and breathe in deeply... and out... dream a little...

Imagine walking through your neighbourhood, but it is different from how it is now. This is the neighbourhood of the future, where people know each other, help each other and work together to create a pleasant place to live (= open, ideal situation).

What do you see? What do you hear? Everything you see/hear is fine, nothing is too crazy."

STEP 2

Ask questions that the children answer 'in their heads' and visualise.

- What does the neighbourhood look like?
- What fun things do you see the children and adults doing together?
- How do the children and adults interact with each other?
- What do the children and adults do to help each other?
- What else would you like to see in this pleasant neighbourhood?
- ...

STEP 3

Let the children open their eyes. Let them think quietly about a number of follow-up questions.

- Would you like to live in the neighbourhood you have imagined?
- What makes you want to live there?
- What are you proud of?

STEP 4

Form groups in which children share their fantasies to arrive at a shared ideal situation.

STEP 5 & 6

Ask each group to think about how to turn their fantasies into feasible ideas and to draw up a top 3 list. Ask each group to present their neighbourhood of the future based on their top 3 list. Discuss as a class which ideas they will turn into actions.