

STAGE

Choosing a feasible idea

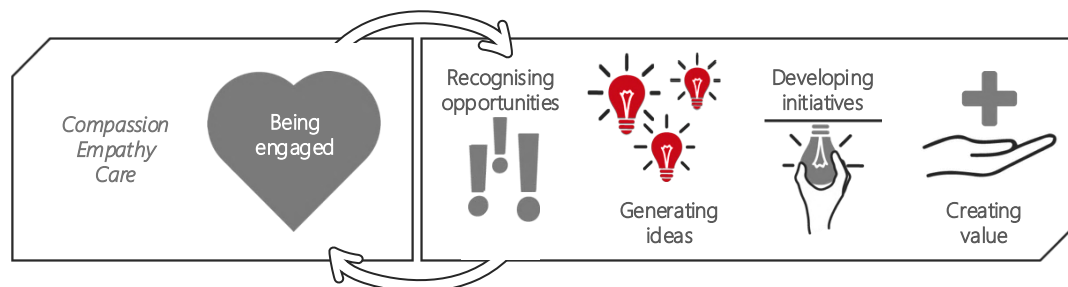
age 4 - 6

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

- You can also replace the podium with a ladder or stairs.
- Appreciate rejected ideas too, for example by giving them a place in a project book

MATERIALS

Stage with 3 steps (e.g. boxes), objects
(representing ideas), pictograms
(representing criteria - large and small)

Source: -

STEP 1

Give the children a list of no more than three criteria (= requirements and wishes) that an idea for the situation they are working on must meet. Visualise these criteria.

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.

STEP 3

Build a podium with three steps (e.g. using cardboard boxes).

Visualise each idea (from a previous phase) with a concrete object. Place all objects next to the stage.

STEP 4

As a class, check whether each idea meets the first criterion.

- If yes: attach the icon for that criterion to the object representing the idea and place the object on the first step of the podium.
- If not: leave the object next to the podium.

Repeat this for each of the criteria, placing the object one step higher each time it meets a new criterion.

The idea that meets the most criteria is now at the top of the podium.



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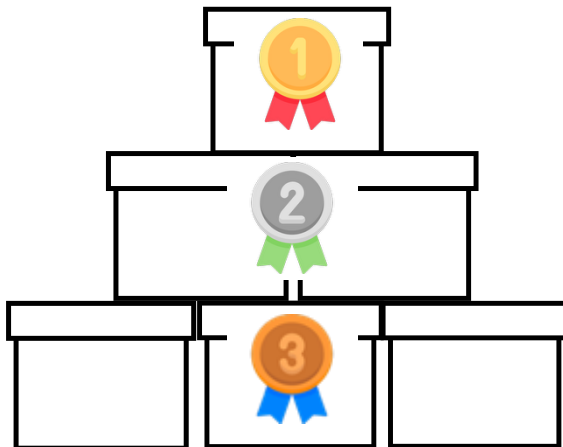
A collaboration between Marnix Academy,
PXL University of Applied Sciences and the
Move Foundation



Example STAGE

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. With the help of the class puppet, the children come up with some ideas for helping the bees.



STEP 1

Provide the children with a list of no more than three criteria. Visualise these criteria.



possible to do it ourself



create more flowers



not too expensive

STEP 2

Discuss the criteria together.

1. Can we do it ourselves: is it too difficult?
2. Ensures more flowers: if bees find more flowers, they make more food and survive better.
3. Not too expensive: we don't have the money to buy a lot of materials or pay people.

STEP 3

Build a stage with three steps.

Visualise each idea with a concrete object. Place all objects next to the stage.

Because we are also talking about prices, the teacher has made a label for each object so that the children can see whether the idea requires a lot of coins or just a few.

STEP 4

Check with the whole class whether each idea meets the first criterion. E.g. Can we:

- Make & distribute seed bombs*: yes - hang a pictogram on the seed bomb and place it on step 3.
- More flowers in the school garden: yes - hang a pictogram on the building blocks and place it on step 3.
- Make a bee hotel: no - leave the cardboard house next to the stage.
- Have a beekeeper bring bees: no - leave the doll with the 'beekeeper's suit' next to the stage.
- Make postcards* to encourage neighbours to plant more flowers: yes - hang a pictogram on the sample card and place it on step 3.

Repeat this for each of the criteria, placing the object one step higher each time it meets a new criterion. The idea that meets the most criteria is now at the top of the stage.

*seed bombs
make and distribute*



*ask neighbours to plant more
flowers in their gardens*

*plant more flowers
in the school garden*



*beekeeper
to bring*



*bee hotel
make*

