

STRIP

Working systematically

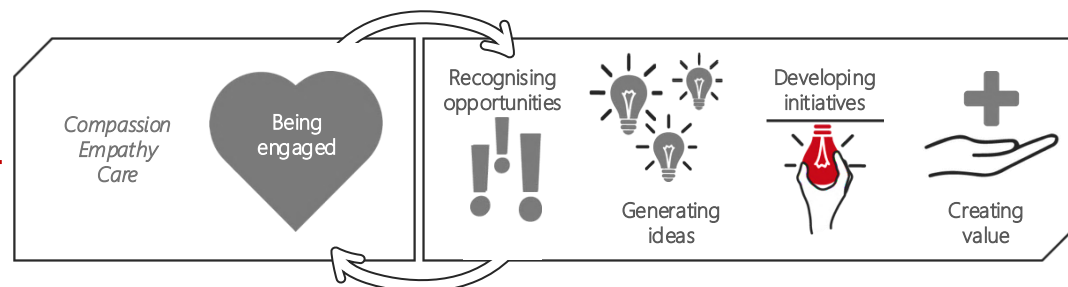
age 4 - 6

age 7 - 9

age 10 - 12



75 min



SUITABLE

- Once an initiative has been chosen.
- To draw up a plan of action.
- To learn how to plan.
- To reflect on later.

TIPS

- Visualisation can be done through: simple drawings (stick figures), online, images, photos (miniature, prototype), etc.
- Add photos taken throughout the process below the strip.
- Spread the creation of the strip over several days.

MATERIALS

Paper, coloured pencils, worksheet 'strip' or similar (more/fewer boxes)

Source: ontwerpenindeklas.nl

STEP 1

Let the children work in groups to complete a storyboard with keywords (strip worksheet). The last box is the implementation of the initiative they have come up with. The boxes before that are steps the children need to take before they arrive at the initiative.

STEP 2

Have the children come up with an image for each step so that the process they think they will go through to implement their initiative is visible in a strip. Have the children add speech bubbles, onomatopoeia or other necessary elements to their strip.

STEP 3

Have the groups share their strips with each other. Ask the children to describe which steps they would like to add or change to their strip based on what they heard from others.

STEP 4

Discuss as a class which steps form the final plan for implementing the initiative. Start with the steps that recur in several strips. Create one overview in strip lay-out. To do this, cut out boxes from the strips to create a joint 'collage strip'. Together with the children, plan the necessary time and write down agreements about to-do lists and the distribution of tasks on a list.

STEP 5

Hang the final strip and the to-do list in the classroom so that the children can always see the process. Let the children tick off each step they have taken on the strip and adjust the process if necessary.



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Example STRIP

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 children then come up with ideas to create more connection in the neighbourhood. They choose to set up a green neighbourhood spot with neighbourhood attractions (things that make neighbours want to come there).

STEP 1

1 Where? How big? Local council	2 What activities do we want? e.g. chess, checkers, cards, petanque, benches, dog drinking spot Can these be accommodated in that location?	3 How to make it greener? - What is permitted? - Local council - Who can help? - Local council, florist, garden centre - Also good for nature - Natuurpunt? Tiny forest?
4 How much will this cost? - Where to get the money? - Sponsorship → minor adjustments	5 How to promote the neighbourhood spot? e.g. grand opening, mystery invitation, etc.	6 Neighbours visit the neighbourhood spot to create more connection in the neighbourhood.

STEP 2

Let the children draw pictures in groups and add speech bubbles, onomatopoeia, etc.

STEP 3

Have the groups share their comics with each other and adjust their own comics based on what they hear.

STEP 4

Discuss as a class which steps form the final plan for implementing the initiative and make a to-do list.

STEP 5

Hang the final comic strip and the to-do list in the classroom so that the children can always see the process.

Have the children tick off each step on the comic strip as they complete it and adjust the process if necessary.

