

THINKING LINE

Reflecting on the process

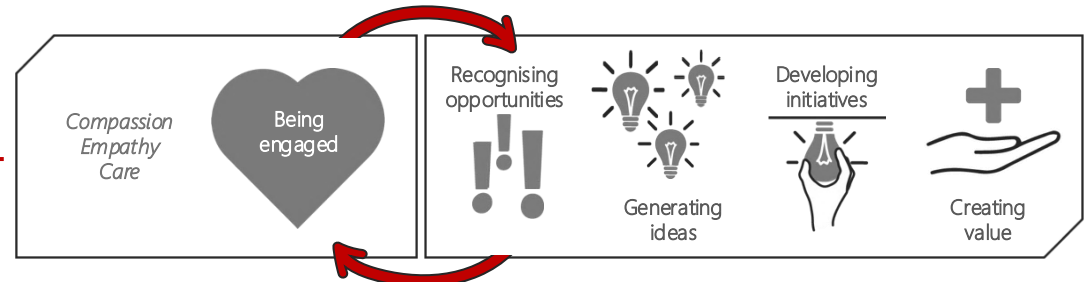
age 4 - 6

age 7 - 9

age 10 - 12



20 min



SUITABLE

- As a guide for children to reflect on their process.
- To learn to look to the future.

TIPS

- Incorporate more or fewer steps in the thought process depending on how the process unfolds.

MATERIALS

STEP 1

Together with the children, draw a visual, horizontal line that starts at the challenge and ends at the solution. Represent a few moments using pictograms. The challenge can be represented concretely, but the solution cannot, of course. Choose, for example, a party hat to symbolise that you can celebrate at the end when the action is complete.

Hang this line in a visible place in the classroom.

STEP 2

Throughout the process, add photos of what the children did to the timeline.

Together with the children, write a brief reflection under each step taken throughout the process.

Do this immediately after the step has been taken.

- What happened during this step?
- What has changed? What is the result?
- Who helped us?
- ...

STEP 3

Together with the children, draw lessons for the future.

- What can we definitely do again next time?
- What could we do differently next time?
- Who else can help us?
- ...

Source: -



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Example THINKING LINE

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. They make seed bombs* and distribute them in the school neighbourhood. 'Bee-friendly'* cards are attached to the seed bombs to encourage local residents to make their gardens even greener.

STEP 1

Together with the children, create a visual (using pictograms/photographs) horizontal line that starts at the challenge and ends at the solution. Hang this line in a visible place in the classroom.

STEP 2

Throughout the process, work with the children to write a point-by-point reflection under each step taken.

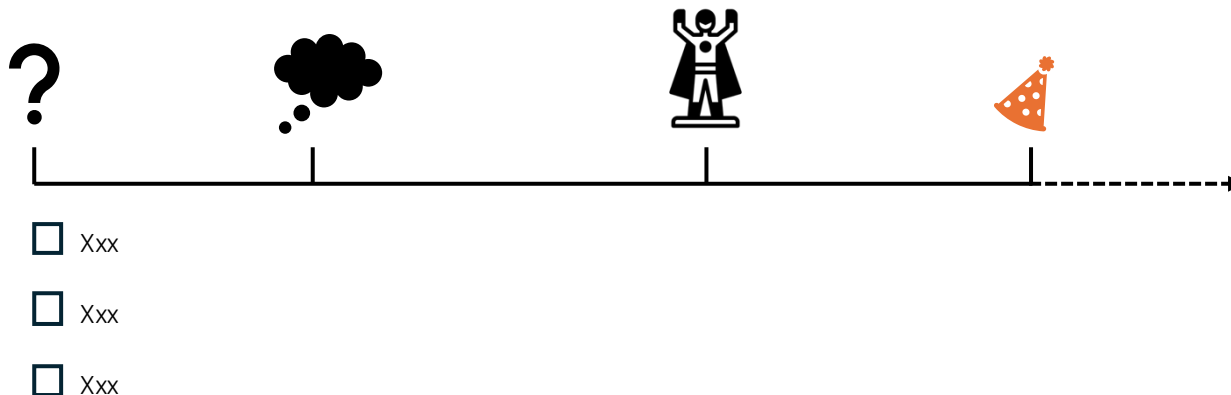
Do this immediately after the step has been taken.

- What happened during this step?
- What has changed? What is the result?
- Who helped us?
- ...

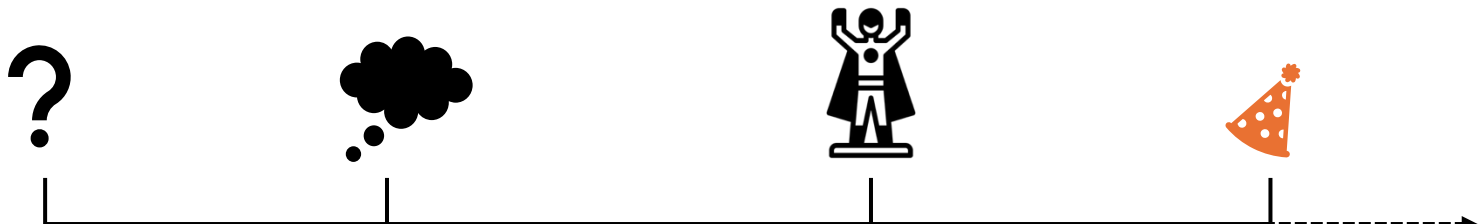
STEP 3

Together with the children, draw lessons for the future.

- What can we definitely do again next time?
- What could we do differently next time?
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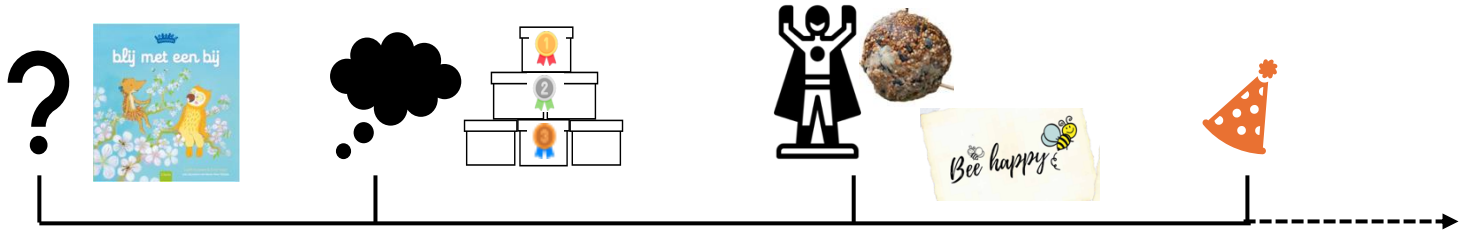
thinking line in
start of process



- ☐ Xxx
- ☐ Xxx
- ☐ Xxx

add after each step

thinking line at
end of process



- ☒ 
- ☒ 
- ☒ choose idea
- ☒   
- ☒ make seed bombs
- ☒ ~~distribute randomly~~  with a nice card hand out
- ☒ seed bombs distributed
- ☒ seed bombs in school garden