

# UP & DOWN junior

## Reflecting on the process

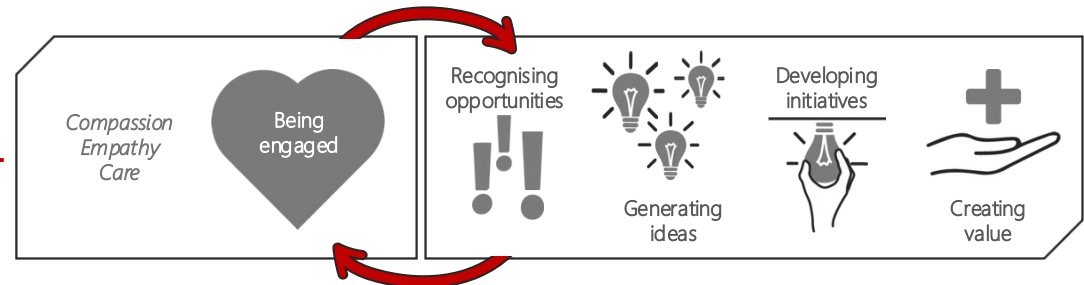
age 4 - 6

age 7 - 9

age 10 - 12



20 min



### SUITABLE

- As a guide for children to reflect on their process.
- To learn to see different perspectives.

### TIPS

- As children become more skilled, you can use the variant (see last page).

### MATERIALS

### STEP 1

Draw a coordinate system on the board/A3 paper. Determine (with the children) the aspect you want to reflect on.

- Formulate this aspect as a soft variable (scalable) that can rise and fall, e.g. satisfaction with the project, degree of cooperation, self-confidence, etc.
- Plot the variable on the vertical axis and time on the horizontal axis, e.g. important points in the process.

### STEP 2

Draw a line that shows how the variable changes over time (= the process) using questions that the children answer by reflecting on the course of the action or project:

- How high or low was the variable at the start of the action? Where should the line start?
- Does it then increase or decrease? How do you know that? How quickly does that happen?

### STEP 3

Talk to the children about what happens at important points on the line.

Add words or drawings at these points to provide clarification.

- Why is it suddenly going up so fast here?
- What caused this dip?

### STEP 4

Together with the children, draw lessons for the future.

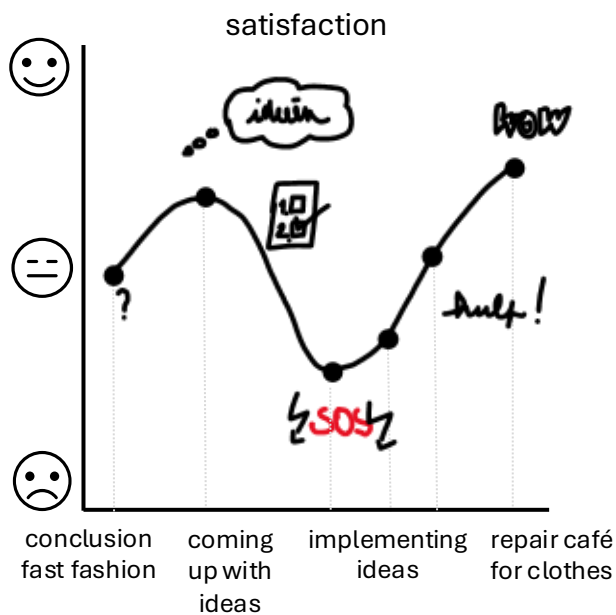
- What would you definitely do again next time?
- What would you do differently next time?

# Example

## UP & DOWN junior

### Context

Children often see delivery services driving around the neighbourhood with parcels for local residents. These often contain clothes that have been bought online. During a class discussion, one child remarks that he often sees these boxes at his family's house too. The teacher explains a little more about fast fashion: the clothes wear out quickly, creating waste, and are made in distant countries. Moreover, the people who make the clothes are not paid well for their work. The children came up with ideas about opportunities they saw in how they could encourage people to buy new clothes less quickly. They sought help to organise a repair café with workshops on repairing clothes. Now that the project has been completed, they look back on the process.

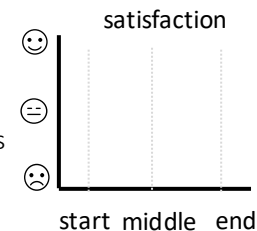


### STEP 1

Choose (possibly together with the children) what you want to reflect on.

Not everything always went smoothly, so the teacher has decided to look at the children's satisfaction throughout the project.

Draw a coordinate system on the board with the variable on the vertical axis and the horizontal axis showing moments in time.



### STEP 2

Draw a line that shows how the variable changes over time (= the process) using questions that the children answer by reflecting on the course of the project.

### STEP 3

Talk to the children about what happens at important points on the line.

Add words or drawings at these points to provide clarification.

*Some children were initially unsure of what to expect.*

*Halfway through, we couldn't immediately find the right help. Many children were disappointed. But because we persevered, we still found ways to achieve a great end result.*

### STEP 4

Together with the children, draw lessons for the future.

*Perseverance and asking for help ensured that the project was a success.*

# Example

## UP & DOWN junior variant

### 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 them want to buy clothing that is not (too) expensive. This encourages fast fashion, which is not good for local clothing shops. The teacher talked a little more about fast fashion, including its impact on the environment (transport, low quality, waste, etc.) and its impact on people in manufacturing countries (low-wage countries, child labour, etc.). The children came up with ideas about opportunities they saw in informing people about fast fashion, but also in how they could encourage people to buy new clothes less often. They therefore organised a repair café with workshops on repairing clothes and published an article about fast fashion in a local magazine. Now that the project has been completed, they are looking back on the process.

### STEP 1

Decide (together with the children) which aspect you want to reflect on. Not everything always went smoothly, so the children chose to look at their satisfaction throughout the project.

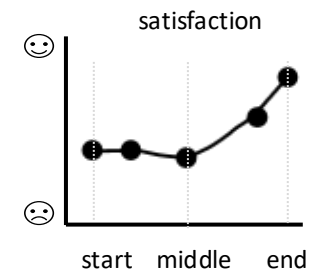
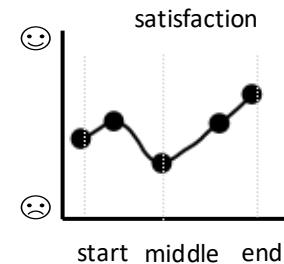
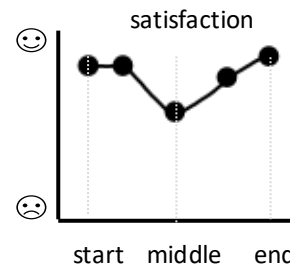
### STEP 2

Hand out pre-printed axis systems. Model how the children will complete their axes: the variable on the vertical axis and time on the horizontal axis.



### STEP 3

Have each child draw the line that shows how the variable changes over time (= the process). Guide the drawing by asking questions.



### STEP 4

Discuss a few graphs with the class and draw conclusions for the future with the children.

*Some children were unsure what to expect at first.*

*Halfway through, we couldn't immediately find the right help. Many children were disappointed. But because we persevered, we still found ways to achieve a great end result.*

*Perseverance and asking for help ensured that the project was a success.*