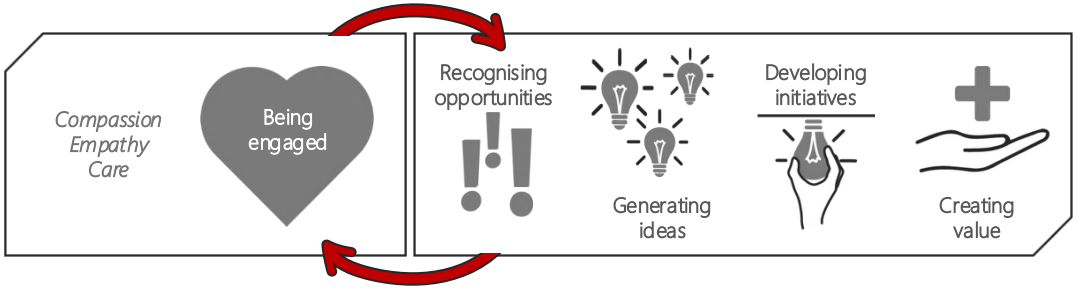
# UP & DOWN

## Reflecting on the process




age 4 - 6
age 7 - 9
age 10 - 12

30 min

### SUITABLE

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

### TIPS

- Emphasise that the line drawn is not right or wrong. Everyone experiences the process in their own way.
- Take photographs during the activity or project to make it easier to look back on later.

### MATERIALS

Paper, pens, coloured pencils

**STEP 1**

Let the children decide in groups which variable (can increase or decrease) they want to reflect on after carrying out their action or project, e.g. project satisfaction, degree of cooperation, self-confidence.

**STEP 2**

Have each child draw an axis system individually or hand out pre-printed axis systems. Have the children name the axes. Model this on the board.

- Plot the variable on the vertical axis.
- Plot time on the horizontal axis, e.g. days of the week, months, past-present-future.

**STEP 3**

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

- Where should the line start? Does it increase or decrease? How do you know that? How fast does that happen?

**STEP 4**

Have the children discuss their graphs in their group.

- What are the similarities? What are the differences?

**STEP 5**

Have the children draw their lines on a shared graph, with each child using a different colour.

- What do the lines say about how someone looks back on the process? What causes your line to rise or fall?

Have the joint graph presented, highlighting similarities, differences and causes.

Together with the children, draw lessons for the future.

*Source: deboomin.eu*

Co-funded by the European Union

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



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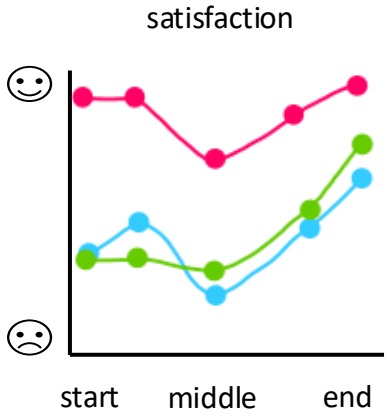
# Example
# UP & DOWN

**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, we 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 quickly. 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.

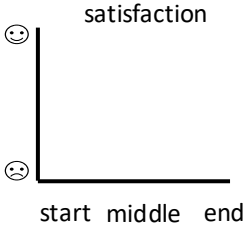



**STEP 1**

Discuss with the children what they want to look at when reviewing the process. Not everything always went smoothly, so the children choose to look at their satisfaction throughout the project.

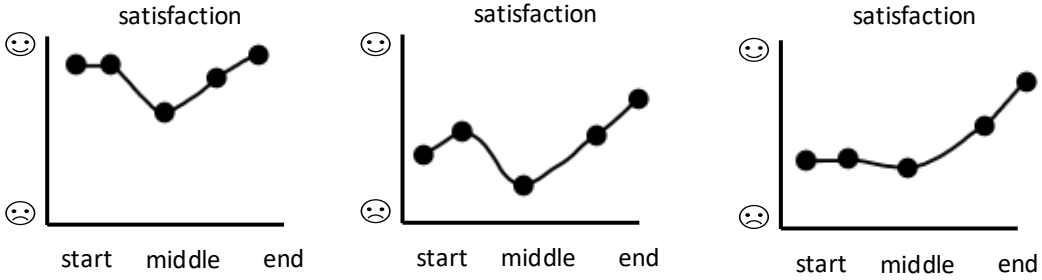
**STEP 2**

Have each child draw a coordinate system on their sheet of paper or hand out pre-printed coordinate systems. Model how the children will fill in their axes: the variable on the vertical axis and time on the horizontal axis.




**STEP 3 & 4**

Have each child draw the line that shows how the variable changes over time (= the process). Guide the drawing by asking questions. Three children from one group each drew one of the following lines.




**STEP 5**

Have the children draw their lines on a shared graph, with each child using a different colour. Have them present the shared graph, discussing similarities, differences and causes. Together with the children, draw lessons for the future.

*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.*