



Developing a tested vision for the design of a child participation toolkit for the SWKGroep

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FOREWORD

With this project I conclude my Master Design for Interaction. I really enjoyed working on the project and I would like to thank everyone for helping and supporting me throughout this project.

I want to thank Mathieu, Pieter Jan and Manja for all the coaching, feedback and nice discussions throughout the project.

Also, I want to thank Mathieu for organizing all Play Well Lab meetings and I want to thank all other Play Well Lab students for sharing tips and tricks and helping out during ideation sessions.

I would like to thank all SWKGroep staff who I have interviewed and who joined the generative sessions, which really helped me in understanding the context. Also I want to thank Jeanine for making it possible to still do user-testing on location and of course all Pedagogical Employees and children who helped me out during user-testing, which added a lot of value to my project.

I would also like to thank my friends and my parents for helping me out and supporting me throughout the project by helping with ideation sessions, dilemma's or just random feedback. But also joining me with a lot of fun activities when I wanted to get my mind off the project. (:

I am happy that I got to do this project and I think I have learned a lot of it, so thanks again everyone, for making this project possible and fun!

SUMMARY

This report describes my graduation report for the Master Design for Interaction, part of Industrial Design Engineering at the technical University Delft. The project is in collaboration with both the Play Well Lab and the SWKGroep.

The SWKGroep asked for a child participation toolkit which would help them discover the latent knowledge of the children. In order to be able to go into depth while designing this toolkit, the project is split up into two individual graduation projects. This report describes the first project.

“My design goal is to develop a substantiated and partly tested vision for the development of a child participation Toolkit, which is suitable within the context of the SWKGroep facilities and based on the expectations, wishes, needs and capacity of both the staff members as well as the children.”

The first chapter will introduce the different stakeholders involved in the project. These are the SWKGroep and the Play Well Lab. The chapter will conclude with the relevance of this project for both stakeholders.

The second chapter will describe the research phase, including different interviews, a generative session and an analysis of the results. The chapter will conclude with the discovered problem area and my design focus within this project.

Within the third chapter, an approach for this defined problem area will be defined. The chosen approach will be explained and the chapter concludes with an explanation on why this approach would fit the defined problem area.

After describing this approach, the approach will be elaborated into ideas. This is done in chapter 4, which includes the ideation phase. This chapter will end with a set of 23 ideas/tools which could be used for child participation at the BSO.

The next step, described in chapter 5, is validation of the approach. This is done by testing a selection of the ideas at the BSO to see what the obstacles and enablers are when doing child participation at the BSO. The insights from the user-tests are discussed and this chapter will conclude with a validation of the approach including conditions to be met and an overview of opportunities which were found during the tests.

Chapter 6 will conclude this report with recommendations for the follow-up project and a reflection on this project.

Figure A gives a visual overview of this approach.

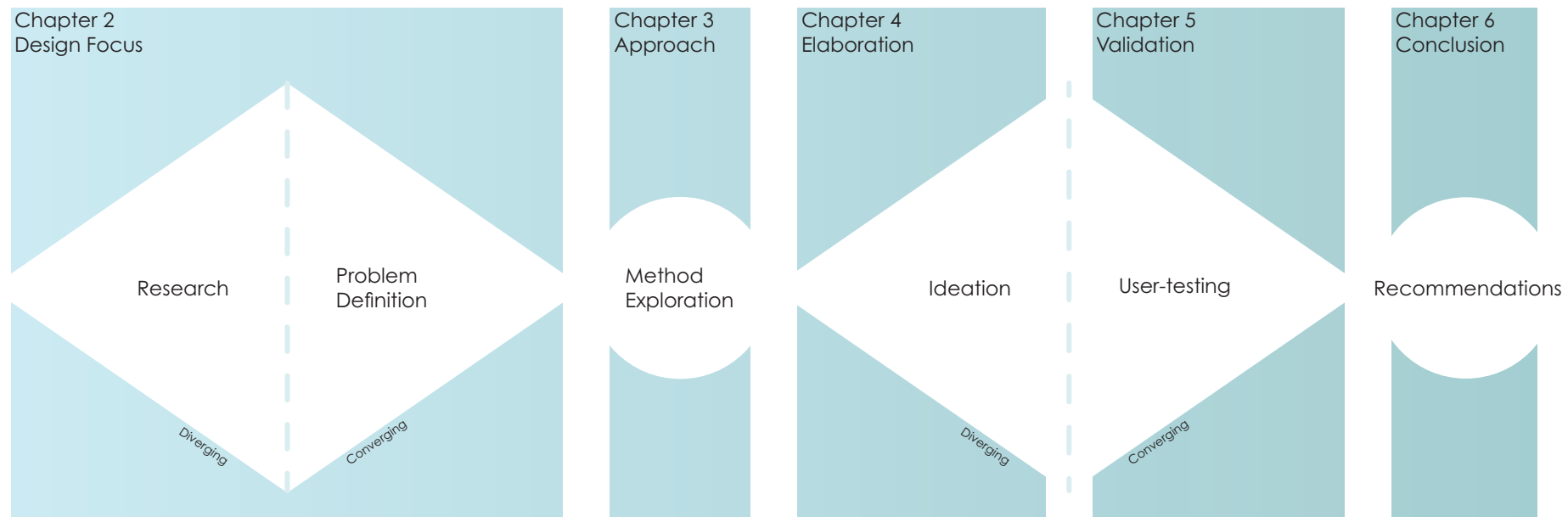


Figure A: Project Approach

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CHAPTER 1

Introduction



Play Well Lab

SWKGroep

1 INTRODUCTION

In this chapter, the project will be introduced. Starting with an introduction on the different stakeholders involved in this project, followed by a description of the project brief. The chapter will conclude with the relevance of this project regarding both stakeholders.

1.1 Stakeholders

This graduation project is in collaboration with both the Play Well Lab and the SWKGroep. Both stakeholders will be discussed into more detail, within this paragraph.

1.1.1 The Play Well Lab

The faculty of Industrial Design Engineering, Technical University Delft, knows several Delft Design Labs. These Design Labs focus on the integration of science, design and innovation in collaboration with external partners, to strengthen the knowledge on specific topics. *(Delft Design Labs, 2020)*

As from 2020, the Play Well Lab is part of these Delft Design Labs, with its specific focus on designing for children's well-being in and through play. The lab explores and communicates new opportunities of combining children's play with children's physical, mental and emotional development. This is achieved through the research and development of models, methods and techniques to facilitate and stimulate flourishing in play, including opportunities for children to participate productively in the design of facilities for play. *(Play Well Lab, 2020)*

All students working for the Play Well Lab, work on a project related to this topic. This gives the opportunity for students to collaborate on research and share knowledge with each other.

1.1.2 The SWKGroep

The SWKGroep operates many child care and community work facilities throughout Zuid-Holland. These organizations are in the different branches consisting of child care, special care, community work (Buurtwerk) and education.

Their focus within child care lies on the complete development of every child. Every child care organization within the SWKGroep has their own identity within this shared vision. In order to support these different organizations, the SWKGroep has its own pedagogical expertise center.

Special care is another service provided by SWKGroep. Here they focus on giving the child the opportunity to grow up within its own family, a regular child care and a normal school. Within the branch of community work, SWKGroep

supports volunteers and neighborhood initiatives. They motivate young and old to discover, and use, their talents. Since 2019 they also have their first school working under their umbrella. By providing child care, special care, community work and education all from one organization they hope to close the horizontal and vertical fault lines in the development of a child.

Despite the fact that all organizations within the SWKGroep have their own identity, they all value the needs and desires of their clients, both children and parents. To accommodate this, the SWKGroep performs child participation. However, they experience some limitations and obstacles during their current practices of child participation. This results in limited or superficial results, especially with younger client groups. Since they highly value the use of child participation, they aim to strengthen its participatory practices in order to get a deeper understanding of their clients wants and needs and go beyond the obvious and superficial.

The SWKGroep is in a competitive market and always searching for ways to improve their services. They aim for the development of both their staff members and the children. SWKGroep is a foundation and doesn't have shareholders, therefore they have the opportunity to invest in this development. They want to have a good feeling of the wishes and needs of their employees and clients and they want to distinguish themselves from their competitors, which is why they have got their own pedagogical expertise center and innovation manager. *(SWKGroep, 2019)*

Within my project, I will focus on the after school child care. The after school child care will be further referred to as BSO *(Dutch: buitenschoolse opvang)*.

1.2 Project Brief

The SWKGroep highly values child participation and believes it is a key for optimal child development. Currently, they are using the 'traditional' approach of child participation at the BSO. However, this approach is lacking depth, resulting in limited or superficial results. Participation methods to gain in-depth results do already exist, experience with a previous graduation project made them very enthusiastic about this.

They want to use a method that goes beyond the direct questions, a method which discovers the latent knowledge in order to gain a better understanding of what the children know, feel and dream instead of sticking to the explicit knowledge.

Since they want their own staff members to perform the participation, they are currently not able to use these existing methods. This is caused by the lack of

knowledge on this form of participation regarding the preparation, performing and analysis of such a method.

Besides that, the children come to the BSO in their free time and can not be obligated to participate. Therefore the children should be motivated to voluntarily participate with this method.

The complete project brief* can be found in Appendix A.

**Due to the current situation regarding Corona, some changes regarding the approach and planning in my original project brief have been made.*

1.2.1 Design Goal

The design goal can be formulated as stated below.

“My design goal is to develop a substantiated and partly tested vision for the development of a child participation Toolkit, which is suitable within the context of the SWKGroep facilities and based on the expectations, wishes, needs and capacity of both the staff members as well as the children.”

1.2.2 Approach

In order to have the possibility to really go into depth while designing this Toolkit, the project is split up into two individual graduation projects. This report describes the first project, the approach of this project is shown in Figure 1.

To gain a better understanding of the current situation and to define the problem area, I will start with the research phase. Once I have a clear idea of the current obstacles regarding child participation and my design focus is defined, I will continue with the exploration of a suitable method to approach the defined problem area.

This approach is further elaborated by means of an ideation phase, which will end with multiple tools based on this approach. In order to validate whether this is indeed a suitable approach to be used at the SWKGroep, a selection of tools will be tested and evaluated.

This will eventually conclude my report with an overview of recommendations regarding the development of a child participation Toolkit for the SWKGroep. These recommendations serve as a start for the follow-up graduation project.

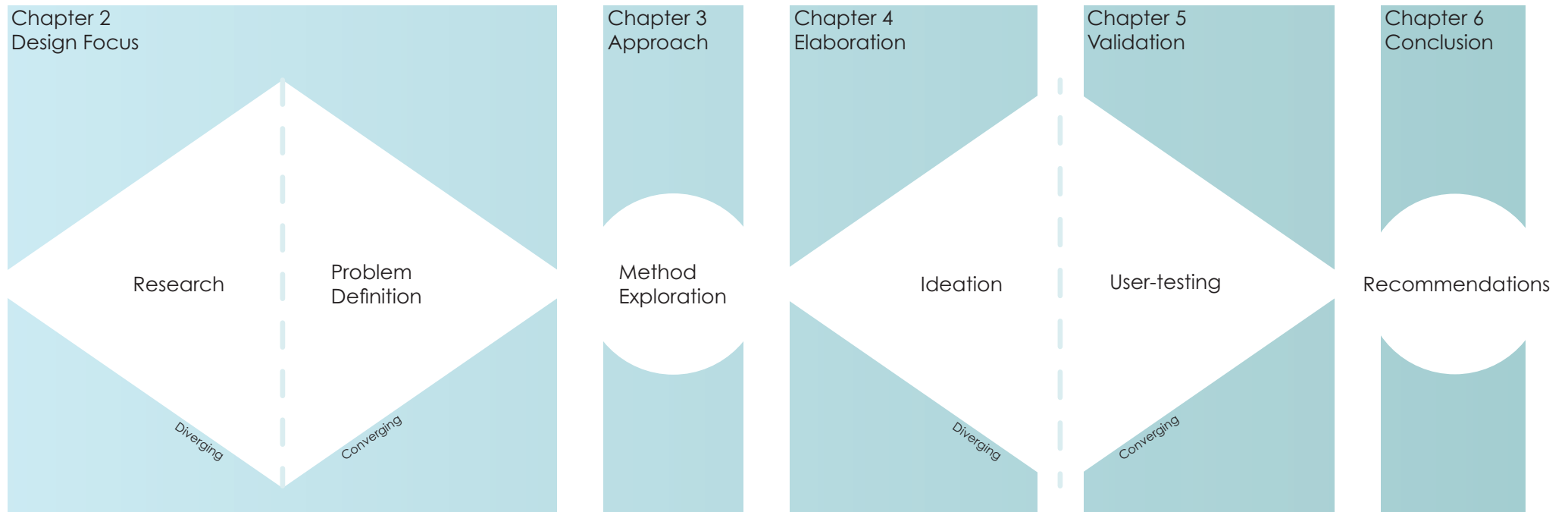


Figure 1: Project Approach

1.3 Conclusion

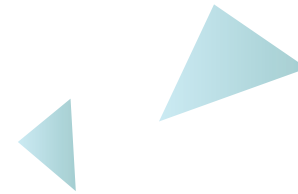
As can be concluded from this chapter, the collaboration between the Play Well Lab and the SWKGroep on this project will be beneficial for both parties.

Since the project will have its focus on the design of new Tools for participation with children it will provide the Play Well Lab with new insights and approaches on how to do child participation. The ideas will be partly tested and these results can also be used by other Lab Partners when designing Tools or using child participation in their project.

For the SWKGroep this project will be of added value since a tested vision for a child participation Toolkit will be created. A Toolkit which supports the Pedagogical Employee in listening to the children and finding out what their wants and needs are, in a way that goes beyond the superficial and obvious knowledge. This is something that is highly valued at the SWKGroep, since it contributes to the optimal development of a child. Besides that the Tool will be personalized for the context of the SWKGroep, so it will meet the wants and needs of both the children and PE when performing child participation.

CHAPTER 2

Design Focus



2 DESIGN FOCUS

To gain a better understanding of the context and the problem area within this project, this chapter will describe the different people involved at the BSO, how a day at the BSO normally looks like and what both their current as well as desired participation practices are. The results are further analyzed to make an overview of the strengths, weaknesses, opportunities and threats, regarding child participation at the BSO. Finally, based on these findings, the chapter will conclude with a description of the discovered design area and my design focus for this project.

2.1 Research

This paragraph goes into further detail on how the research phase is approached.

2.1.1 Research Questions

The following research questions will be answered in this chapter;

1. Who are the main stakeholders at the BSO?
2. How does a typical day at the BSO look like?
3. What is their current situation regarding child participation?
4. What is their desired situation regarding child participation?
5. What are the main problem areas regarding their current child participation practices?
6. What are the strengths of the Pedagogical Employees regarding child participation?
7. What are the weaknesses/challenges of the Pedagogical Employee regarding child participation?
8. Wat are the opportunities at the BSO regarding child participation?
9. What are the threats at the BSO regarding child participation?

2.1.2 Approach

The different research questions were approached in different ways. Interviews, a generative session and an analysis were performed to answer the research questions. Figure 2 provides an overview of which method was used for which research question. A summary of the interviews and the results of the generative session can be found in Appendix B.






Who?	Research Questions	What?	Approach
 Location Manager (LM)	1, 2, 3, 4, 5	Interview 1 hour	The interview took place at the BSO. I prepared 3 sheets, figure 3, together with the LM we filled out the sheets
 Location Manager (LM) & Pedagogical Employee (PE)	1, 2, 3, 4, 5	Interview 1 hour	The interview took place at the BSO. I prepared 3 sheets, figure 3, together with the LM & PE we filled out the sheets
 Pedagogical Expertise Center (PEC)	3, 4	Interview 30 minutes	Due to the circumstances, this interview took place over the phone
 Pedagogical Employees 4 (PE)	2, 3, 6	Generative session 2 hours	This session was done through Skype and Miro. In Miro the PE did brainwriting on several topics, figure 4.
 Me	6, 7, 8, 9	SWOT analysis	More information can be found in paragraph 2.3

Figure 2: Overview Research Approach

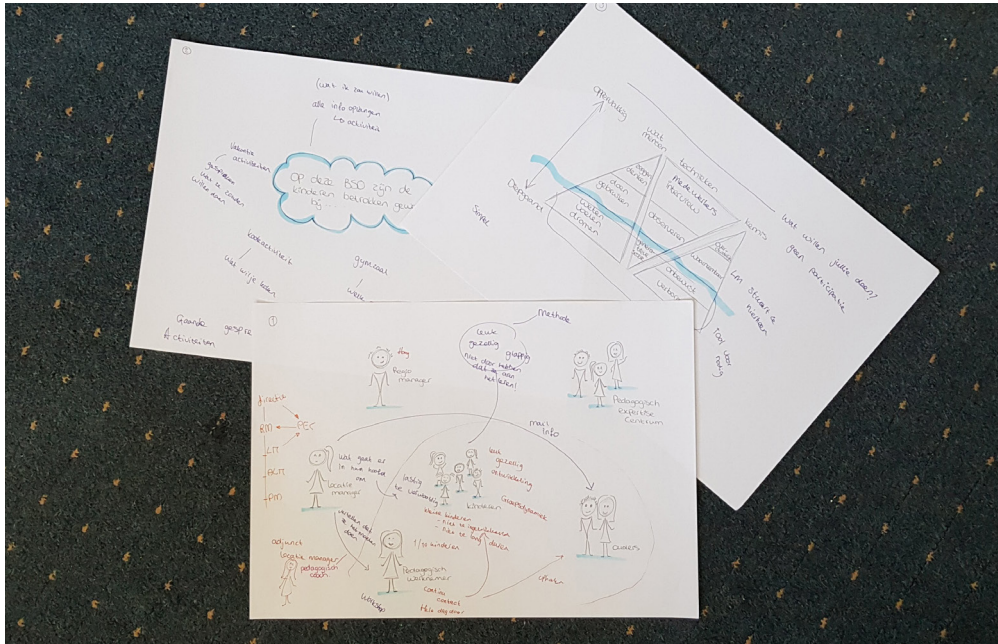


Figure 3: Sheets used during the Interview

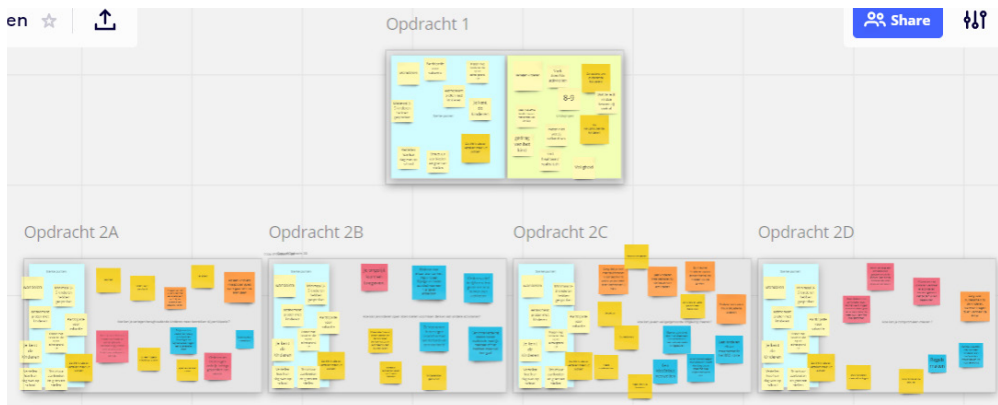


Figure 4: Screenshot Miro Ideation Session

2.2 Insights

In this paragraph, the main insights from the research phase are discussed. More detailed results can be found in Appendix B.

2.2.1 Stakeholders

The main stakeholders involved at the BSO are shown in Figure 5. This is based on a normal situation, in which the child doesn't need any special care.

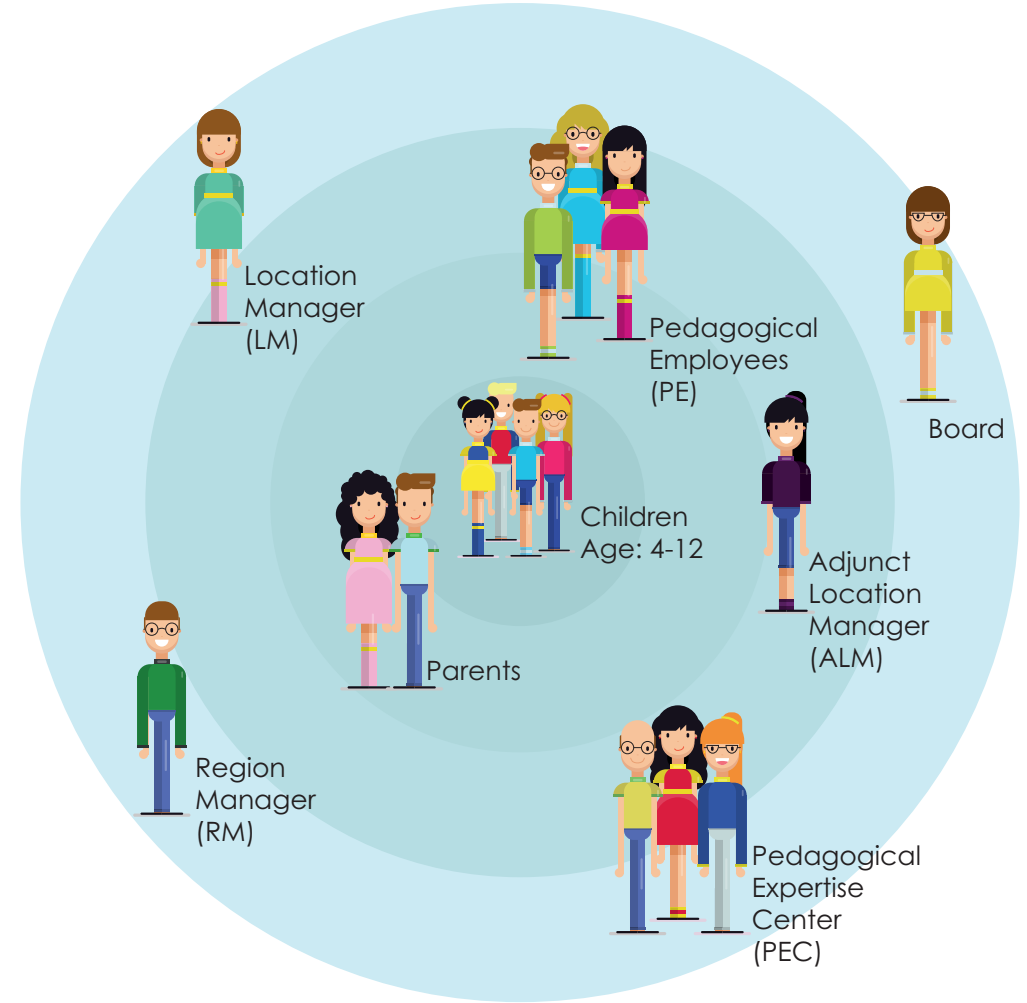


Figure 5: Stakeholder Map

The ages of the children at the BSO ranges from 4-12 years old. As can be seen in the stakeholder map, only the parents and pedagogical employees are in direct contact with the children.

In the next layer, the location managers and adjunct location managers can be found. Under normal circumstances, they will not be in direct contact with the children, however they are present at the location.

In the outer circle, the board, region manager and pedagogical expertise center can be found. They are not in contact with the children and also they will not be at the location itself.

In this paragraph, each of these stakeholders will be further discussed.

SWKGroep Employees

Figure 6 provides an hierarchical overview of the employees.

The Pedagogical Expertise Center is in direct contact with either the Board, the Region Manager or the Location Manager. The Adjunct Location Manager is only in contact with the Location Manager and Pedagogical Employees. The Pedagogical Employees are in contact with both the Location Manager and Adjunct Location Manager, as well as direct contact with the children.

More specific information about the employees working on location can be found in Figure 7.

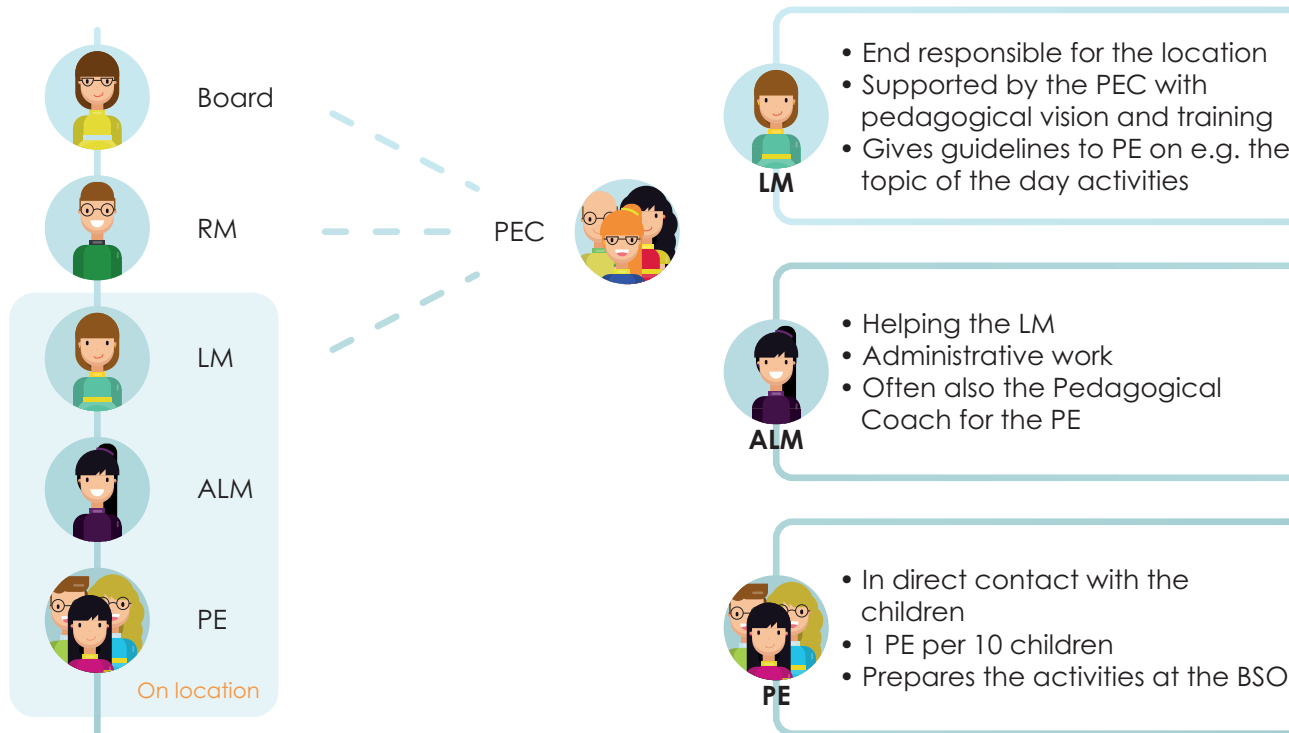


Figure 6: Hierarchy

Figure 7: Specific information, employees on location

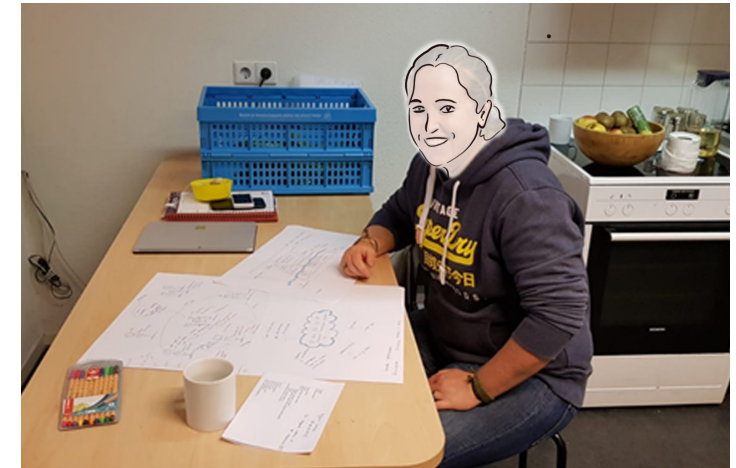


Figure 8: Locationmanager The Hague, during the interview

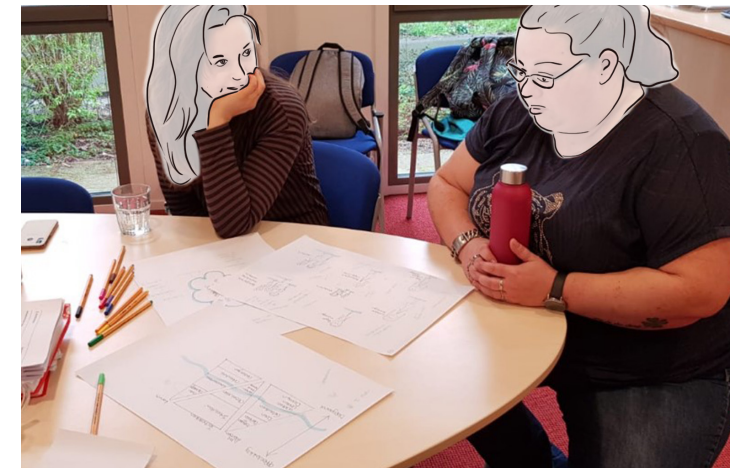


Figure 9: Locationmanager and PE Zoetermeer, during the interview

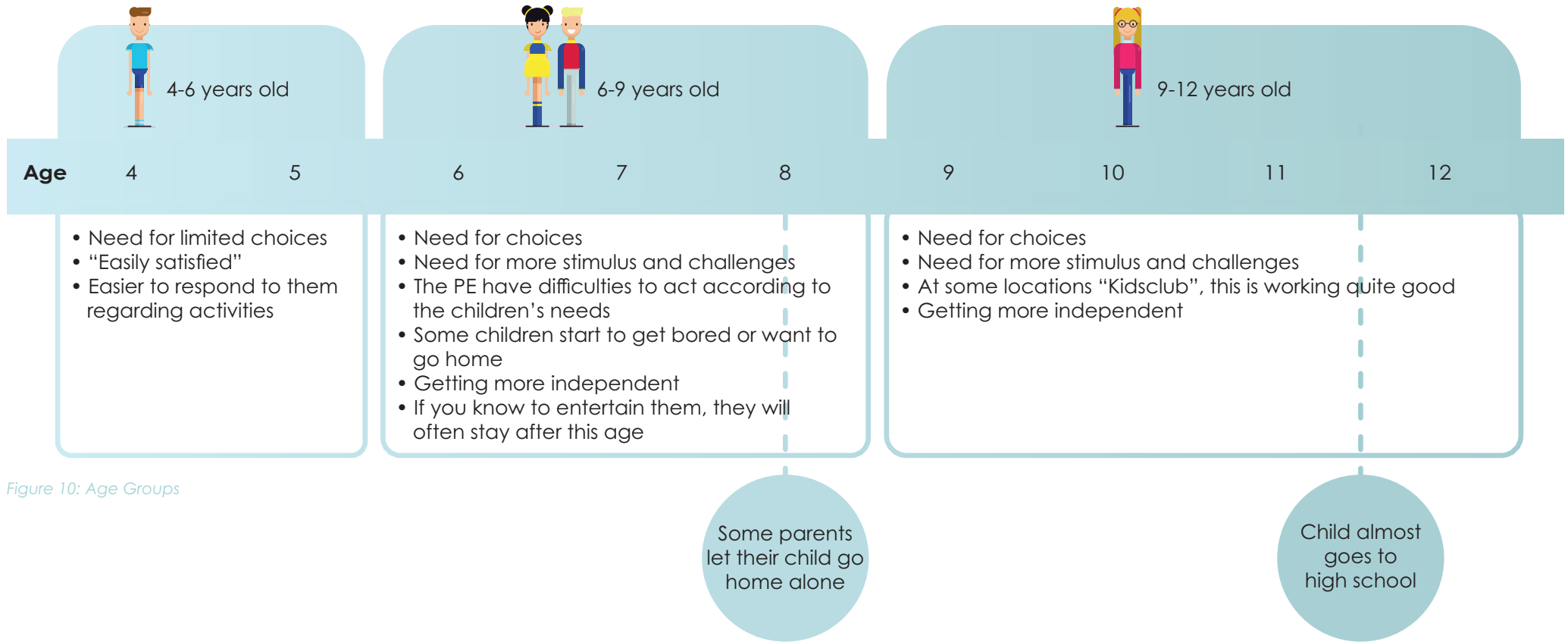


Figure 10: Age Groups

Parents and Children

When the children are picked up from the BSO, there is always a direct transfer of the child from Pedagogical Employee (PE) to parent. Here the PE will tell a bit more about how the child did that day.

The children at the BSO range from 4-12 years old. They are divided in 3 main groups, based on their age, see Figure 10.

According to the Location Manager, their current approach to child participation is sufficient for the youngest age group.

"These children are just rather easy to entertain."

Also, they don't experience a lot of challenges with the 9-12 years old. At several locations they have a Kids-club for this age group, which works quite well. Besides that, children who still go to the BSO after 9 years old, often stay until they go to high school.

The biggest challenges are experienced within the age group of 6-9. At an age of 8, a lot of children are allowed by their parents to go home alone. So, it is important to match their wants and needs in order to let them prefer the BSO over going home alone.

For the SWKGroep, the development of the children is one of their core values. They want to support the children in their development and an important aspect of this is having a personal opinion and being able to share this opinion with others.

The children at an age of 6 start to know better what they want and also want to share this, however they still struggle with expressing themselves. Especially for this age group, a tool to help them revealing this latent knowledge would be very useful to express themselves and it will contribute to their development. Therefore I chose to focus on children from 6-9 within my project.

2.2.2 Day at the BSO

Figure 11 describes an average day at BSO Triodus, The Hague, which is the BSO where all user tests were performed. There might be some differences compared to other BSO's which are also part of the SWKGroep. For instance, at this BSO, all children from the age of 6 walk independently to the BSO. This is possible since the BSO is inside the school. For other locations, where the BSO is not located inside the school, it doesn't apply that the children walk here individually from the age of 6.

2.2.3 current practices

Figure 12 shows the model I showed to the Location Managers during the interview. This model states that different kind of research techniques, result in different levels of knowledge. Finding out what people say or think is very explicit knowledge and can already be obtained through interviewing.

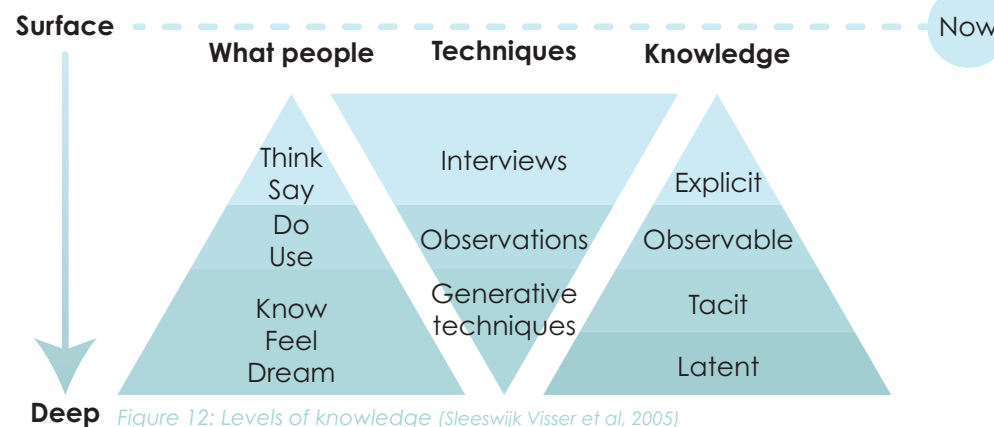
If you want to take it a level further, knowing what people do or use, observation techniques can be used. This is already a richer level of information, but still is quite explicit.

To discover the latent knowledge, so knowing what people feel, dream and know, a technique like generative sessions can be used. This type of knowledge is usually hard to articulate, but generative tools can be used to, piece by piece, express this knowledge. The participation toolkit should support the PE in

reaching this level of knowledge, finding out what the children know, feel and dream and being able to use this information to respond to this. (Visser, Stappers, van der Lugt, & Sanders, 2005)

When asking the Location Managers about their position in the model, one of them mentioned the following:

"I don't think we are even inside the model, I think we are currently floating above it, what we do cannot even be called interviewing."



Gathering	Eating moment	Play outside	Activities	Picked up
According to the different age groups, the children gather in their groups. 4-6 are gathered from their classes by the PE. 6-9 can independently walk to their group. And 9-12 also go independently, sometimes in another building.	All children get a healthy snack from the PE.	To blow off some steam after a long school day, all children will play outside for about half an hour. If the weather doesn't allow this, they will play in the gym.	The PE prepared several activities. E.g. if there are four PE, there will be three different activities and one PE will guide free play. The activities usually last between one and two hours, depending on the time the children are picked up. The children can choose what they want to do. BSO is 'free time', they are not obligated to do an activity.	Around 17.00 u the first children are being picked up by their parents. A transfer of the child between PE and parent takes place.

Figure 11: Day at the BSO Triodus, The Hague

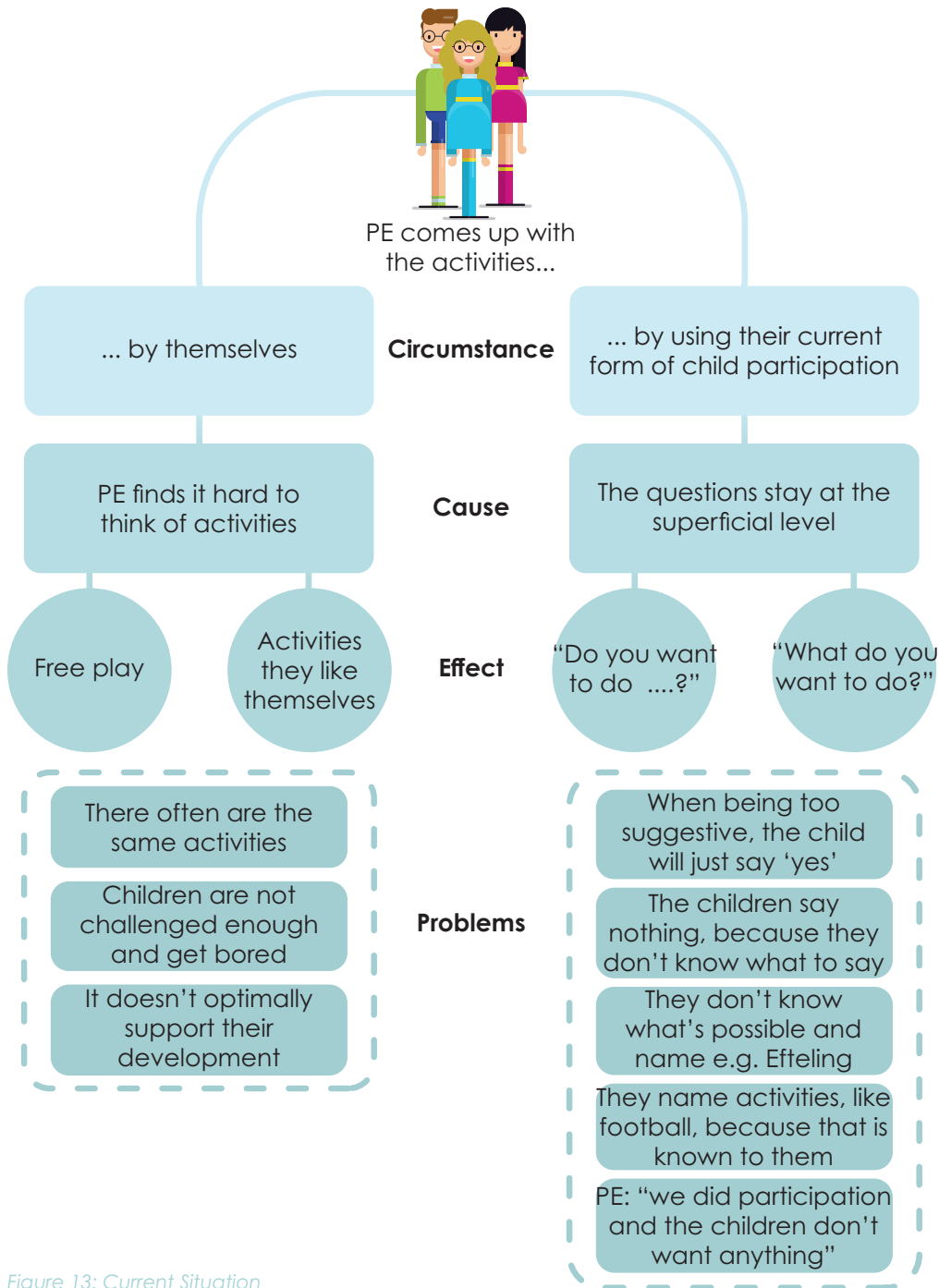


Figure 13: Current Situation

Figure 13 explains their current approach on choosing the daily activities. The PE experiences some challenges in coming up with new activities. This results in a lot of free play or activities the PE likes themselves, which is not very challenging for the children. The PE do perform child participation when creating the activities, however their current form of participation stays at the level of explicit knowledge in which the children can not fully express themselves.

"We did child participation, but the children just don't want to do anything."

2.2.4 desired practices

Some Location Managers already try to steer the PE into gaining knowledge trough observations. For example, paying attention to the children's conversations with each other. However, this is something they are not trained at and therefore the aimed results are not met. The PE are very motivated to change this on behalf of the child, but they will need sufficient support in doing so. Also, they should see the value of child participation in order to be motivated to use the method.

The goal of the location managers is to get at the bottom of the model, Figure 14, discovering the latent knowledge. However, to be successful, the step shouldn't be too big and enough support should be provided.

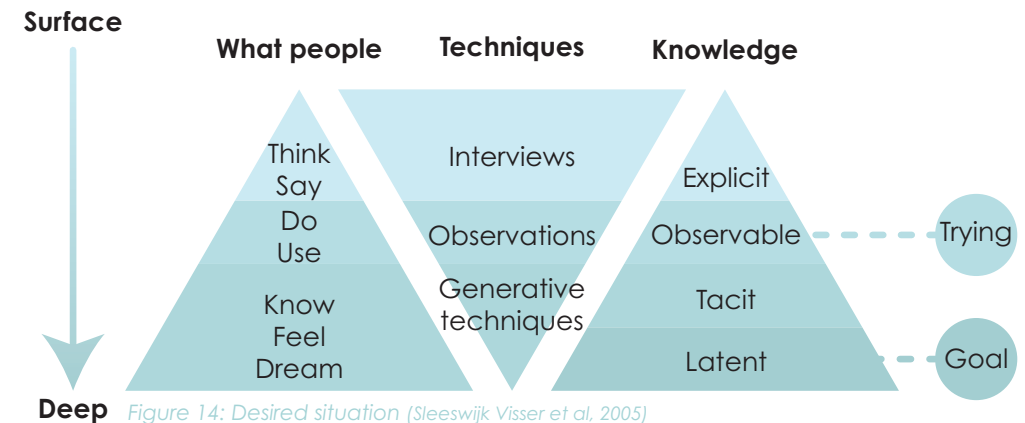


Figure 15 shows an overview of other aspects which are important to the Location Managers, regarding the development of the participation toolkit, based on their quotes.

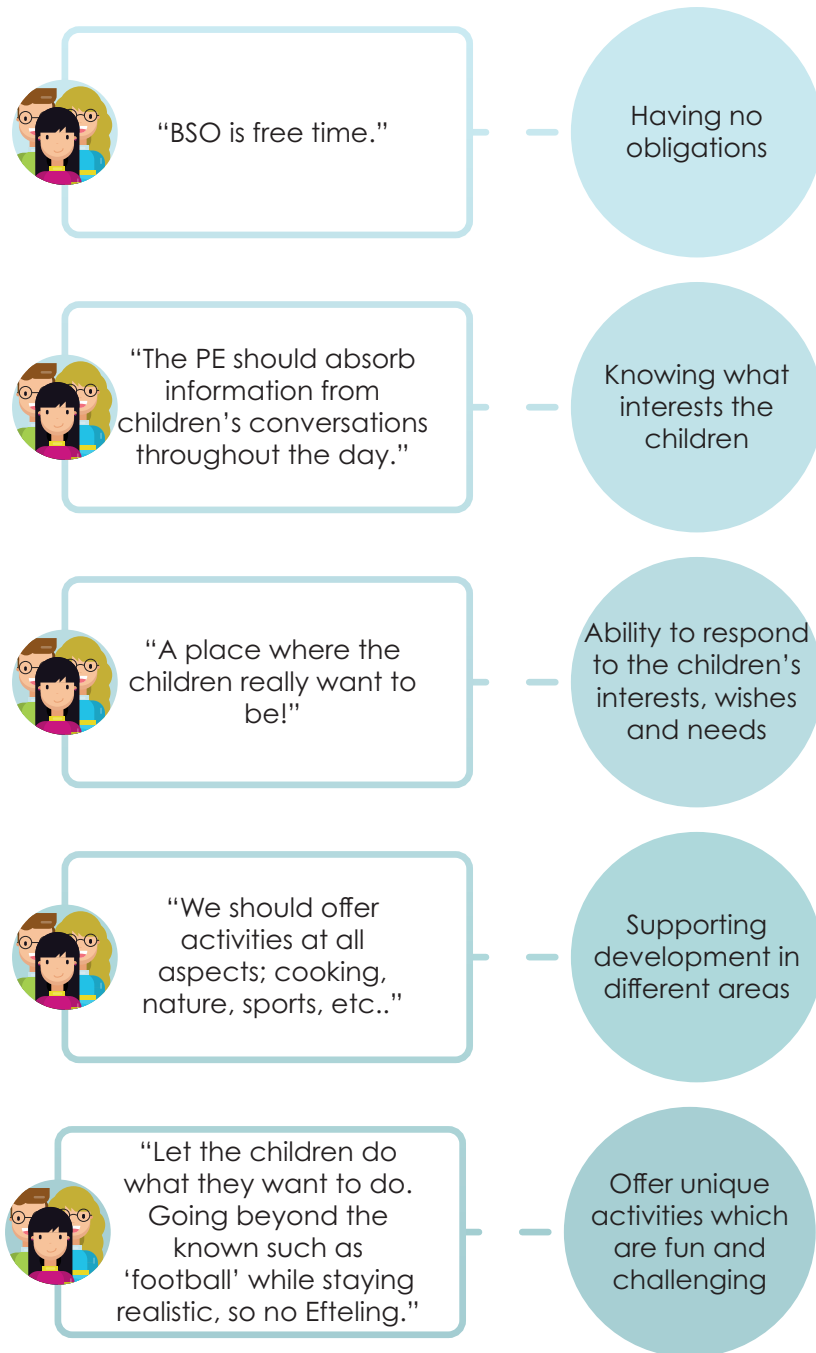


Figure 15: Important aspects

2.3 Analysis

In this paragraph the insights from the research phase are further analyzed through SWOT analysis; Strengths, Weaknesses, Opportunities and Threats. This is a method, usually used by companies to position their organization into its context in order to make strategic decisions. The results from both internal and external analysis can be used as starting point in generating search areas for product innovation. (Boeijen, Daalhuizen, Schoor, & Zijlstra, 2014)

2.3.1 Approach

Figure 16 provides an overview of how this analysis has been approached.

During this SWOT analysis I will use a slightly different approach. The internal analysis is based on the strengths and weaknesses (challenges) of the PE. The external analysis is based on the opportunities and threats that are present at the BSO when performing participation. The reason I choose for this is because the PE is the one who has to perform the participation and therefore it is important to know the strengths and weaknesses specifically of the PE. However, when performing participation, also other factors are of importance. This is the context in which the participation is done and involves both the children as well as the actual location/setting in which the participation is performed.

2.3.2 Insights

This paragraph provides an overview of all Strengths, Weaknesses, Opportunities and Threats found during the analysis.

Strengths

The strengths of the Pedagogical Employee, found during the analysis phase are:

- The PE has several moments during the day where they have 1 on 1 conversations with the children.
- The PE can exchange information with each other, in this way it is easier for them to give every child attention.
- The PE do a lot with their hands and are very good at this.
- The PE knows how to act towards the children, in a way that provides structure.
- The PE know how to have a light conversation with the children.
- The PE knows every child very good and knows how to behave differently according to the child.
- The PE is open for change on behalf of the children.
- By talking a lot with the children and creating a safe environment, the child and PE have mutual trust.

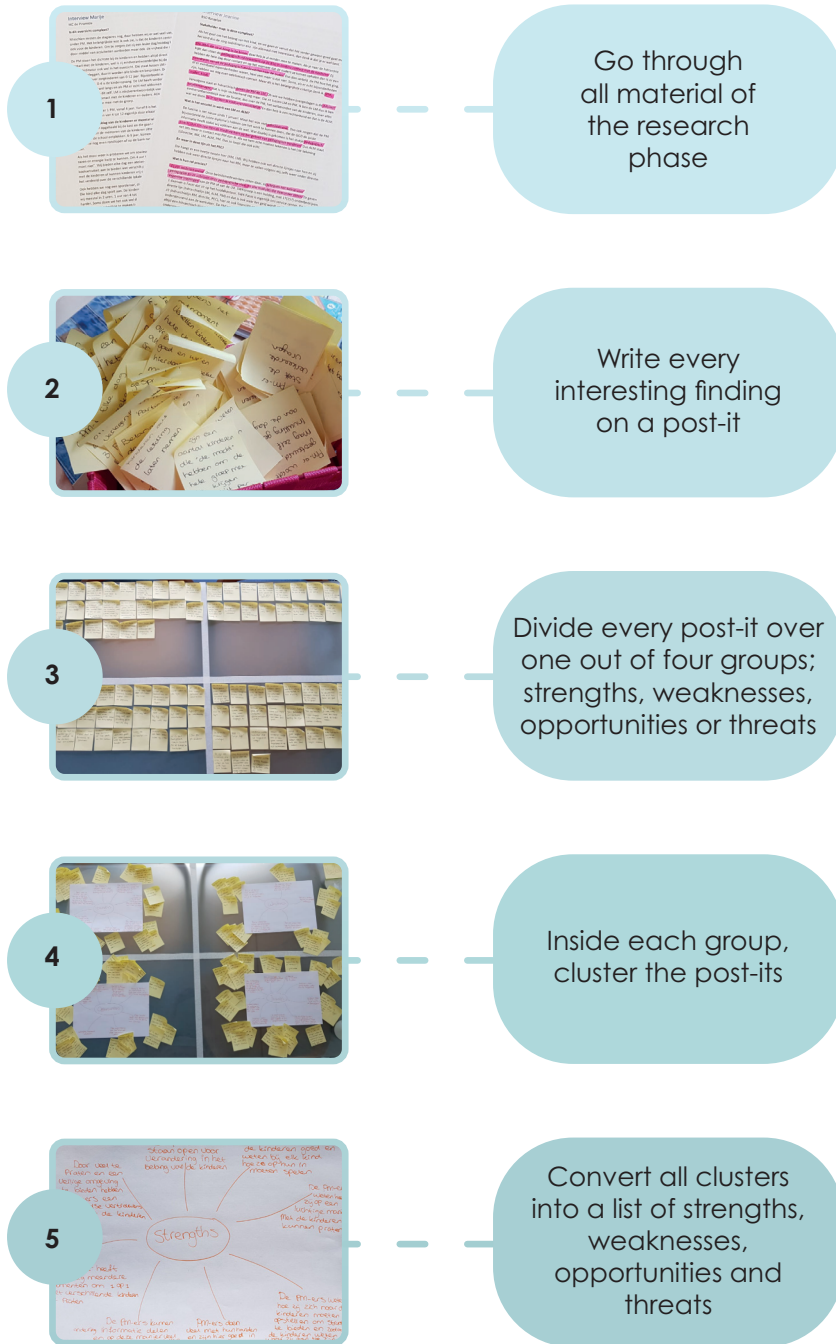


Figure 16: Approach SWOT Analysis

Weaknesses

The weaknesses/challenges for the Pedagogical Employee, found during the analysis phase are:

- The PE are trained in doing participation in the traditional (superficial) way.
- The added value of using the tool should be clear to the PE, otherwise the tool will not be used.
- The PE will need structure and support in order to be able to correctly use the participation tool.

Opportunities

The opportunities at the BSO regarding child participation, found during the analysis phase are:

- By being in a safe environment, also shy children will be more likely to participate.
- Children will be motivated by acting upon their needs or interests.
- The BSO is a place that offers time, space and supervision for the children to actively think about a topic.
- Every location has its own Pedagogical Coach, who can coach the PE.
- The children will feel more involved when they have their own contribution.
- Challenges motivate children.
- Most children who go to the BSO come every week or even multiple times per week.

Threats

The threats at the BSO regarding child participation, found during the analysis phase are:

- Children are at the BSO in their 'free time'.
- Children often want to please, and give answers they think you want them to give.
- There is peer pressure amongst children.
- If the tool is not introduced correctly at the work floor, it will not have correct results.
- Shy or reluctant children might stay quiet if it doesn't feel like a safe place.
- Children are still developing their skills of abstract thinking and expressing themselves.
- Children don't know what is all possible and therefore tend to say the known.
- You will lose the child's attention if you don't respond to their interests or needs.

As can be concluded from this analysis, there are multiple opportunities at the BSO to do child participation. Also, the PE have a lot of strengths which are beneficial when performing participation and, if they see the value of it, they are very willing to do participation. However the main challenge right now is the lack of knowledge regarding this type of participation, the toolkit should therefore support the PE in performing this type of participation.

Another important aspect is that not all children might want to participate. The children go to the BSO in their free time and some children might be too shy to participate. The tool should try to involve all children.

2.4 Conclusion

This Paragraph describes my design focus, based on the results of this chapter.

2.4.1 Problem Definition

If the PE see the value of it for the child, they are motivated to perform child participation. However due to a lack of knowledge regarding this type of participation, they do not succeed to go beyond the general and superficial knowledge. This results in insufficient response to the children's interests and needs, which causes challenges mainly within the age group of 6-9 years old. Children between this age range start developing the will to give their opinion and express themselves, however they need support in doing so.

Besides that, the children who go to the BSO, come there in their free time. Therefore, the participation method should be performed in such a way that the child would voluntarily wants to participate.

Figure 17 visualizes how the problem area can be divided into three main partial problem areas.

1. Their current participation approach doesn't allow them to gather results which go beyond the obvious knowledge. Therefore they cannot respond to the children's needs, wishes and interests.
2. The tool should fit within the context of the SWKGroep, regarding both the children as well as the PE.
3. The tool should not be fixed on one topic but should be deployable at several topics.

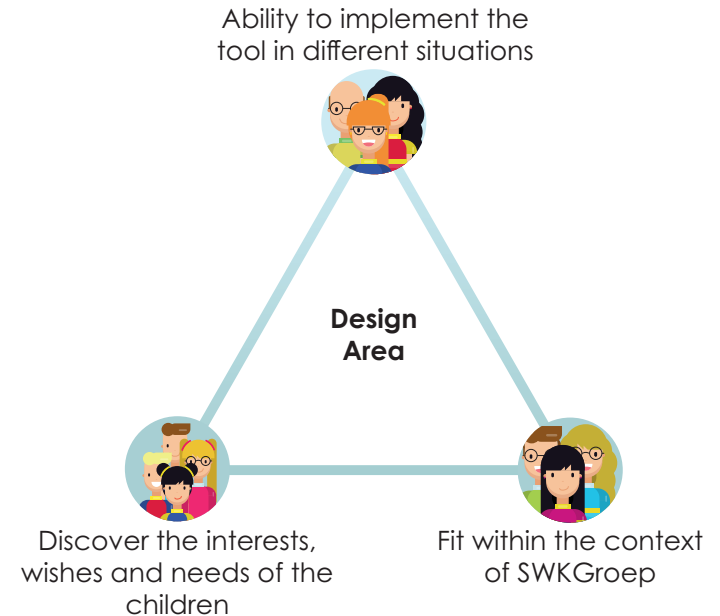


Figure 17: Design Area

2.4.2 Design Focus

Since methods to gain more insights on the latent knowledge do already exist, I want to focus on making these methods suitable within the context of the SWKGroep. By doing so there are two main aspects to keep in mind, see Figure 18.

1. The tool should support the PE in independently gaining latent knowledge about the children and converting this knowledge into valuable results to continue working from.
2. The tool should be approached in such a way that all children are involved. So the children should want to participate in their free time and also the shy and/or reluctant children should be involved.

By focusing on this part of the problem area, it will also have effect on the other two aspects. By adapting existing methods to fit within the context of the SWKGroep, their own employees will be able to discover the interests and needs of the children.

While designing this toolkit, I will keep in mind all three aspects of the problem and make sure they stay connected to each other.

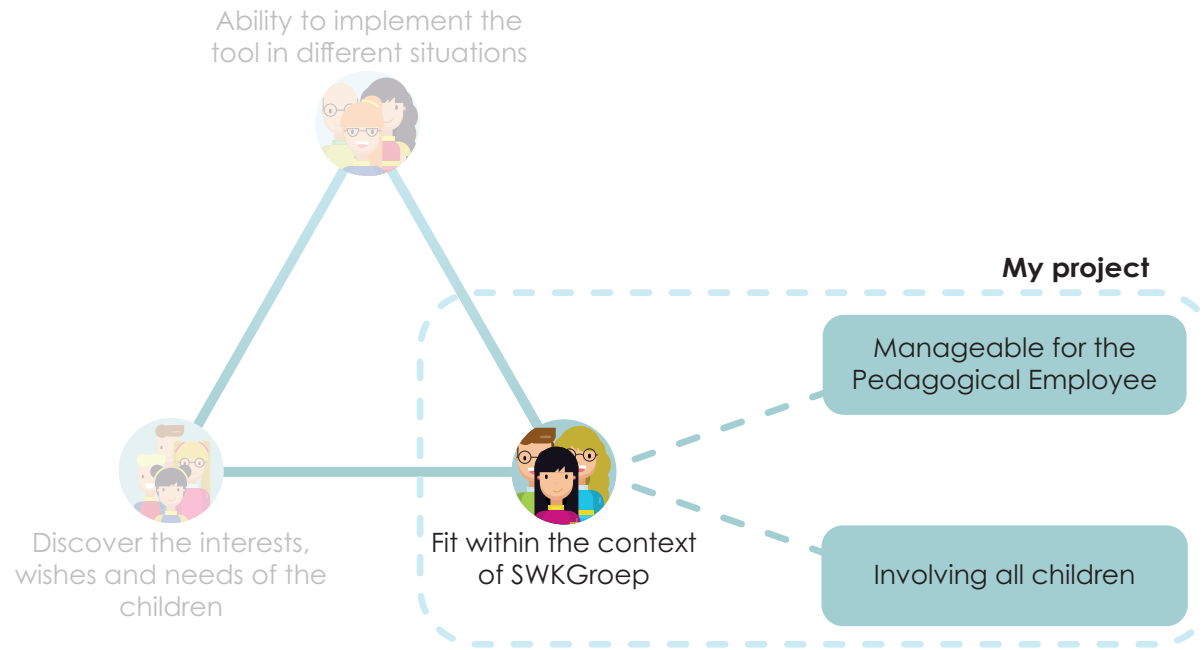


Figure 18: Design Focus

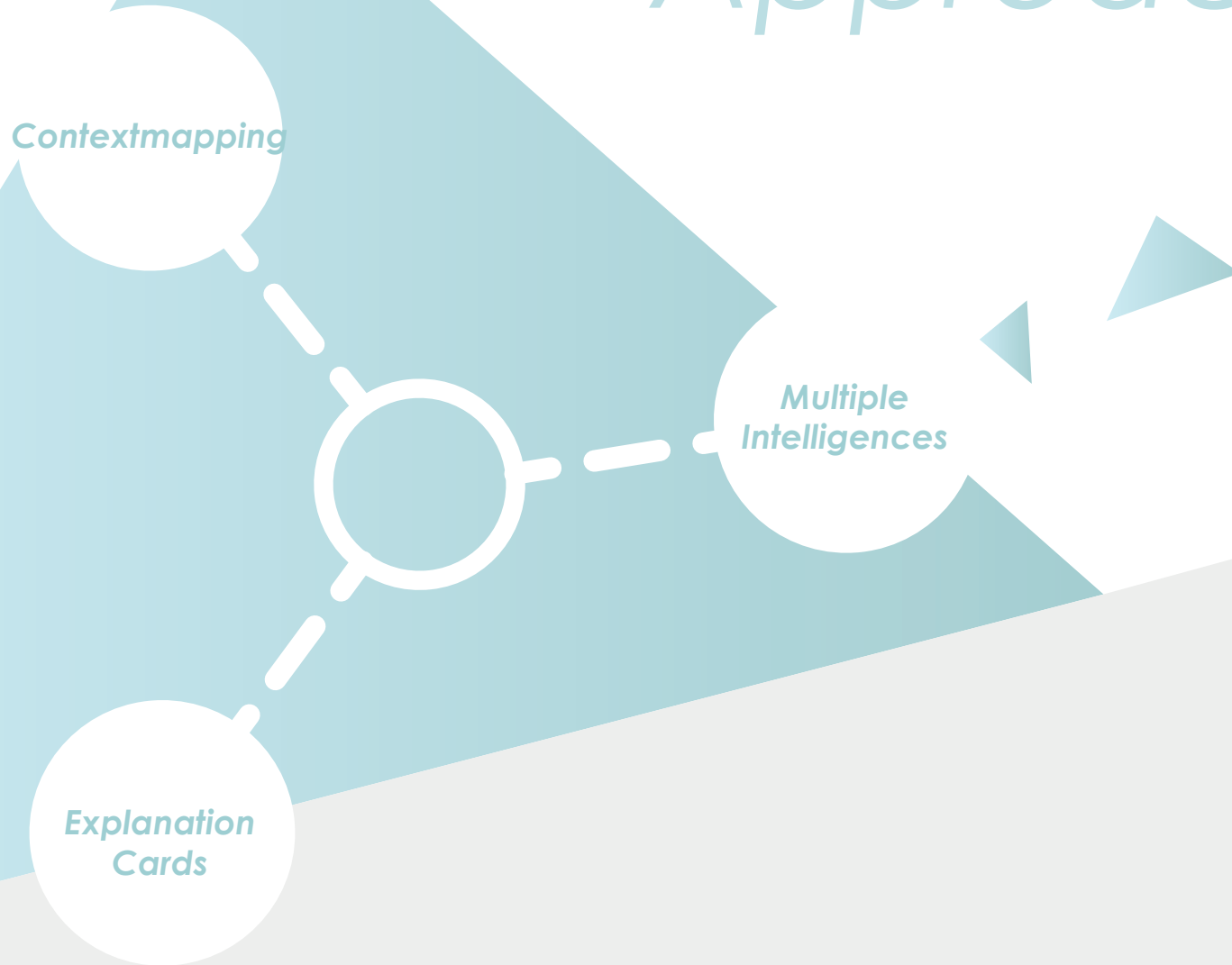
CHAPTER 3

Approach

Contextmapping

Multiple
Intelligences

Explanation
Cards



3 APPROACH

This chapter describes how I approached the problem area as defined in the previous chapter. I will be looking at both the theory of Contextmapping, the theory of Multiple Intelligences and the use of explanation cards. The chapter will conclude with why this would be a suitable approach within the context of SWKGroep.

3.1 Contextmapping

When looking at the design area, as defined in paragraph 2.4.1, the toolkit should be applicable to different topics, it should reveal the latent knowledge; discovering the children's dreams, wishes and needs, and it should fit within the context of SWKGroep.

Methods to gain latent knowledge do already exist and therefore I will use this existing theory in the elaboration of my tools, with the main focus of making this existing theory applicable within the context of SWKGroep.

A well-known design method used to discover the latent knowledge of people is Contextmapping. This method states that in order to find out what people might want or need in the future, it is important to know what they valued, liked or disliked during past experiences. In this theory, the participant is seen as the expert of his/her own experiences. Reflecting on a past experience can help them to discover and articulate what their wishes, needs and/or worries are. (Kistemaker, n.d.)

This latent knowledge might be hard for the participant to express, that is why generative tools are used. The tools support the participants to think back about their experiences and reflect on these experiences. Usually these tools consist of creative exercises where the participants make something based on how they experienced a certain situation. By talking about what they created they are able to, step by step, discover and articulate their wishes, needs and dreams; their latent knowledge. (Kistemaker, n.d.)

There is no fixed set of tools to use during Contextmapping. Often the tools are created, once the topic of research is established. Although there is no fixed set of tools, there are some aspects which often come back in the tools, e.g. keeping a diary or creating a timeline are often seen in generative tools. Figures 18 A-H provides some examples of tools which includes aspects that are often used during Contextmapping.



Figure 18 A-H: Examples of existing generative tools

Although these aspects are often used and have proven to be successful, not all of them do completely fit within the context of SWKGroep. Figure 19 highlights the main aspects which do not suit the context of SWKGroep.

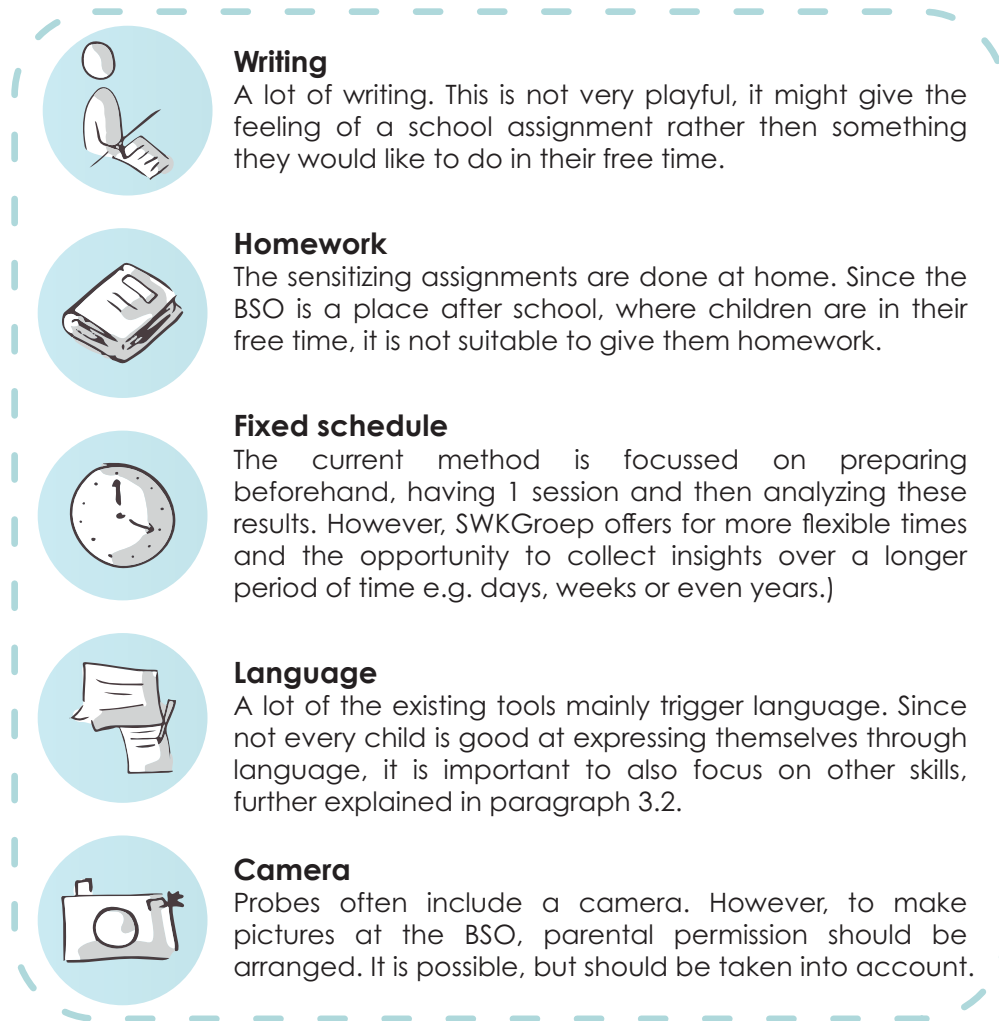


Figure 19: Existing Cultural Probes in SWK Context

Besides these aspects there is also another reason why this method currently can not be used at the SWKGroep. Figure 20 provides a very basic overview of the different steps within the Contextmapping process. First, the tools are prepared, then, a generative session is done using the generative tools and the last step is to analyze the results retrieved during the session.



Figure 20: Basic steps Contextmapping (Kistemaker, n.d.)

The PE are not trained in doing this and therefore they will need support throughout every step. This is why I will ideate on generative tools which are especially designed for the context of the SWKGroep, based on the results from the SWOT analysis. By doing so, the PE is provided with a varied set of pre-made, fully elaborated, tools which, besides implementing their own topic of research, do not need further preparation.

In order to also support the PE in the other two steps of the Contextmapping process; the session and the analysis, the tools will be visualized by means of explanation cards. This will be further illustrated in paragraph 3.3.

During the ideation phase I will therefore elaborate on designing tools, based on the theory of Contextmapping, but made for the specific context of SWKGroep, keeping in mind that the tool should support the PE in all 3 steps of the process. Also, when designing the tools, it is important to keep in mind the essence of such a generative session, so providing the participants with tools which support them in thinking back about their experiences, reflect on it and expressing these thoughts in order to discover their wants and needs; reaching the level of latent knowledge. (Sanders & Stappers, 2012)

3.2 Multiple Intelligences

As stated in my design focus, when creating the tools it is important to involve all children. This means, the tool should invite the children to participate in their free time, it should also invite the shy/reluctant children and all children should be able to express themselves.

As mentioned before, not all children are good at expressing themselves through language. Howard Gardner's Theory of Multiple Intelligences states that every child has all 8 intelligences as shown in Figure 21. However not every intelligence has the same strength for every child. Therefore some children could be better in expressing themselves visually instead of verbal. This is different for every child and therefore, to include all children, the exercises

should focus on different intelligences so the different children can express themselves in different ways. (Brualdi Timminns, 1996)

Besides making it easier for the different children to express themselves, the variation should also increase the fun of the assignments by including aspects like acting or dancing, so the children are willing to participate in their free time.

In order to use the Theory of Multiple Intelligences during the brainstorm, I created an overview of examples of activities or skills, linked to every intelligence*. This overview can be found in Figure 22.

(use of multiple intelligences in the training environment, 2018), (Checklist: Learning activities that connect with multiple intelligences, n.d.), (ESL lessons with multiple intelligences, 2011), (Jilani, n.d.), (Multiple intelligences, 2009)v

*Since most papers don't mention natural intelligence, I choose to leave this one out during the ideation.

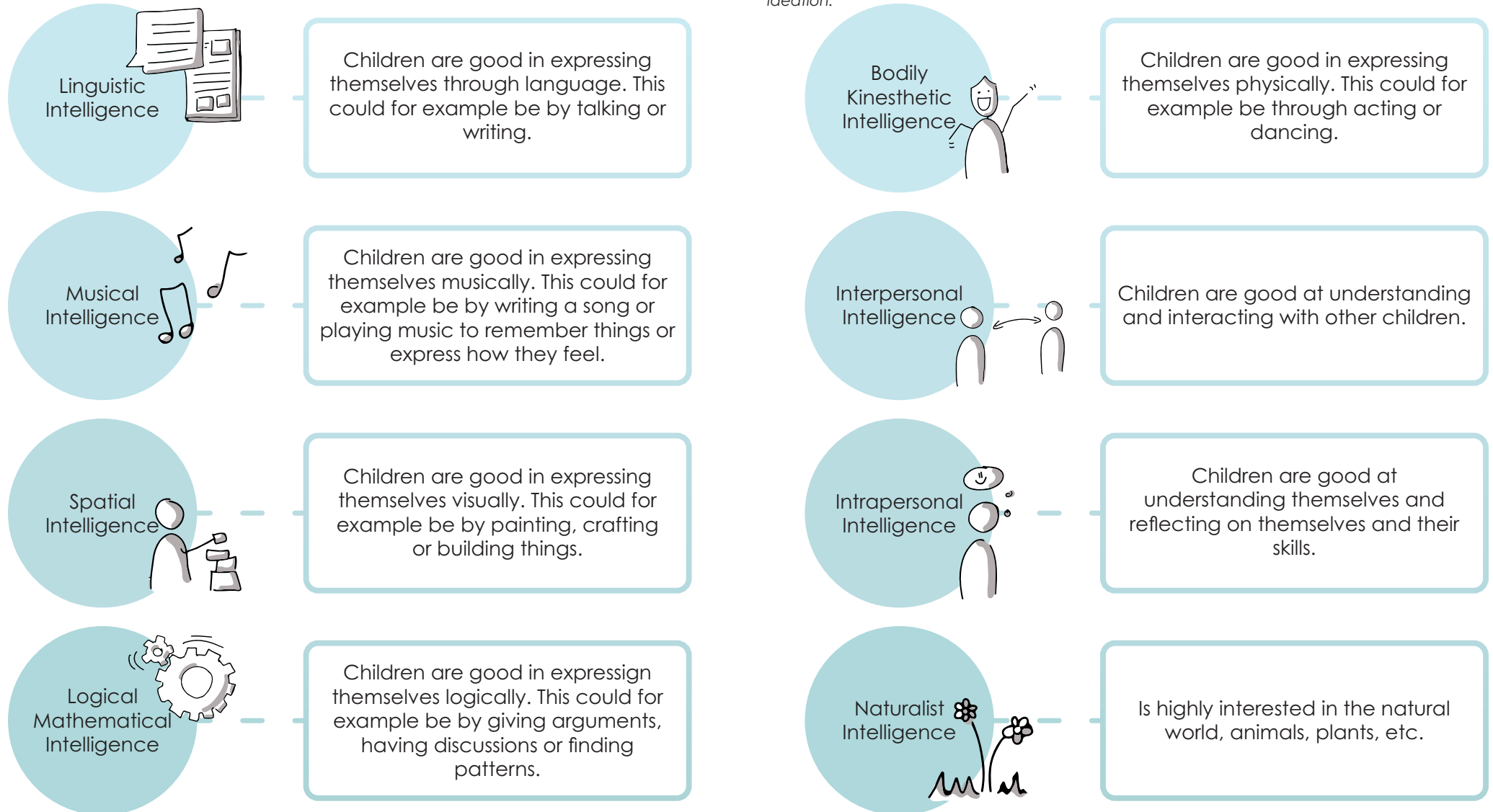


Figure 21: Multiple Intelligences

Multiple Intelligences - Activities/Skills

Linguistic	Musical	Spatial	Logical Mathematical	Bodily Kinesthetic	Interpersonal	Intrapersonal
01. Discussion 02. Narration 03. Organizing 04. Writing 05. Story writing 06. Story telling 07. Diary 08. Worksheets 09. Word web 10. Word games 11. Explaining 12. Comparing things 13. Thinking out loud 14. Writing a letter 15. Summarizing	01. Simulations 02. Song analysis 03. Creative song writing 04. Performances 05. Making poems 06. Find music to a story 07. performing 08. Using instruments 09. Making sound effects 10. Creating dance moves 11. Connecting music to emotions.	01. Making pictures 02. Visualize a timeline 03. Flow-charts 04. Puppet play 05. Describing a memory 06. Re-arranging rooms 07. Colorcoding stories 08. Storytelling around a picture 09. Recognizing differences 10. Collage making 11. Imagination 12. Poster making 13. Painting 14. Photo albums 15. Clay modelling 16. Movie making 17. Constructing diorama's 18. Clustering 19. Quick sketches 20. Drawing 21. Imagery thinking 22. Building stuff 23. Comic strips 24. Observing 25. Mindmaps	01. Recognizing patterns 02. Critical thinking 03. Flow-charts 04. Experimenting 05. Creating the story outline 06. Creating analogies 07. Categorizing 08. Comparing things 09. Problem solving thoughts 10. Discover differences 11. Recognize problems 12. Asking questions 13. Mind maps 14. Creating a timeline 15. Forced fit design 16. Improving a situation	01. Portray answers 02. Practice a play 03. Clay modelling 04. active games 05. Building stuff 06. Role playing 07. Sport activities 08. Simulations 09. Face expressions 10. Trying things out 11. Acting 12. Designing props 13. Dancing 14. Creating costumes	01. Brainstorming 02. Write a story in a group 03. Acting out a situation 04. Group conversations 05. Interviewing each other 06. Role playing 07. Having empathy 08. Competitions 09. Learn from each other 10. Story telling 11. Puppet play 12. Explaining to each other 13. Sharing knowledge 14. Collaboration	01. Diary keeping 02. Working independent 03. Describe own's emotions 04. Relate yourself to things 05. Making decisions 06. Thinking about the future 07. Giving their opinion 08. Putting thoughts to words 09. Making a scrapbook 10. Sharing experiences 11. Setting goals.

Figure 22: Multiple Intelligences, Activities/Skills

3.3 Explanation cards

When including the theory of Contextmapping and Multiple Intelligences in the design of the tools, there is still an important part of my design focus missing. This is, making sure the participation is manageable for the PE.

The PE should be supported throughout every step of the process, so during preparation of the participation session, during the session itself and during the analysis of the results. By creating a Toolkit which consists of tools designed for the context of the BSO, the PE is already supported in the first step, since it will take away part of the preparation by providing them with pre-made assignments.

The easiest way to support the PE in the participation session itself, is by providing them with explanation cards. By doing so, the different steps can be explained and things to pay extra attention to can be highlighted. The goal of the tool can be explained and the card can give visual support to every step.

At the same time the explanation cards can support the PE in doing the analysis. Not only can the analysis be explained through an explanation card, but also the explanation cards, used during assignments with the children, can highlight moments where the PE should make notes and where they should pay extra attention to or what they should ask while making these notes.

So, by creating a toolkit which consists of tools explained through explanation cards, the PE will be supported in preparing the session, the participation session itself and the analysis of the results, therefore this will be a suitable approach.

3.4 Conclusion

From this chapter can be concluded that designing tools, using the theory of Contextmapping in combination with the theory of Multiple Intelligences and visualizing these tools through explanation cards, would be a suitable approach for the defined design area.

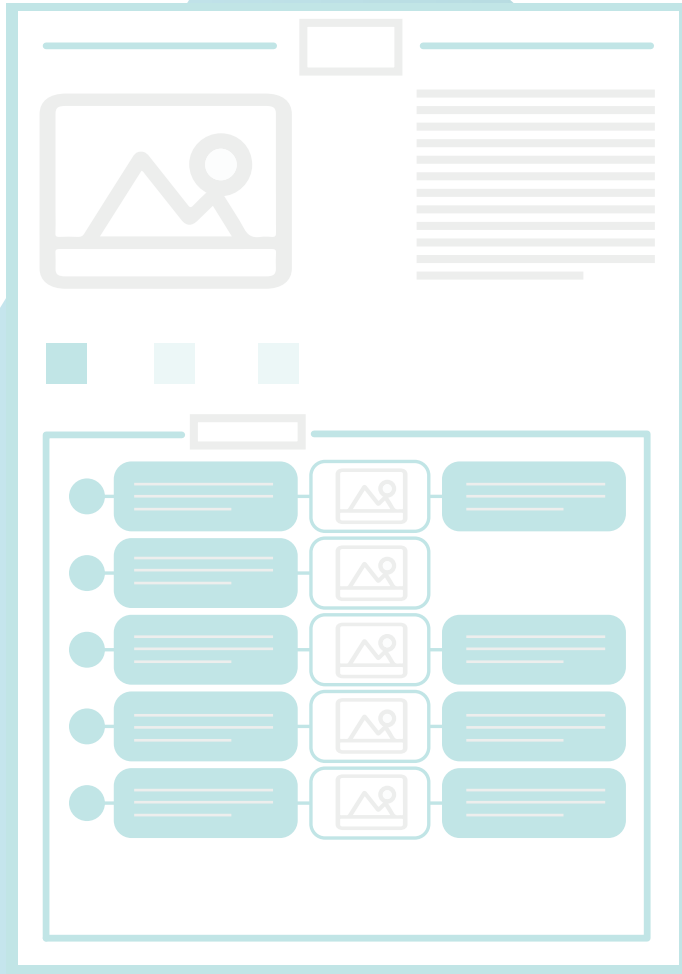
The theory of Contextmapping will support the children in thinking back about their experiences and reflecting on it, in order to reach this level of latent knowledge.

Although, preparing, performing and analyzing might be difficult steps for the PE, since they are not trained in doing this, the form of explanation cards will support them throughout the process and makes sure they will pay sufficient attention to the important aspects.

While the theory of Contextmapping might support the children in thinking back about and reflecting on their experiences, it can still be hard for some children to express this through language. Therefore, also the theory of Multiple Intelligences will be taken into account during brainstorming. This provides the children with different ways of expressing themselves, making the participation more fun and making sure all children are involved.

CHAPTER 4

Elaboration



4 ELABORATION

In this chapter, the approach as discussed in the previous chapter will be further elaborated into different ideas. The chapter will start with describing how the ideation phase was approached, followed by setting up criteria for the tools. Next, a summarized overview will be provided of the different tools generated during this phase. The chapter will conclude with describing why these ideas will be suitable for the SWKGroep.





Background	What?	Focus
 Industrial Design Play Well Lab	Individual ideation	H2 let children think back about an experience?, H2 let children reflect on an experience?
 Non Industrial Design	Online ideation 1 hour	H2 let the child think back about what happened, where it happened, who were involved and how all these factors affected the situation?
 Industrial Design	Ideation 2 hours	H2 know what the child's wishes and needs are when; being home alone; having their first day at the BSO; trying out new activities; spending their free time?
 Industrial Design Play Well Lab	Online ideation 1 hour	H2 know what the child's wishes and needs are when; being home alone; having their first day at the BSO; trying out new activities; spending their free time?

Figure 23: Approach Ideation

4.1 Ideation Approach

Figure 23 provides an overview of how the ideation phase was approached. As shown in the Figure, all sessions made use of H2's (how to...?) during the brainstorm, but had a different focus. Within all ideation sessions was pointed out to come up varied ideas by focusing on different skills/activities from the Multiple Intelligences and keeping in mind the basic idea of generative tools; Thinking back about an experience and reflecting on this experience.

Some ideation sessions were done in real life, others through Zoom or WhatsApp.

The first ideation was done individually and the main focus was on creating a lot of ideas on "How to let the children think back about and reflect on an experience?" Within this ideation I tried to include a lot of different skills/activities based on the Multiple Intelligences.

The second ideation was with 2 non Industrial Designers. To give them more guidance within the ideation, more details were added to the How to...? question, see Figure 23.

The third and fourth ideation session were both done with a group of Industrial Designers, the fourth session was done with other students from the Play Well Lab.

Within the third ideation session I tried out another approach for the How to...? questions in order to get more variation in the ideas. As can be seen in the Figure 23, the fourth ideation session used the same focus, since this approach resulted in interesting and varied results. Figure 24 shows some results from the different ideation sessions. All results can be found in Appendix C.

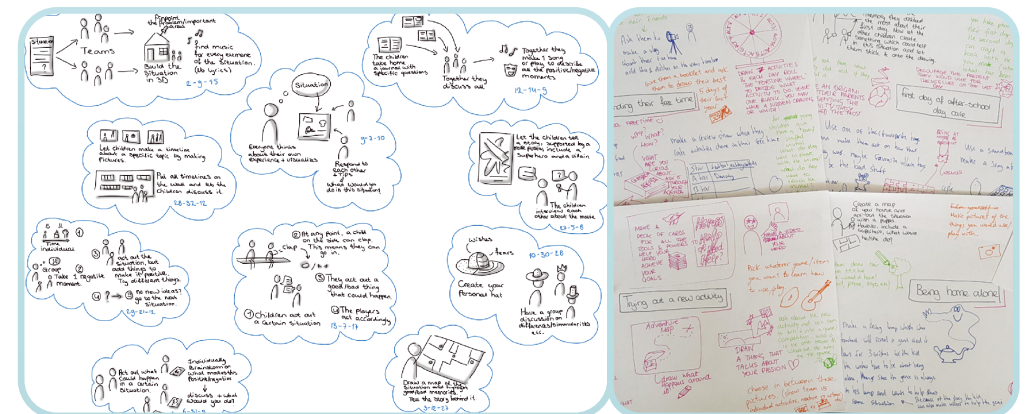


Figure 24: Some ideation results, using different approaches

4.2 Criteria

This paragraph will provide an overview of the criteria for both the tools individual as the complete set of tools. The criteria is based on the results from the SWOT analysis and the theory of Contextmapping, the theory of Multiple Intelligences and the use of explanation cards.

4.2.1 Individual tools - PE

Use of the tool

1. The tool supports the PE in understanding its goal.
2. The use of the tool is clear.
3. During the use of the tool there is room for the PE to do observations.
4. The tool supports the PE in capturing results.
5. The group size for using the tool has a good ratio PE/children in order for the PE to pay attention to every child.
6. The tool is easy in use for the PE.

Analysis of the results

7. The tool supports the PE in performing the analysis.
8. The tool supports the PE in looking for deeper connections between the results.
9. The tool supports the PE in drawing valuable conclusions from the analysis.
10. The tool should support the PE in making the latent knowledge they have about the children explicit.
11. Use of the tool lets the PE see the value of doing the analysis.

4.2.2 Individual tools - Children

Use of the tool

12. The tool is easy to understand/use for the children.
13. The tool also invites shy/reluctant children.
14. The children are challenged to use other skills then talking to express their thoughts/feelings.
15. The tool invites the children to share their personal opinions.
16. The tool is easy in use for the children.
17. The children enjoy using the tool.

*Analysis of the results**

18. The tool supports the children in performing the analysis.
19. The tool should support the children in communicating their latent knowledge.
20. The tool supports the children in looking for deeper connections between the results.
21. The tool supports the children in drawing valuable conclusions from the analysis.

** If the children are involved in the analysis*

4.2.3 Complete set of tools

22. The set consists of tools for different time-frames. (days, weeks, etc.)
23. The set consists of tools for different types of children, by focusing on different types of expression. (bodily, spatial, linguistic, etc.)
24. The set should give the opportunity to be used for the different group sizes, which are often present at the SWKGroep.
25. The set should include tools that support children in thinking back about an experience or situation.
26. The set should include tools that support children in reflecting on an experience or situation.
27. The set should include tools that support children in discussing experience or situation.
28. The set consists of tools which are applicable for different types of research questions.
29. The set of tools gives results which spark ideas, solutions or inspiration for the PE to continue working on.

4.3 Ideas

The results from the ideation sessions were further elaborated into a varied set of ideas. The ideas are visualized through explanation cards. The explanation cards are written in Dutch, since this is the main language spoken by the PE. An overview of all detailed cards can be found in Appendix D.

Figure 26 (01-23) provides a summarized overview of all ideas, these Figures can be found on the next pages. The orange box refers to the corresponding page where this idea, in Dutch, can be found in full details.

The tools are divided into three main categories, as can be found on the cards itself; thinking back, reflect and analyze. Some cards combine both thinking back and reflecting.

As shown in Figure 26, only idea 22 and 23 are completely focused on the analysis of the results. During the ideation, the main focus was on creating tools to support the children in thinking back about and reflecting on their experiences. I included important aspects of the analysis in the explanation cards of the tools.

Every card, as shown in Appendix D, has the same lay-out. Figure 25 gives an example of one card to explain this layout.

- A: The idea number to distinguish the different ideas.
- B: A drawing to support the idea in general.
- C: The focus of the card; think back, reflect or analyze,
- D: The goal if the assignment.
- E: The different steps to be taken within the assignment.
- F: Drawings per step to support the explanation.
- G: Extra information for the PE, e.g. what to expect at the end of this step or what to pay extra attention to while doing this step or making notes.

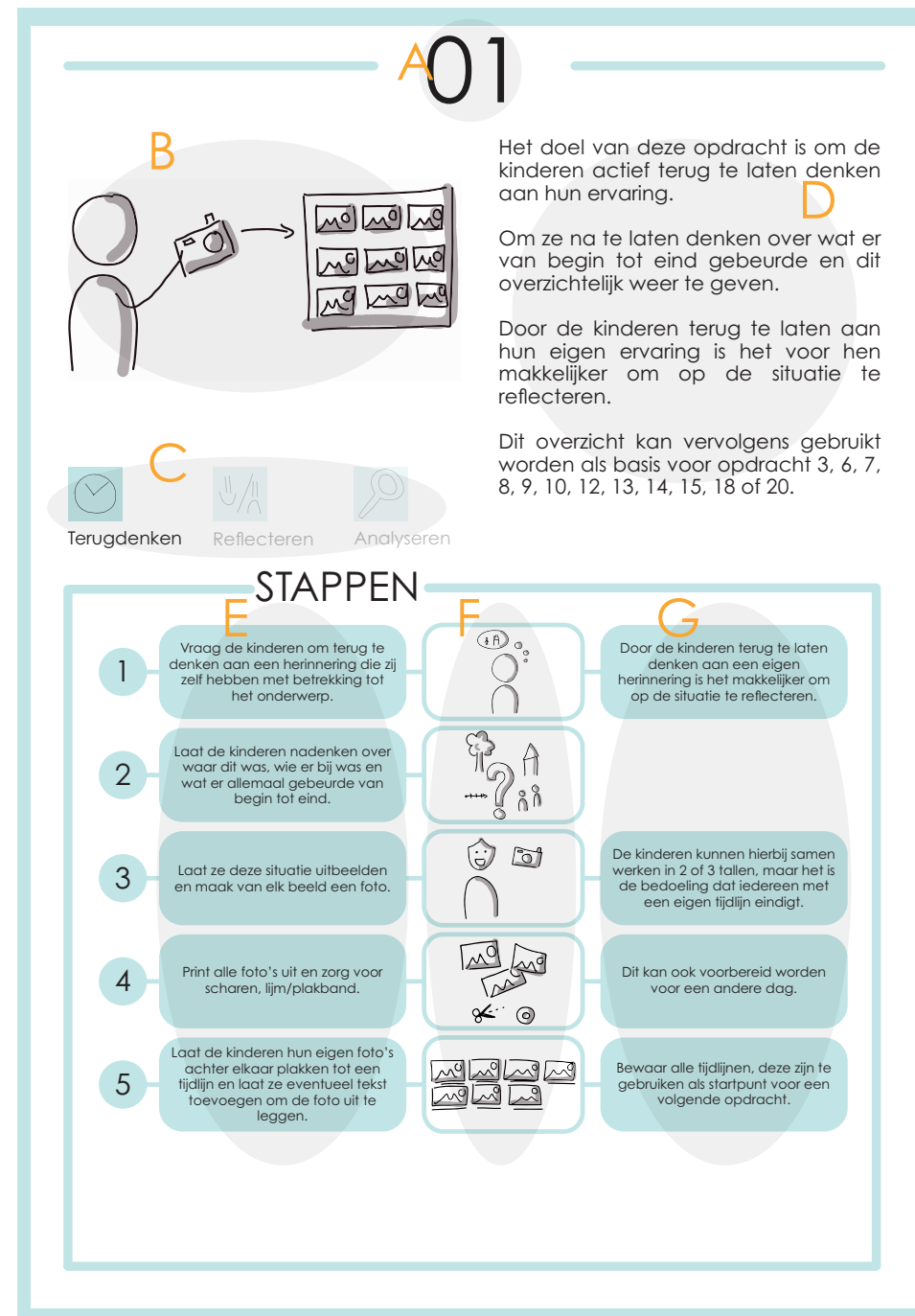


Figure 25+_: Example Structure Idea Card

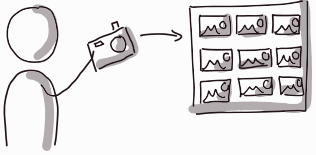



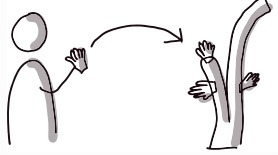



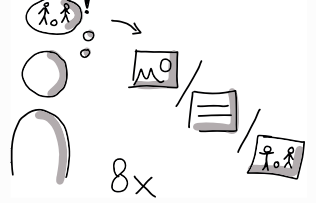















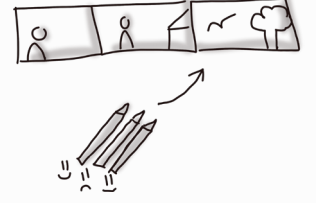



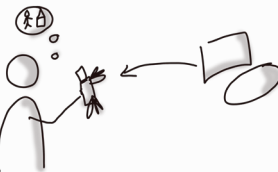



<p>1.</p>  <p>Page 128</p>	<p>The goal of this assignment is to let children actively think back about their experiences to make it easier to reflect on this experience later on.</p> <p>The idea involves making pictures of their surroundings in order to create a story board. Also, you get a good look into their world. They will probably take pictures of the things that are important or determinative to them in that situation.</p>	 Think back  Reflect  Analyze	<p>5.</p>  <p>Page 130</p>	<p>The goal of this assignment is to let the children actively reflect on which elements they like and dislike in a specific situation.</p> <p>Since the results from this assignment are placed in a central place at the BSO, children are constantly reminded about the topic and will unconsciously think more about it or might discuss it with their parents. Also the amount of information can 'grow' over time.</p>	 Think back  Reflect  Analyze
<p>2.</p>  <p>Page 129</p>	<p>The goal of this assignment is to let children actively think back about their experiences to make it easier to reflect on this experience later on.</p> <p>In this idea the children describe their experience in 8 steps, this can be either drawings, pictures or text. By describing it in 8 steps the children have to think good about which steps were most important to them to describe the whole experience.</p>	 Think back  Reflect  Analyze	<p>6.</p>  <p>Page 131</p>	<p>The goal of this assignment is to let the children actively reflect on which elements they like and dislike in a specific situation and how this can be improved by adding things to the situation.</p> <p>The children can add things by for example drawing on a picture or building something to use in the situation. It can be both to improve their own experience or to help others improve their experience.</p>	 Think back  Reflect  Analyze
<p>3.</p>  <p>Page 129</p>	<p>The goal of this assignment is to let the children pay attention to the moments they have positive or negative thoughts in a specific situation and let them express this through acting.</p> <p>By continuing asking questions on this, can be discovered what aspects make a situation positive or negative.</p>	 Think back  Reflect  Analyze	<p>7.</p>  <p>Page 131</p>	<p>The goal of this assignment is to let the children think back about their experience and reflect on how they felt during the experience.</p> <p>They will describe this by using music, in this way it might get easier for the children to describe how they felt. By asking about the choice of music can be found out more details on how they experienced the situation and what caused this.</p>	 Think back  Reflect  Analyze
<p>4.</p>  <p>Page 130</p>	<p>The goal of this assignment is to let the children think back about an experience and reflect on all the different elements which were present and what kind of influence these elements had on the situation.</p> <p>The assignment involves drawing in coloring using color codes.</p>	 Think back  Reflect  Analyze	<p>8.</p>  <p>Page 132</p>	<p>The goal of this assignment is to let the children think about what could improve the situation by letting them create a tool with a random object.</p> <p>In this way the PE can find out, through the functions of the tool, what aspects are important for the children to improve the situation. Also, by using a random object, they will probably give more creative answers.</p>	 Think back  Reflect  Analyze

Figure 26: Summarized ideas, 01-08

9.

Page 132

The goal of this assignment is to let the children think about an experience and give an example what would cause a given emotion. In this way the PE can find out what would make the children happy, sad, enthusiastic, etc.

Also, since they are given an emotion to think of an example with, they will provide a broad variety of example situations.

Think back

Reflect

Analyze

13.

Page 134

The goal of this assignment is to let the children discuss what would cause a certain emotion in a specific situation. The game is a combination of sharing stories, acting and dancing. In this way it is very accessible for the children to do the assignment.

Think back

Reflect

Analyze

10.

Page 133

The goal of this assignment is to let the children come up with solutions to improve a specific experience. By doing so the PE can find out at what moment the children would like improvement and what kind of improvement suits them.

Also, by letting the drawing stay on the wall for a longer time, the children will think of more creative ideas over time after dumping all the obvious ideas in the beginning.

Think back

Reflect

Analyze

14.

Page 135

The goal of this assignment is for the children to act out a situation and improvise with a random tool how this tool could help them in this situation. By analyzing this the PE can found out what the wants and needs are of the children within this situation.

By using a random tool, the children need to improvise and will likely get more creative answers.

Think back

Reflect

Analyze

11.

Page 133

The goal of this assignment is to let the children come up with solutions to improve a specific experience. By doing so the PE can find out at what moment the children would like improvement and what kind of improvement suits them.

By letting them build something, the assignment is more fun and doesn't rely on talking.

Think back

Reflect

Analyze

15.

Page 135

The goal of this assignment is to find out what the children might be afraid of or what they want to have in a certain situation.

This is done by letting the children make 3 characters; the villain (afraid of), the hero (help with) and a neutral character (themselves). The children act out the situation, using the three characters. By analyzing the results the PE gets a better insight on what the children might be afraid of and where they could use more support.

Think back

Reflect

Analyze

12.

Page 134

The goal of this assignment is to let the children reflect on what they like and dislike in a specific situation.

By making a vlog about this it is a fun activity but also, it gives a very good perspective on how the child perceives the situation because they will film the things which are most important to them in this experience. Also, making the Vlog is a accessible way of communicating.

Think back

Reflect

Analyze

16.

Page 136

The goal of this assignment is to find out what could cause a specific emotion in the situation regarding the topic of research.

The children grab a random emotion out of the bowl and act out what could have happened to cause this emotion. By improvising the children can come up with more creative examples.

Think back

Reflect

Analyze

Figure 26: Summarized ideas, 09-16

17.

Page 136

The goal of this assignment is to let the children empathize with others by letting them act out how another personality would respond in the given situation.

By doing so the PE can for example use the reactions when playing a 'mean' character to find out what the children might be afraid of. Besides that, the children play another character and therefore it is less scary to say something.

Think back

Reflect

Analyze

21.

Page 138

The goal of this assignment is to find out how different elements in a situation, e.g. the people; the context; what happened; etc., had influence on how the children experienced the situation.

The child can ask different questions, which might also reveal what they think is important. Also, the setting invites for discussion, e.g. why did the children choose this position on the value circle

Think back

Reflect

Analyze

18.

Page 137

The goal of this assignment is to let the children reflect on the different aspects which are present in the situation. E.g. who, where, what, etc. By cutting out all the different elements from a picture and placing this on a value circle, the children will reflect on all aspects instead of just the first things which would pop up into their minds.

Think back

Reflect

Analyze

22.

Page 139

The goal of this assignment is to analyze together with the children in order to find out what is important to them.

By leaving the drawings, etc. on the wall over a longer period of time, the children can keep on adding things to the wall. Also it might trigger conversations and memories by seeing each other's contributions.

Think back

Reflect

Analyze

19.

Page 137

The goal of this assignment is to let the children answer questions or dilemma's in an active way by shooting the ball into the goal corresponding to their answer.

In this way the children answer questions in a very accessible way. The answers can then later be used in another exercise or as starting point for a conversation with the child.

Think back

Reflect

Analyze

23.

Page 139

The goal of this assignment is for the PE to do an analysis of the results of one of the other exercises in order to discover latent knowledge about the children.

The analysis can be done individual or together with another PE. Also the analysis can done with a combination of results from different assignments.

Think back

Reflect

Analyze

20.

Page 138

The goal of this assignment is to find out how children would feel in a specific situation and what causes them to feel like this.

By letting 2 children act out a situation and letting the others respond to this, how would they feel in this situation?, a discussion can be started and maybe different memories can be triggered and discussed.

Think back

Reflect

Analyze

Figure 26: Summarized ideas, 17-23

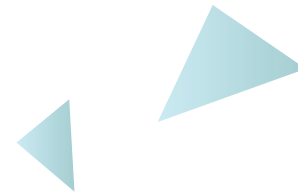
4.4 Conclusion

During the ideation phase, a varied set of ideas has been generated. The ideas all have their own goal, make use of different Intelligences and vary in the way how the children can express themselves. Also do the tools support the children in thinking back about a situation and reflecting on their experiences in order to, step by step, discover and articulate their latent knowledge.

The cards are created in such a way that they will support the PE throughout the process by including the goal of the assignment, the different steps supported by visuals and highlighting the important information and the things the PE should pay extra attention to.

CHAPTER 5

Validation



5 VALIDATION

In this chapter a selection of ideas will be tested at the BSO. Test observations will be discussed and opportunities are explored. The chapter will conclude with a validation whether combining the theory of Contextmapping, Multiple Intelligences and explanation cards into participation tools for use at the BSO is indeed a good approach for the defined problem area.

5.1 Selection

In this paragraph a selection will be made on which ideas, generated during the ideation phase, will be tested at the BSO.

5.1.1 Approach

After the ideation phase I have ended with a broad variety of ideas. Since it is not possible to test all 23 ideas, I will make a selection on which ideas to test. This selection will be tested in order to be able to validate the approach as described in chapter 4. Figure 27 provides an overview how this selection is approached.

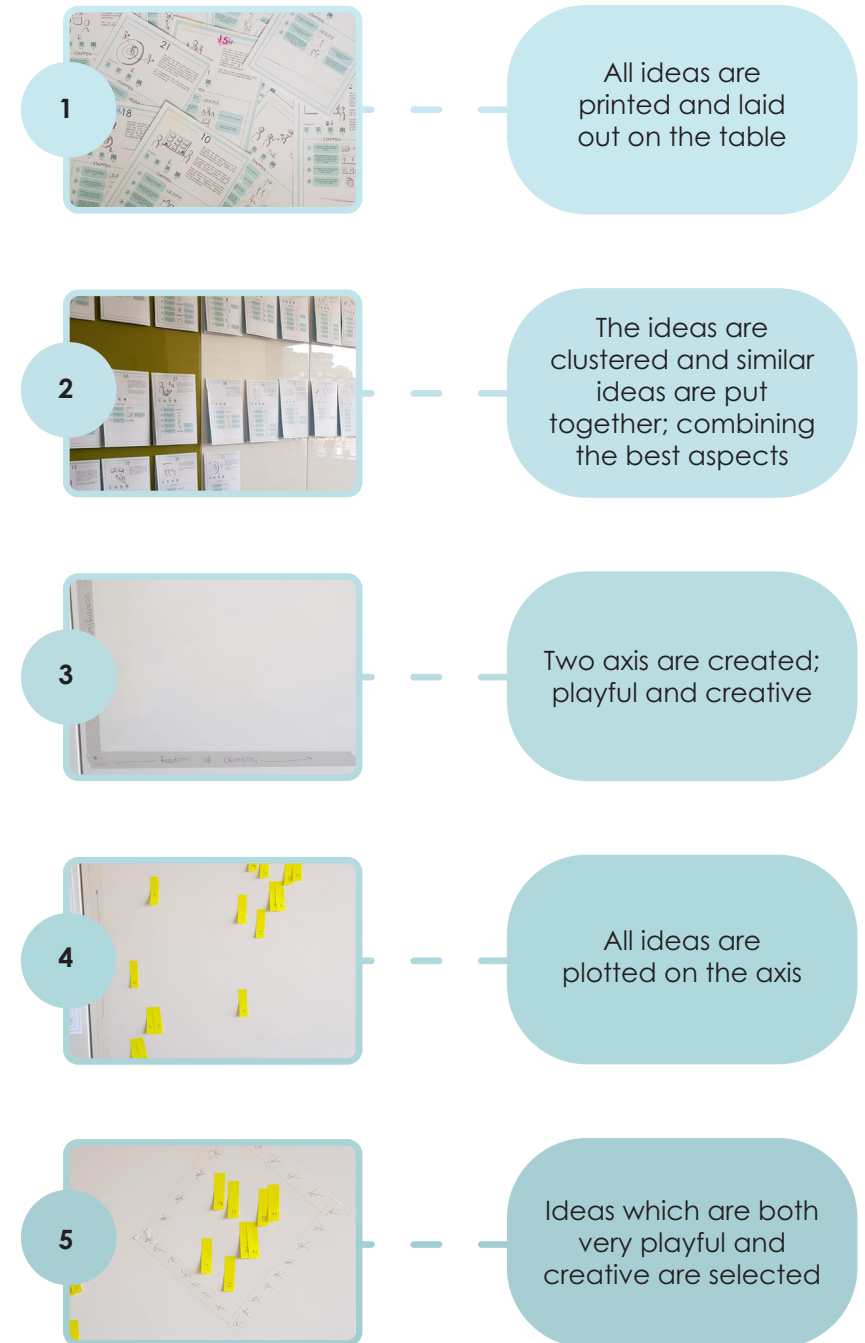
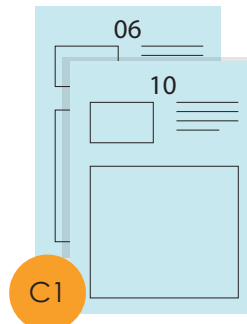
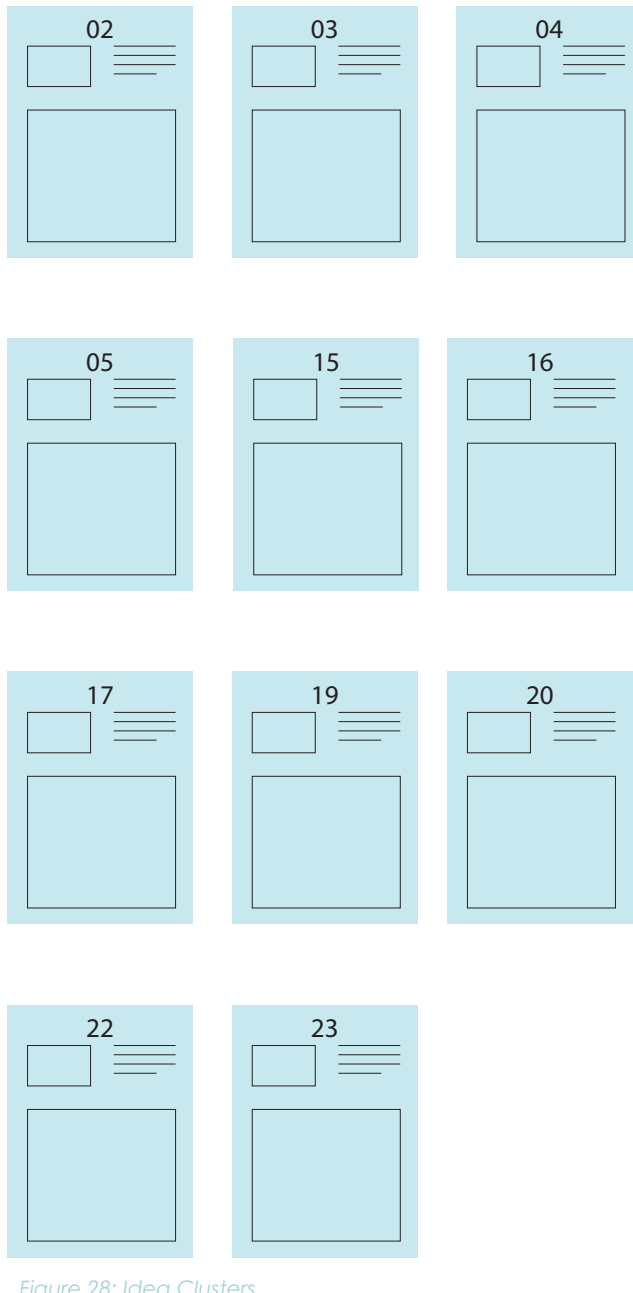


Figure 27: Approach Selection

5.1.2 Clusters

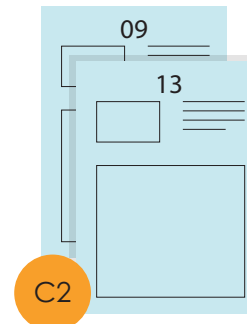
First, clusters were made, the ideas that had a lot of overlap were put together as one idea by combining the best aspects of these ideas, see Figure 28.



Picture Drawing

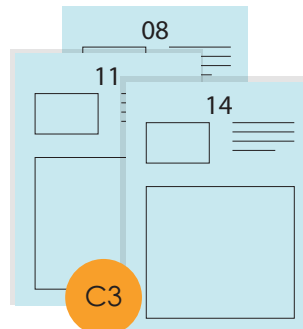
Both ideas focus on letting the children improve the situation by adding things to the picture through drawing. Idea 6 is for individuals, while idea 10 is for the whole group. I think the PE can decide which way suits the group better at that moment.

Letting the drawings stay over time is a nice detail, to be able to continue on each other's ideas and go beyond the obvious ideas.



Musical Tiles

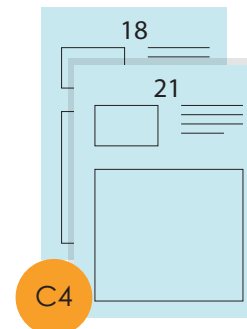
Both ideas have the same principle of connecting an emotion to a moment on the timeline. However, idea 13 is more fun and playful by adding both dancing and acting, therefore these ideas will be put together as idea 13.



Tool Building

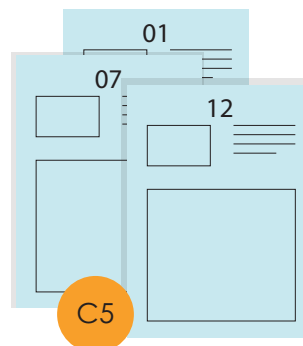
The essence of these ideas is to create a tool/object and show how this tool could help them in the situation.

The main difference is that 08 and 14 focus more on creating a tool to be used by the child itself, whereas 11 is about improving the context. This can both be possible, depending on the topic of research the PE can choose the most suitable option.



Life size Value Circle

Both ideas are about taking different aspects of the experience and letting the children reflect on this by placing the aspects on a value circle. The ideas are put together based on idea 21 since this idea is more interactive and invites the children more for discussion with each other.



Parental permission

These ideas all involve taking pictures or videos. At the BSO parental permission is needed for this, so this is important to keep in mind.

Figure 28: Idea Clusters

5.1.3 Selection

As mentioned in paragraph 2.4.2, my focus within this project is assuring the tool fits within the context of the SWKGroep, so making sure it is manageable for the PE and that all children are involved.

The selected tools will be used to validate whether using the theory of Contextmapping, the theory of Multiple Intelligences and visualizing through explanation cards is a good approach for this design area.

Two important elements, when wanting to include all children are *Playfulness*; the children come to the BSO in their free time and therefore the activity should be playful and fun for the children; and *Creativity*, since not all children are good at expressing themselves through language. Therefore it is important to allow children to express themselves in other, more creative, ways than through talking.

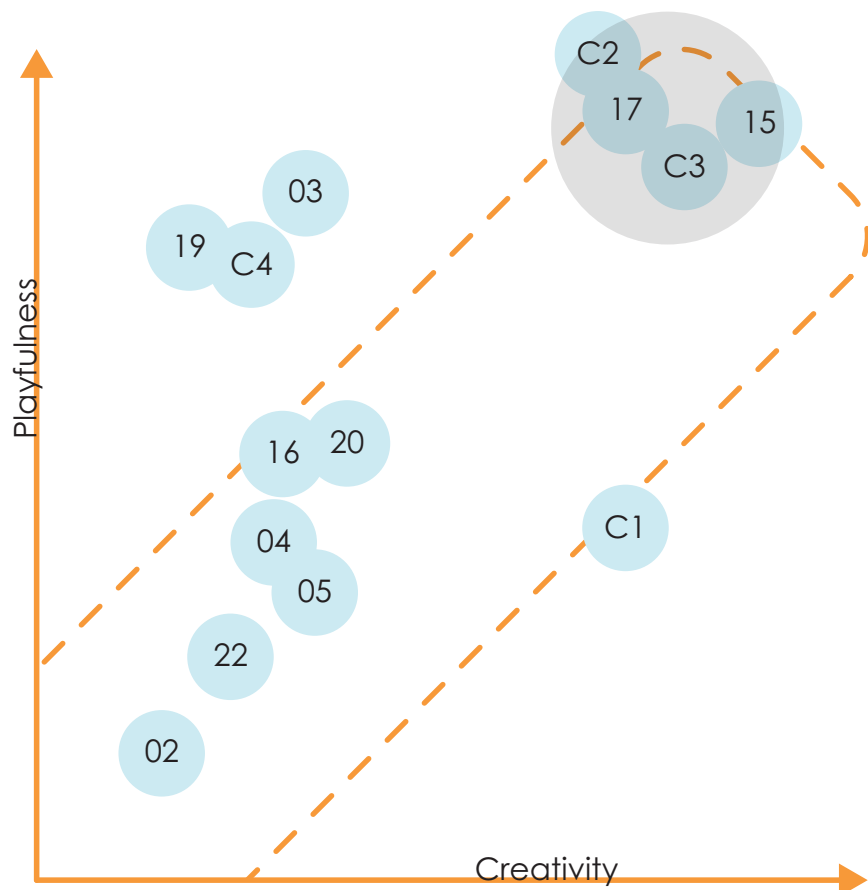


Figure 29: Ideas Plotted

These two aspects are plotted against each other as shown in Figure 29. Idea 23 is left out of this graph, since this idea doesn't involve the children.

What stands out when looking at this graph is that there is a linear line. So, the more creativity is used in the assignment, also the more playful they are. This resulted in a clear group of ideas which are both very playful and very creative, I choose to start testing with these ideas. As shown in the Figure FIXME, this were ideas C2 (Musical Tiles), C3 (Tool Building), 15 (Puppet Show) and 17 (In someone else's shoes).

Idea 02 (drawing a comic strip), was not very creative or playful, but since this idea functions as preparation for several other ideas, this idea will also be tested.

The test will be done using explanation cards to validate if this supports the PE in performing the participation. Throughout the testing, I will try out different types of explanation cards. Tool 23 (Analysis) will also be tested to see if the card and notation sheet give enough support to the PE to perform the analysis.

These tools use different approaches to let the children think back about- and reflect on their experiences, they will be tested while using different types of explanation cards and when looking at Figure 30, this set of ideas also gives a good mix of different Intelligences used. Therefore this will be a suitable set to use in validating the approach.

	Linguistic	Musical	Spatial	Logical Mathematical	Bodily Kinesthetic	Interpersonal	Intrapersonal
Puppet Show	X		X		X	X	X
Musical Tiles		X		X	X	X	
Tool Building	X		X	X			X
In someone else's shoes	X				X	X	X

Figure 30: Multiple Intelligences per idea

5.2 Test Set-Up

After the selection, I started to elaborate on the selected ideas to turn them into ready-to-test concepts. This paragraph will discuss the different user tests and their results as well as the conclusions. First a general test set-up will be provided and then every idea will be discussed in more detail.

The ideas in this chapter are in English, they were given to the PE in Dutch, this version can be found in Appendix E.

5.2.1 Research Questions

The goal of this research is to find answers to the following research Questions:

1. *What are the obstacles and enablers while performing this form of child participation at the BSO?*
2. *To what extend does the tool give the opportunity to gather latent knowledge about the wishes and needs of the children?*
3. *To what extend does the tool support the PE in performing the different steps of the process independently.*
4. *Is the use of Contextmapping theory, the theory of Multiple Intelligences and explanation cards a good approach to do child participation at the BSO?*

5.2.2 Demographics

The tests were performed on different days and therefore involved different groups of children. Figure 31 gives a more detailed overview of the different test groups.

5.2.3 Approach

Before the children arrive, the explanation sheets* are given to the PE, so they have time to ask questions if they have any. At 16.00h the afternoon activities will start and the PE explains the assignment to the children. While they do the assignments, I will make observations. Around 17.00h the first children are picked up and I will discuss the assignment with the PE to see how they experienced it.

**The explanation sheets per idea can be found in the corresponding paragraph. The numbers on these sheets differ from the idea numbers, they are now 1, 2 and 3, this is done to make it more convenient for the PE.*

Test	Idea	PE	Children	Age
1.	Puppet Show	1	2 boys 4 girls	6-8 y/o
2.	Musical Tiles	1	4 boys 6 girls	6-8 y/o
3.	Tool Building	1	2 boys 3 girls	6-10 y/o
4.	In someone else's shoes	1	4 boys 6 girls	6-10 y/o
5.	Analysis	2	0	N.A.

Figure 31: Demographics User testing

5.3 Test 1 - Puppet Show

The first tool to be tested is 'Puppet Show'. Within this paragraph the idea will be further explained, the observations from user-testing are discussed and evaluated. Based on these results, the paragraph will conclude with insights and opportunities regarding child participation at the BSO.

5.3.1 The assignment

Within this test, the children are asked to do two different assignments. First, they will create a comic strip, consisting of 8 steps, about their experience regarding the topic of research. Second, they do a group assignment where they are asked to pick one of their stories and create a puppet show about this experience, while including a hero and a villain into the story.

This paragraph will further explain the details of these steps and the reasoning behind it.

The topic of research for this test was:

"What do children want/need when they try out an activity for the first time?"

Part 1: Create a comic strip

The children were asked to think back about a moment when they tried out something for the first time. For example; the first time following dance class or the first day at the BSO. Every child thinks of a personal experience. Next, they were asked to communicate this experience by creating a comic strip about this experience, consisting of 8 steps.

This is an important step to let the children think back about their experience. By letting them tell the story in 8 steps they really have to think about which steps within the experience were most important to them, which is also part of the reflection already.

By letting the children share their experience through creating a comic strip, they have freedom in how they want to express their story. For example, if they prefer to only use drawings, if they want to add text to their drawings or if they use very minimal drawing but explain their story through talking. This gives children the opportunity to use the skills which they are best at and feel most confident with.

Also, by letting the children create a comic strip, they need to think back about the context of the story. So where did it take place, how did the surroundings have influence on the experience and who else was involved in their experience. The children will draw their perspective of the story and in this way can be discovered which elements were important to them during their experience.

Part 2: Prepare a puppet show

After everyone has made their own comic strip, they will make groups of three and pick one story to further elaborate on. They will use this story as a basis for a puppet show. They will create three characters; the first character will go through the same experience as they did, the second character is a villain and the third character will be a super hero. Together they will come up with a story, what could have happened if the hero and the villain would be involved in the situation. They will prepare a small performance of this story and give a puppet show for the other children.

Since it might be scary to do a performance on your own, the children are put together in a group. In this way everyone can join in the exercise. Also, working together can spark discussions which already gives the PE the opportunity to make notes.

By including the villain the children get a tool to reflect on their experience and express their worries or fears within this situation, by acting out what the villain would do. The super hero was added to the story to express what could improve the situation; their wishes or needs.

Acting out the story through puppets, makes it less personal and therefore it can be easier to say the things they are thinking. It will not be 'them' who is saying or doing this, but it is the character in the story. Also will the acting make it easier for the other children to react on the story, since there is a clear example of what exactly happened. In this way the story can be discussed after performing, so a small group reflection can take place.

Explanation cards

The explanation cards are visually supported at every step, to make it easier to get a quick overview of the exercise. Also, every step has an extra column with information for the PE. This information tells the PE what the end result of this step should be, what they should pay extra attention to during this step, why this step is important to do or any other important information which might help the PE during the assignment. The top right corner of the cards also provide extra information on the goal of this exercise, this to make sure that the PE knows why this assignment is relevant to them. On the back side of every card, all steps are stated again, but now together with an example for every step. This is done to give more clarity on the kind of results which can be achieved during the exercise.

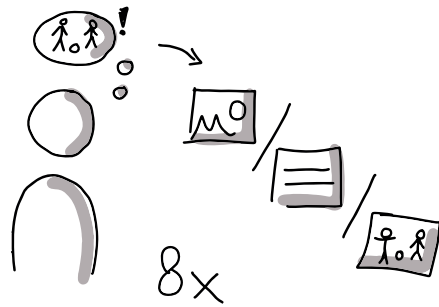
The explanation cards are shown in Figures 32-34. The Dutch version, which was given to the PE, can be found in Appendix E. The cards were printed in A5 size with the instructions on the front side and the examples on the back side.

Analysis

The notation sheet which was given to the PE will support them in taking notes which can later be used for analysis. The notation sheet and the explanation cards will support the PE by pointing out where they should pay attention to, which kind of questions they could ask and what kind of things are important to note down. Figure 35 shows the notation sheet which was given to the PE.

The analysis card itself is explained in the same way as the other exercises are done, with the goal, the steps, the important things where they should pay extra attention to and the examples.

01



The goal of this assignment is to let the children actively think back about their experience and visualizing this in a clear way. This will eventually make it easier to reflect on the situation.

By describing the situation in 8 steps, the child will need to make a selection between parts of the story. By doing so, the PE can find out what was most important to the child.

These results can be used as start for assignment 2.



STEPS

- 1 Ask the children to think back about a memory they have, regarding the topic of research.

By letting the children first think back about the experience and writing/drawing the story, it is easier to reflect on it later on.
- 2 Let the children think about where this was, who was involved and what happened.

Also the things which at first place don't look super important, can still have an important influence on the situation when looking further into it.
- 3 Let the children describe the situation by creating a comic strip. Let them tell the story in 8 steps.

Every child ends with their personal story. By describing it in 8 steps the child needs to make a decision in which things were the most important to the whole story.

EXAMPLE

Research Question

“What do the children want/need, when learning a new activity?”

- 1 Ask the children to think back about a memory they have, regarding the topic of research.

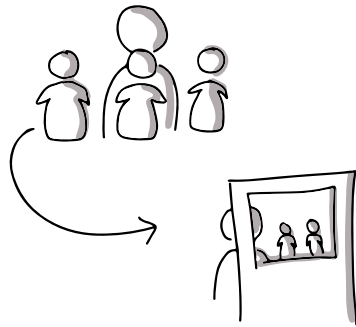
Some children remember their first time having dance class, others remember the first time they helped their parents with cooking and another child remembers the first time playing Trefball.
- 2 Let the children think about where this was, who was involved and what happened.

Their are several differences and similarities on how the children experienced the situation. 1 child had her first dance class in a group, while another child had his first dance class through a You-tube tutorial.
- 3 Let the children describe the situation by creating a comic strip. Let them tell the story in 8 steps.

The children think about what were the 8 most important steps and all create their own story.

Figure 32: Puppet Show Explanation part 1

02



The goal of this assignment is to discover what the children might be afraid of in the situation (expressed through the villain) or where they would like to have some extra support (expressed through the hero)

When doing this assignment it is important to have the notation sheet from assignment 3 with you.



Think back



Reflect



Analyze

STEPS

1 Let the children take the timeline of assignment 1 as starting point.



2 Let the children make 3 puppet show figures. 1 neutral person, 1 hero and 1 villain.



Every child makes all 3 figures.

3 Let the children give a puppet show of their experience, but now including the characters.



Use assignment 3 to make notations.

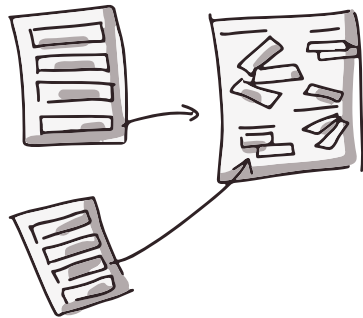
EXAMPLE

Research Question

“What do the children want/need, when learning a new activity?”

- 1 Let the children take the timeline of assignment 1 as starting point. 1 child made her timeline about the first time she played hockey.
- 2 Let the children make 3 puppet show figures. 1 neutral person, 1 hero and 1 villain. The neutral character will also play hockey for the first time. Also, she make a hero and a villain.
- 3 Let the children give a puppet show of their experience, but now including the characters. In the show, the neutral character is playing hockey for the first time. The villain mixed up the teams, causing the neutral character to have to play to the most difficult team. The hero has frozen the time and helps everyone learn new tricks. Then he starts the time again and the team of the neutral character is so good that they win from the other team.

03



The goal of this assignment is analyze the results from assignment to in order to get valuable results as starting point for further research or ideation.



Think back



Reflect



Analyze

STEPS

1	Make notes of the positive and negative moments. What happens in these moments?		Use the notation sheet for this step.
2	Fill out the interpretation cards.		What kind of wishes or need can you discover in this action?
3	Cut the interpretation cards and put them all on 1 pile.		The cards from all different children can be put together.
4	Taking 1 card from the pile and put in on the table. Take a second card and see if it fits in the same group or if it should be a new group. Continue doing this until all cards are finished.		Make sure to end with at least 3 clusters and a maximum of 10. If you end up with more then 10, try to fit some together.
5	Name every cluster.		This makes sure you can quickly see what the topic is of this group.
6	If possible, look for connections between the different clusters.		Make notions of the eventual cluster names and the links between them. Also save the interpretation cards, in case you want to check them later again.

EXAMPLE

Research Question

“What do the children want/need, when learning a new activity?”

1	Make notes of the positive and negative moments. What happens in these moments?	Villain: Lets them play against the most difficult team.
2	Fill out the interpretation cards.	Interpretation: The child wants opponents of their own level, it should not be too difficult to start with.
3	Cut the interpretation cards and put them all on 1 pile.	All interpretation cards of the different children go onto 1 pile.
4	Taking 1 card from the pile and put in on the table. Take a second card and see if it fits in the same group or if it should be a new group. Continue doing this until all cards are finished.	Card 1: The child wants opponents of their own level, it should not be too difficult to start with. Card 2: The child likes to learn new tricks. Card 3: The child thinks it is boring to have to do the same thing every time. Card 2 and 3 fit together, both have to do with variation in activities. Card 3 is more about the difficulty and therefore will belong to a new group.
5	Name every cluster.	For example the names: Variation in activities and difficulty.
6	If possible, look for connections between the different clusters.	The 2 clusters can be linked to each other. The children like to try out new activities, however it should be at their own level of difficulty.

Figure 34: Puppet Show Explanation Analysis

Notation Sheet

NR.	Positive	Negative	What happened? (Fill out during notation making)	NR.	Interpretation (Fill out afterwards, during analysis)
e.g.		X	They have to play against the most difficult team.	e.g.	The child wants opponents of his own level, it should not be too difficult to start with.
e.g.	X		The time got frozen, so they could learn all new tricks.	e.g.	The child likes to learn new tricks, but wants to do this at his/her own pace.
1.				1.	
2.				2.	
3.				3.	
4.				4.	
5.				5.	
6.				6.	
7.				7.	
8.				8.	
9.				9.	
10.				10.	
11.				11.	



Figure 35: Puppet Show Notation sheet

5.3.2 Results

In this Paragraph, the observations made during user-testing are discussed and evaluated.

Part 1: Create a comic strip - Observations

When creating the comic strip, some children could immediately think of an experience to make their story about, whereas others experienced problems during this step. Some children found it really hard to go into details about an experience that happened too long ago like their first day at school or their first swimming class, this also caused problems for some children to write their story in 8 steps, because they couldn't think of this many steps.

However, there were also children who could directly think of an experience and tell into detail about this, this were usually experiences that weren't that long ago. These children could talk into more detail about it and some even found the 8 steps too limiting. These children enjoyed sharing and drawing the story and asked if they could use more than 8 steps.

When looking at the different stories they made in the comic strips, can be seen that they didn't have peer pressure within this step. Every child shared a personal story in their drawings.

Every child that finished their drawings immediately came to me or the PE to show their drawings. Some of the came by almost every minute to show their drawing and the new things they had added to their story. They would tell about their story and while talking about it remember more details and went back to drawing to add these details.

There were also some children that were not really into drawing and made a less detailed comic strip. However, when they would show their drawing to the PE and talk about it, also these children would add more details while talking about it. Figures 36 and 37 shows 2 examples of their comic strips, both on another level of details.

Since there was this difference in the amount of effort children wanted to put into their drawing, there was a part of the group that finished earlier than the other children. This caused they had to wait on each other and the children got a bit bored and annoyed by this and wanted to play outside rather than waiting on the other children to finish.

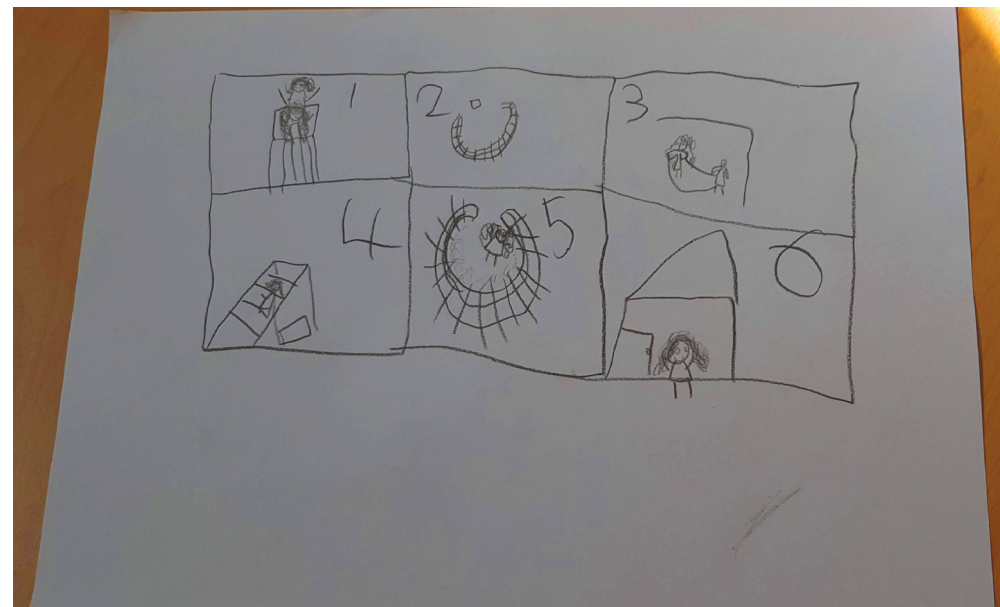


Figure 36: Comic strip of one of the children, not detailed



Figure 37: Comic strip of one of the children, detailed

Part 1: Create a comic strip - Evaluation

For some children it was quite hard to think back of an experience. Based on a conversation with the Pedagogical Expertise Center of the SWKGroep there is a good explanation why children experienced difficulties in recalling these memories.

Between an age of 4 to 7, children become better at remembering experiences. There are big individual differences in this, but this age can be taken as an average.

The reason that children become better at remembering experiences is connected to their cognitive development. When children get older their language proficiency will improve which helps them to make a better description of the situation. If they can make a better description in their mind, they will also become better at recalling this memory. This is also the reason that older children will have more details in their memories, since they are even better at describing the situation.

Another thing that makes it harder for young children to recall memories is that their brain is still developing rapidly. This causes memories to get 'overwritten' by new memories. By asking a child about an experience at the BSO, they are likely to mention something that happened that week, depending on the age. They are most likely not able to remember their first day at the BSO, just because it happened too long ago and this has been overwritten by new memories and experiences. As from an age of 10, on average, children can remember things as good as grownups.

For the tool it is therefore not possible to ask about something that happened too long ago, like their first day at school. But it is possible to ask about an experience they liked or disliked. They will probably describe a situation that happened in the last weeks or months, depending on the age. But this will be a situation which they can still remember and describe and therefore also something they can reflect on.

The comic strip, made in this exercise, did help the children to reflect on how they felt during the experience. For this it didn't matter how detailed they made their drawings. For both groups, more and more details were added to their stories by talking about it and explaining it to the PE. Since all children did make the comic strip, they did think about the different steps and therefore were able to talk about it. So this gave the opportunity to let the children who were good at drawing and enjoyed it, add more details into their drawings so they had to explain less. The children who preferred talking over drawing could add less details in their drawings and add the details through talking.

As mentioned, there were also some children who enjoyed both the drawing and the writing a lot and showed their drawings in between multiple times. This would be a great opportunity for the PE to start making notes already and do some reflections with the child in between.

Another thing that stood out is, in order to keep the exercises fun for everyone, it is important that they can choose themselves how much effort they want to put into the assignment. For some children the 8 steps were too much, while for others it was too limiting. For both groups this was not motivating. Linked to this is that children who want to put more effort in, should also get more time to do this and should not have to rush. The children who are finished earlier, should not have to wait on each other, since this will bore them. This is important to take into account while designing the eventual tools.

Part 2: Prepare a puppet show - Observations

Already during the explanation of the second part of the assignment, the children got excited about it. They already started to think of stories while the PE was still explaining.

The children had to pick one out of three story lines to use as a basis for their puppet show. However, this caused some discussions since almost every child wanted to use his/her own timeline. However, after some discussions every group picked one and started creating a story while including the hero and the villain. Also while creating the characters, there were some discussions. All children either wanted to be the superhero or the villain, but they didn't want to play the 'neutral' character. Eventually the groups decided on this as well and started drawing their characters. Figure 38 shows the characters of one group. They enjoyed making the characters and they put a lot of effort in making them.



Figure 38: The characters for the Puppet Show

Once the characters were made, they started elaborating on their story. Something that stood out during this step was that the groups tried to make a 'cool' story and in doing so they used a lot of imagination.

For example; one group took the first day of going to school as a starting point. Their story ended up with the villain throwing a bomb at the school and the superhero saving them by flying away with them. The children did have fun in creating the stories like this and were very enthusiastic, but the assignment didn't let them reflect on the situation.

The last part of the assignment was watching each other's performances. The children enjoyed watching each other's stories and laughed a lot during the performances. Also the group that was performing really enjoyed it. However, they got so excited that they all started talking through each other during their performances, this made it quite hard to hear what they were all saying.

Part 2: Prepare a puppet show - Evaluation

All children got excited about doing a puppet show and this motivated them to put a lot of effort into the assignment. What was interesting to see is that the children preferred the 'special' characters rather than the neutral one. This could be used as an opportunity for the children to create their personal character and see what characteristics and tools they will give to the character and why.

The children like sharing their personal experiences and stories and prefer to work with their personal stories rather than someone else's story. However, working together on this assignment added a lot of fun, especially during acting. Therefore I think it is important to include a good consideration between both inter- and intrapersonal parts.

The reflection on their experiences was not really reached in this part of the assignment, since the children used a lot of imagination. It might be useful to include triggers to relate their stories back to the topic of research.

Explanation cards - Observations

Before the children arrived, the PE read through the assignment cards and didn't have any questions about it. While reading, she had to turn around the card all the time in order to see the examples.

"The examples are really nice, they give a good idea of what is meant in every step."

When the PE started explaining the first assignment to the children, it went a bit slowly. There was a lot of information on the card and the PE had to read it while explaining. Also she asked for confirmation to me multiple times while explaining.

The explanation of the second card did go smoothly. The PE did not need the card during explaining and the assignment was clear to the children.

Explanation cards - Evaluation

The cards supported the PE in doing the exercises and evaluation and understanding the goal of the assignment. The examples are an important addition in order to make clear what exactly is expected from them. The current cards, however, don't provide a clear overview, since the examples are on the backside. The steps from the first exercise are a bit too long, causing for a tough explanation to the children. Overall the explanation cards are a good thing to add, but should be less complex.

Analysis - Observations

While the children were performing, the PE used the notation sheet to make notes. The sheet was clear and helped the PE to make quick notes. However, since the performances were so chaotic, the PE had to write very quickly in order to fill out the sheets.

Also, the stories of the children got so off topic that it was hard to find valuable insights within their performances.





Analysis - Evaluation

The notation cards supported the PE in quickly making notes. Although the performances were quite chaotic, the PE still managed to make notes in between. However, since the story lines were very abstract it might be difficult to obtain relevant information from these stories. In order for the PE to be able to use the results, they would either need some extra support on how to go from such an abstract story, back to the topic they want to know more about or the exercise could for example include triggers to relate the story back to the topic of research.



5.3.3 Insights & Opportunities

The results of this test gave some good insights about the obstacles and enablers when performing child participation at the BSO. These insights will be further discussed within this Paragraph.



Think Back & Reflect

 <p>Recent Memories</p>	<p>When children are asked to name the best or worst experience they had, they will probably name something that happened very recent. This is no problem during participation, as long as they can recall why this experience was so positive or negative to them then it doesn't matter if it is actually the best or worst experience they ever had.</p>
 <p>Repeat</p>	<p>By repeating the same exercises more often, the children will get used to it. They will get better at expressing themselves. Since the children are best at recalling recent memories, it is possible to repeat the exercise more often while letting the children reflect on different memories every time.</p>
 <p>Tool to actively think back</p>	<p>The children can spend as much time on the assignment as they want. It doesn't matter how detailed they make it, as long as it challenges them to think back about their experience. In this way more details can be added through asking.</p>
 <p>Combination of fantasy and reality</p>	<p>The children have more fun when telling a fantasy story. They could for example tell a fantasy story and the PE can do random interventions which are connected to the topic of research. In this way the story can stay abstract, while staying connected to the topic.</p>

Multiple Intelligences

 <p>Choice</p>	<p>It doesn't matter if a tool has its main focus on a specific Intelligence, as long as there is also the possibility to combine it with other intelligences, so every one can do the exercise in a way they feel confident with. E.g. making a drawing and adding details through drawing, writing or talking</p>
 <p>Inter-Intrapersonal</p>	<p>There should be a good balance between the inter- and intrapersonal Intelligence. Most children enjoy working together. They can help each other and have fun together. However, it is also important that every child gets to share their personal stories, also when being in a group.</p>

Explanation cards

 <p>Overview</p>	<p>It is important that all important information is printed on the same side in order to get a clear overview.</p>
 <p>Examples</p>	<p>The examples are a good addition in order to get a better understanding of what exactly is meant at every step.</p>

Toolkit in General



Complexity

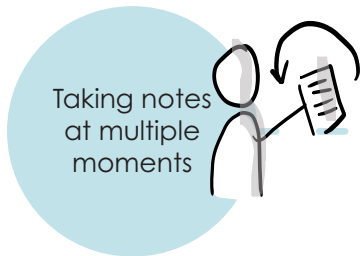
The card shouldn't be too complex. It should be easy to remember, so the PE can explain it to the children without actually having to use the card during the explanation. This will make sure the explanation goes smoothly.



Guidance

Giving guidance to the children helps them to think in a specific direction. However, giving too much guidance works demotivation, the children want to choose themselves how much effort they put into the assignment.

Analysis



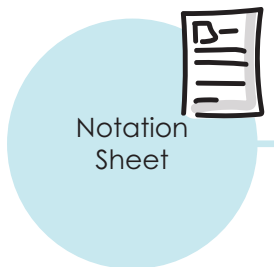
Taking notes at multiple moments

Some children are very enthusiastic about what they made and want to show it often to the PE. This are good moments to already start making notes, since the children are excited to talk about their work. In this way not all children have to discuss their creations at the same time.



Personal Stories

A good way to avoid peer pressure is by asking the children for personal stories/experiences. The children like to share their own stories and therefore will not copy each other's stories.



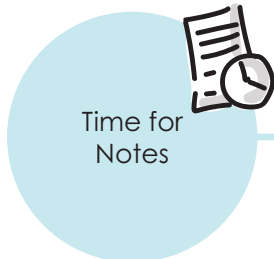
Notation Sheet

Having a notation sheet helps the PE in quickly making notes. Also, it supports the PE in what kind of information they should take notes of.



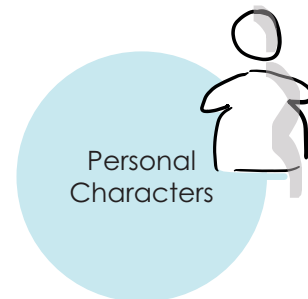
Waiting

To keep the children motivated it is important that they don't have to wait a lot in between the exercises. When this happens they start to get bored or annoyed and don't want to continue later on anymore.



Time for Notes

The notes taken during the participation assignment are very important. Therefore, the PE should get sufficient time during the session to take notes and it should not be rushed.




Personal Characters

By letting the children create personal characters, also interesting insights can be collected. What characteristics or tools do they give to the character and why did they do this? This can be done both through acting or in the puppet show.



Multiple
days/weeks

Not every child has to do all assignments exactly at the same time. The BSO offers the opportunity to spread it over multiple days, in this way the children don't have to wait on each other.



Respond to
weather/energy
level

Having tools for different situations makes it possible for the PE to choose a suiting tool. For example based on the energy level of the children or the weather outside.

5.4 Test 2 - Musical Tiles

The second tool which is tested is 'Musical Tiles'. Within this paragraph the idea will be further explained, the observations from user-testing are discussed and evaluated. Based on these results, the paragraph will conclude with insights and opportunities regarding child participation at the BSO.

5.4.1 The assignment

Within this assignment the children work in duo's. They will collect an emotion and a step of the timeline, which is based on the topic of research. They will combine the emotion and the step in order to think of an experience. Together they will act out their story in front of the group.

This paragraph will further explain the details of these steps and the reasoning behind it.

The topic of research for this test is:

"What do children want/need when they are at the BSO?"

Part 1: Collecting a step and emotion

The classroom is divided into two parts. Both parts have tiles laid out on the floor, Figure 39. In one part of the room the tiles consist of different emotions, e.g. sad, happy, angry, etc. The other part of the room has tiles which describes the general steps at the BSO, e.g. arriving at the BSO, the eating moment, playing outside, etc.

The children are asked to make duo's and music will be played. Once the music starts playing, from every duo, one child runs to the 'emotion' side and one child to the 'steps' side. They will dance around the tiles all together. Once the music stops, they will run to the free tile which is closest to them and go and stand on it. If every child is on a tile they will look at their tile, remember what is on it and run back to their partner. They will use this in the next step to create a story together.

The reason to start with the dancing assignment instead of just giving them an emotion and step is to make the exercise more fun. The children can dance around the classroom, which will also function as an icebreaker.

Dividing the different steps and emotions on the floor and making a small game out of it is done to let the children get excited about conquering a tile. When just assigning them with an emotion or step they might be disappointed with the one they received. By doing it in this way, I hope the children will be happy that they conquered this tile and therefore will also be happy with the step and emotion they have to use.



Figure 39: One part of the tiles, at BSO Triodus

Another advantage of doing it in this way is that there will be all different emotions and steps in their stories and in this way there will be varied answers and they can not copy the stories from another duo. Also, when playing another round, the same step can be connected to a different emotion, resulting in even more varied answers.

Part 2: Act out the story

Together with their partner they will come up with a story what could have happened to cause this emotion within this step. For example, if one duo has the emotion 'angry' and the step 'playing outside', they will think of a situation in which they felt angry while playing outside.

In order to share the story with others, they will prepare a small performance in which they act out their experience.

They are guided to think in a specific direction by providing them with these two factors. Letting the children think of an experience in this way, by using forced fit, they will think of more creative situations. Also, it will result in more varied answers throughout the group.

During this step, thinking back and reflecting is combined. The children will think back about different experiences they had during e.g. playing outside, but they will immediately reflect on how they felt during the different experiences in order to e.g. end up with an experience where they felt angry.

By creating the performance they will reflect even more about the situation. They are only with two people so they need to decide what or who should be included in their performance in order to make clear what happened and why this emotion is caused.

The performance will be done in duo's, since it might be too scary for some children to perform on their own. Also, by acting, the children who are better at the linguistic intelligence can use more speech in their performances while children who are better at the bodily kinesthetic intelligence can choose to focus more on the acting itself and maybe even leave out talking at all.

The children can look at each other's performances which gives a clear starting point for a group discussion. They can discuss if they have ever experienced this as well and if they also had the same emotion within this situation and why.

Explanation cards

The explanation card of this assignment is almost the same as the cards from the previous tests. So again, this card has stated the goal of the assignment, the explanation of every step, supported by visuals and examples. However the main difference is that for this exercise, I tried to keep the explanation shorter, having less cards. Also the examples are now printed on the same side as the rest of the card, in this way it is easier to have an overview of everything at the same time and the PE doesn't have to turn around the card every time.

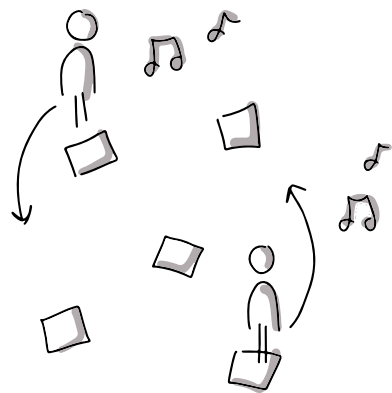
The explanation card is shown in Figure 40. The Dutch version, which was given to the PE, can be found in Appendix E.

Analysis

Also this exercise made use of notation cards to make fast and easy notations. The card supports the PE in what kind of notes to take and what they should pay attention to. Also it gives suggestions on which questions to ask. The notation sheet also gives an example of a note, so it is clear for the PE what kind of information they should write down. Figure 41 shows the notation sheet which was given to the PE.

01

MUSICAL TILES



Goal

Group Size: 4-8 children in duo's

The goal of this assignment is to let the children reflect on what could cause a certain emotion when they are in a given, for them known, situation.

What would make them happy, sad, angry, etc. in this situation?

By doing this assignment the PE can find out what they might be afraid of, worried about or what they want in this situation.

Why this assignment suits the SWKGroep

- It helps the children to express their thoughts in a creative and fun way.
- It challenges the children to work together as a team.
- It teaches the children how to reflect on a situation and how to substantiate these thoughts.



Think back



Reflect



Analyze

STEPS

Example Research Question

"What do the children want/need when they are at the BSO?"

		EXTRA INFORMATION	EXAMPLE
1	Divide the timeline and emotion tiles over the ground, both on their own part of the room.	Make sure there is enough space between the timeline and emotion tiles, so the children stay on their own side.	At one part of the room are tiles with the steps; arriving at the BSO, play outside, eating moment, afternoon activities and picked up by parents. In the other part of the room are the emotion tiles; happy, sad, scared, angry and surprised.
2	The children form duo's, 1 going to the timeline tiles and the other to the emotion tiles.	There are 3 duo's. From every duo, 1 child goes to the timeline side and 1 child to the emotion side.	
3	When the music starts, the children walk/dance around their tiles. When the music stops, the child runs to the nearest, free, tile.	This part is like 'stoelendans'. 2 children can not be on the same tile, this to have more variation between the examples.	The children dance around the tiles. When the music stops, 1 child ends on the tile 'play outside' his partner ends on the tile 'angry'
4	The children remember their step/emotion and run back to their partner.	Every duo now has 1 step of the timeline and 1 emotion.	The children run back to their partner.
5	Together they think of an example which could cause this emotion in this step.	This will let the children reflect on what would make them angry, happy, scared, etc. in this situation.	This duo comes up with an example that would make them angry when playing outside; "When other children use all the cars and we are not allowed to use them."
6	The children act out their situation and the game can be played again.	Make notes with help of the notation sheet. Also ask questions formulated on the sheet to find out more about the thoughts that go behind their examples.	After acting this out the PE asks why this would make them angry? Child: "It is not fair if the same children can always play with it." PE: "What would you do different?" Child: "By dividing the time so we can both play with it." The PE makes notations of this example.

Notation Sheet


NR.	Emotion	What happened? (Fill out during the act)	Questions: Why would you feel like this? Did this ever happen to you? What would you do differently?	NR. Interpretation (Fill out afterwards, during analysis) 
1.				1.
2.				2.
3.				3.
4.				4.
5.				5.
6.				6.
7.				7.

Figure 41: Musical Tiles Notation Sheet

5.4.2 Results

In this Paragraph, the observations made during user-testing are discussed and evaluated.

Part 1: Collecting a step and emotion - Observations

While the PE explains the exercise, one child mentions that he doesn't know what 'surprised' means. The PE acts out how someone looks when surprised and gives some examples, after this the child understands.

There are some children who mention beforehand that they don't want to join. The PE asks them to join for 5 minutes and if they really don't like it after 5 minutes, they can stop.

During the explanation is mentioned that the game uses the same principle as chair dance (stoelendans in Dutch), when the children hear this they get very excited about it since this is a game they like to do. When they hear there will be music, they want to start the exercise.

The children make duo's and can start with the game immediately. Some children do crazy dance moves around the tiles, which makes the children laugh. In the end everyone is dancing, also the children who said they didn't want to join in the first place.

When the music stops, they immediately run to their partner and start discussing about an experience based on both their tiles.

Part 1: Collecting a step and emotion - Evaluation

The children got excited about hearing there would be something familiar in the exercise of which they knew they liked it. Children might not like an exercise beforehand if it is too unfamiliar to them, but by adding familiar aspects they get more excited about it.

It is important to let the children try out a new activity. Everyone had to try and eventually all children stayed until the end. The PE knows how to motivate all children to try out the activity.

The dancing did function as an ice breaker. After this part, everyone was excited about the exercise and the children immediately started thinking about an experience together. Also, they all started working with their own tiles, without comparing them with others. So the conquering of the tiles did work to let the children be happy with their step and emotion.

Part 2: Act out the story - Observations

While combining the step and emotions, there were some groups who never experienced this emotion within this specific step. However, all groups managed to think of an example of what could have happened to let them feel like that.

When practicing their performances the children liked to show their performances to each other. Some groups even stayed outside to practice for longer before doing the performance.

The performances itself were very chaotic again, however the children did have a lot of fun during performing and watching and they laughed a lot. The PE added an extra step to the performance and asked the audience to guess the step and emotion of each performance. The children got very excited about this and didn't care whether the audience guessed it correct or not. They would all explain their story again to the group if no one guessed it correctly.

The PE used this extra explanation in making the notes.

Within their performances all groups had completely different stories. Also they varied in the amount of speech which was used. Some only acted out while others include talking in their performances.

Part 2: Act out the story - Evaluation

The forced fit really helped the children to think of more creative experiences, while still staying connected to the topic. Some children couldn't think of a personal experience with the forced fit, but they were all able to think of something which could have happened to cause this emotion in that situation. They were able to reflect to the situation by imagining how it would be, even if it wasn't something they had experienced themselves.

The acting gave the children the opportunity to express their emotions and experience without having to talk. Some children choose to talk in their act, while others only acted out without talking, having this freedom makes sure the children can choose what they feel most confident with.

The guessing game, which was added by the PE, was a nice way to facilitate the discussion. The children payed attention to each other's stories and would guess what they acted out and which emotion would suit with this example. So also if they would mention another emotion, the PE could ask further on why they would have this emotion in the situation. Also, it gave the actors an extra moment to explain their story and mention the important things that happened.

Explanation cards - Observations

The PE only had one question about how the tiles should be divided throughout the room, further there were no questions. There was a lot of information on the cards, this caused that the PE would read quickly through the cards and therefore might miss out on important information.

After reading the cards, the PE was positive about adding the dancing and acting into the assignment and was enthusiastic about doing the assignment with the children.

Explanation cards - Evaluation

Having the explanation, including the examples, on one side of the card resulted in a clear explanation for the PE. The PE managed to explain the exercise clearly to the children. Only, the card is now a bit chaotic, since a lot of information is on 1 side, so this is something which could still be improved.

It is better to have less, but the most important information on the card to make sure this is all read.

Analysis - Observations

By adding the guessing game, the PE had extra time to make notes and could add more details into the notes since the children would clearly explain their stories.

The PE used the notation sheet to make notes. Not all results were relevant for analysis. For example (Scared + Playing outside):

“While we were playing outside we saw a thief coming. We ran away and hid so the thief also left.”

But there were also very interesting stories like (Surprised + Going home):

“I like to go to the BSO on Monday, because I always go to the BSO on Monday. On Thursday it is always different and then I am not sure if I have to go to the BSO, I don't like that and then I would rather go home to mom and dad.”

After the game was finished the PE had to help the children get to their parents and clean up, therefore there was no time* to do the analysis right after testing.

*This happened multiple times, therefore the results from test 2 and 3 will be analyzed during test 5 - the analysis.

Analysis - Evaluation

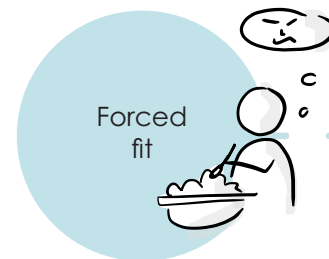
The notation sheet made it easy for the PE to make notes. It was clear to the PE where she had to pay attention to. The children enjoyed the guessing game, which also gave the PE even more time to write down notes and get another explanation on their acts.

The exercises gave interesting results which could be used for the analysis. Not all results were useful, however, by doing this exercise more often, a nice collection of data could be gathered.

5.4.3 Insights & Opportunities

The results of this test gave some good insights about the obstacles and enablers when performing child participation at the BSO. These insights will be further discussed within this Paragraph.

Think Back & Reflect

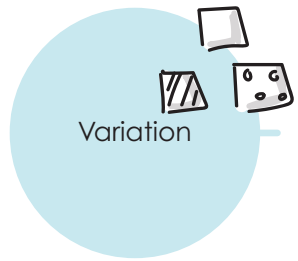


Forced fit lets the children think beyond the obvious examples. They come up with more creative examples which they wouldn't have thought of in the first place. By doing so, a wider variety of examples is created.



The children don't necessarily need to have experienced the situation to reflect on it. If they can imagine it good enough, it is already enough to reflect on it. Therefore it is possible to let the children reflect on the story from someone else's perspective. Also by being another character, it is easier to say what they think.

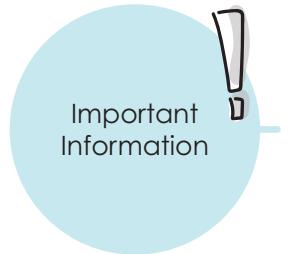
Multiple Intelligences



Variation

It doesn't matter if a tool has its main focus on a specific Intelligence, if this skill offers the opportunity for different variations. E.g. acting; the children can choose if they want to act with or without talking or maybe through puppets etc.

Explanation cards



Important Information

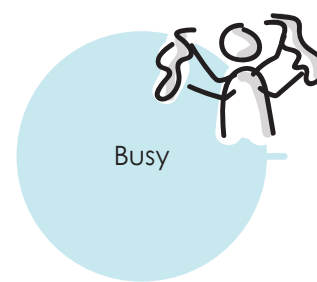
It is better to have less info, but important info on the card. If you want to include too much info, it will not be read and therefore have the opposite effect.



Highlight Information

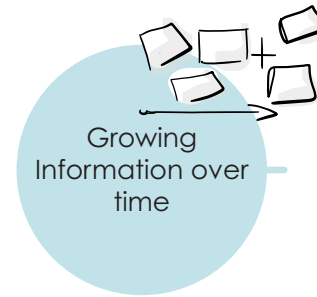
It was clear for the PE where to pay attention to during the performances, the EC helped in pointing this out.

Analysis



Busy

right after the afternoon activities, the PE are busy with children who are being picked up and cleaning everything up. Therefore there is no time to do the analysis right after the participation session.



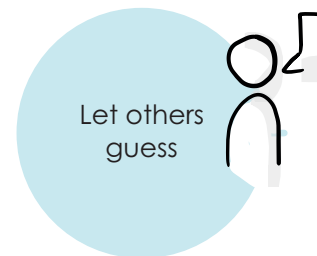
Growing Information over time

Not all results have to be useful directly. Also partly useful results can, over time, grow to a valuable set of results which then can be analyzed.



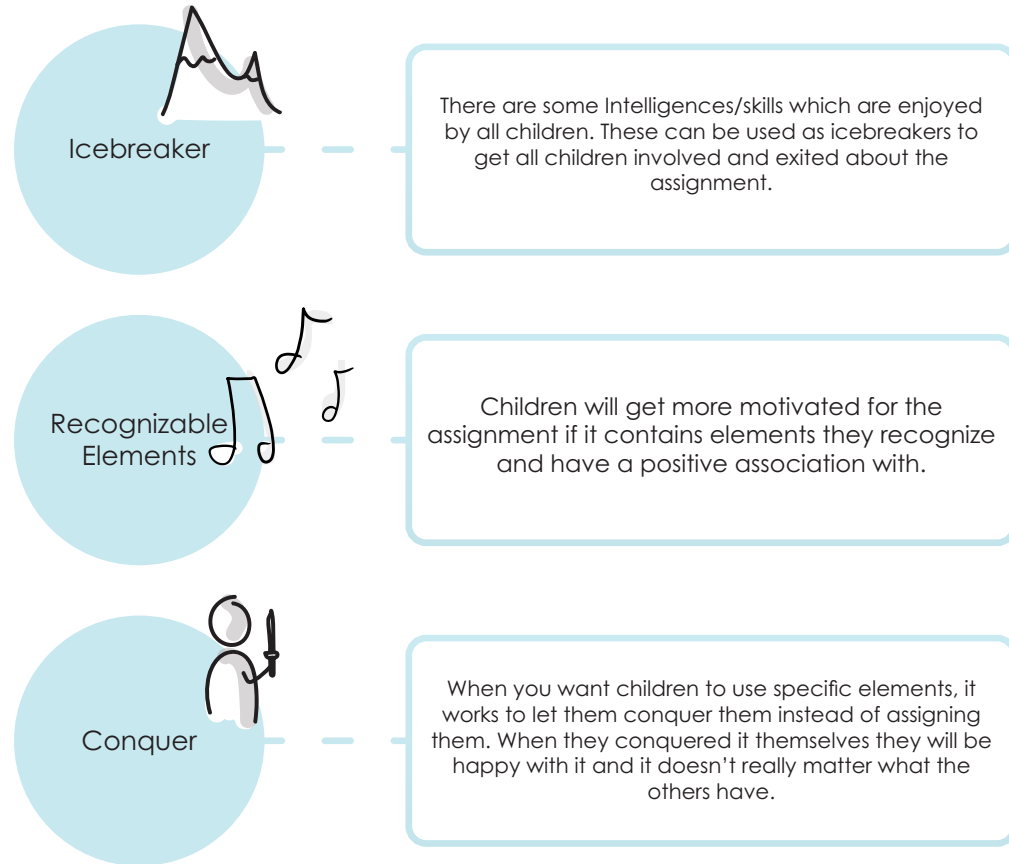
Discussion as activity

The discussion can be made into a separate activity. E.g.: the PE could hang the different example situations in the BSO. During the eating moment the children can pick one and discuss it. They can continue if they want. Also the information can be added and extend over time.



Let others guess

Letting the children guess each others story was a good addition. The children who guessed got more enthusiastic about watching, whereas the children who were acting really liked that the others would guess what they did. Also this provided a great opportunity for the PE to take notes and hear the story another time.

Toolkit in General

5.5 Test 3 - Tool building

The third idea which is tested is 'Tool Building'. Within this paragraph the idea will be further explained, the observations from user-testing are discussed and evaluated. Based on these results, the paragraph will conclude with insights and opportunities regarding child participation at the BSO.

5.5.1 The assignment

During this assignment the children fill out an experience card about the topic of research. This card includes a drawing and picking an emoji which describes best how they felt.

In the second part of the assignment the children are asked to pick one of their negative experience cards and build a tool which could help them in this situation.

This paragraph will further explain the details of these steps and the reasoning behind it.

The topic of research for this test is:

"What do children want/need when they are at the BSO?"

Part 1: The experience card

In this part of the assignment the children were asked to think of something they experienced at the BSO which they either really liked or disliked. They got an experience card on which they could make a drawing of this experience. This card also shows an empty emoji, the children could pick one out of 8 emoji's which described best how they felt during the experience.

All children work individually on this assignment. Once they are finished, they can go to the PE and show their experience card. The PE will ask questions about the experience and together they discuss their drawing and the reason they picked this emoji.

This assignment is meant to let the children reflect on their experience in small steps. First, by making the drawing of their experience, they will think about the important things involved regarding the surroundings or other people. Then by picking the emoji they will think more about why this was for example a negative experience. Did it make them feel sad or scared or angry? To go even further in the reflection, the card is discussed with the PE. The PE will ask further about why they felt like this and discover more and more details in this way.

The children can either make detailed drawings or add more details through writing or talking. In this way the children can make use of the skills which they are best at or feel most confident with. The assignment is done individually, so all children can think about their personal experiences. Also, the discussions with the PE are individually. This is done so all children can work at their own speed and take more time when they need it or when they just want to put more effort into it. Besides this, it will also make sure that every child gets to talk with the PE and everyone is involved in the assignment. By having the conversation 1 on 1 with the PE, also they shy children will feel safe to talk.

Part 2: Building a tool

The children were asked to take one of their experience cards which described a negative experience. They were provided with play dough and asked to build a tool using this clay. With making the tool they can think of anything, as long as it will have a positive influence on their situation.

After they build something, they will show it to the PE and together they will discuss what they have made.

By creating a tool to help them, they will include aspects which are important to them. For example; if their negative experience is that they always lose with football and their solution is a ball which can measure how good a team is and will automatically give disadvantage if one team is way better than the other, then this can mean that it is important to the child that they play against children from their own level.

By having a good discussion with the children about what they made, what the different functions of their tool are and why these functions are included, can be discovered what the wishes or needs of the child are.

Also, by making the tool, the child will reflect on the situation again. This time, they will have a good thought at what moment they would really like to change something, this is the moment where the tool would be used, and what aspects would improve the situation. By making this tool in clay, it will be a fun exercise for the children.

Explanation cards

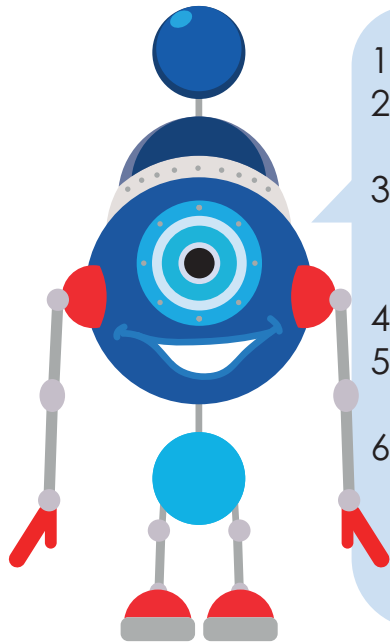
For this test I used another approach for the explanation cards. The cards are made in such a way that they can be given to the children. There are two cards, both explaining another part of the assignment. By doing so, the children can focus on their assignment and do it at their own pace. Once they are finished with the first part they can get the second explanation card and continue working, without having to wait on the others. These cards also give an example of an answer, this to make the exercise even more clear to the children.

The explanation cards are shown in Figures 42-44. The Dutch version, which was given to the PE and children, can be found in Appendix E.

Analysis

The PE has small conversations in between the exercises with the children. In this way everyone can work at their own pace. The notation sheet is now placed on the backside of the experience card of the children. This is done to keep the results connected to each other and afterwards make it easier to look back at the drawings with the answers of the questions. The PE are asked to try and ask further when the children answer a question.

Day at the BSO



1. Take an experience card.
2. Pick 1 step from the timeline.
3. Can you think of an example during this step which was nice/not nice?
4. Draw what happened.
5. How did you feel? Pick one of the emotions.
6. Can you fill out more experience cards?!

Emotions



Happy



Shy



Scared



Proud



Angry



Annoyed



Bored



Sad

Check out the backside for an example!

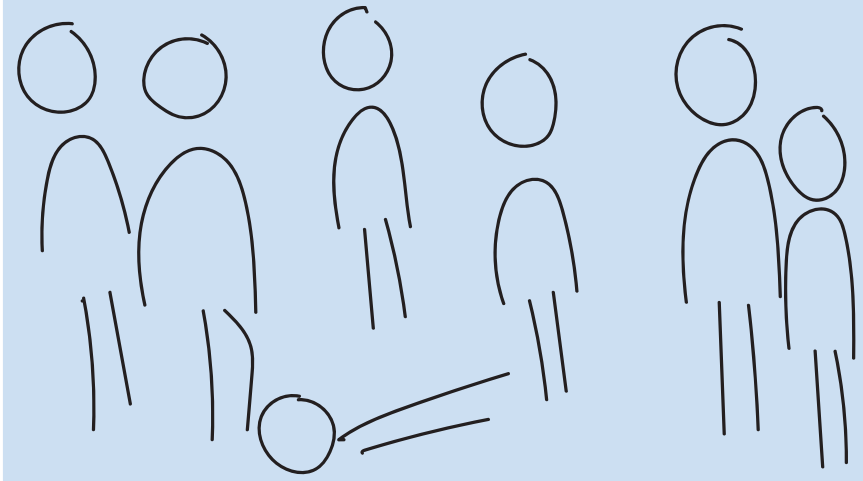
Experience Card, Example

During step 4, afternoon activities

This happened:

Make a drawing or write down what happened

us SCORE other team
0 - 6



Football

Because of this, I felt Sad




Figure 42: Tool Building Explanation card 1 Front and Back side

Experience Card

During step _____

This happened:

Make a drawing or write down what happened

Because of this, I felt _____ 

THIS SIDE WILL BE FILLED OUT BY YOUR TEACHER

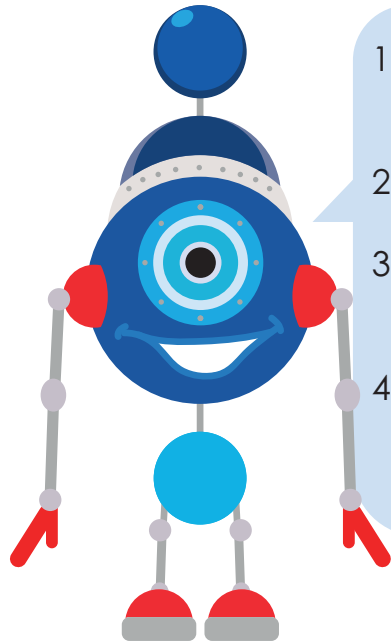
What happened? _____

Why this emotion? _____

What solution did they make? (functions etc.)

Why is this a good solution? Why is this important to the child? _____

Figure 43: Tool Building Experience Card Front and Back side



1. Divide the experience cards in 2 piles; positive and negative.
2. Take 1 card from the 'negative' pile.
3. Use the clay to build something to improve this experience.
4. If you made something, you can continue to your next card from the 'negative' pile.

You can think of any solution!, it doesn't have to exist.

Example



Negative moment: We lost every game of Football against the other team.

Solution: A football that knows how good every team is and can give some disadvantage to the good team, so we make a chance to win.

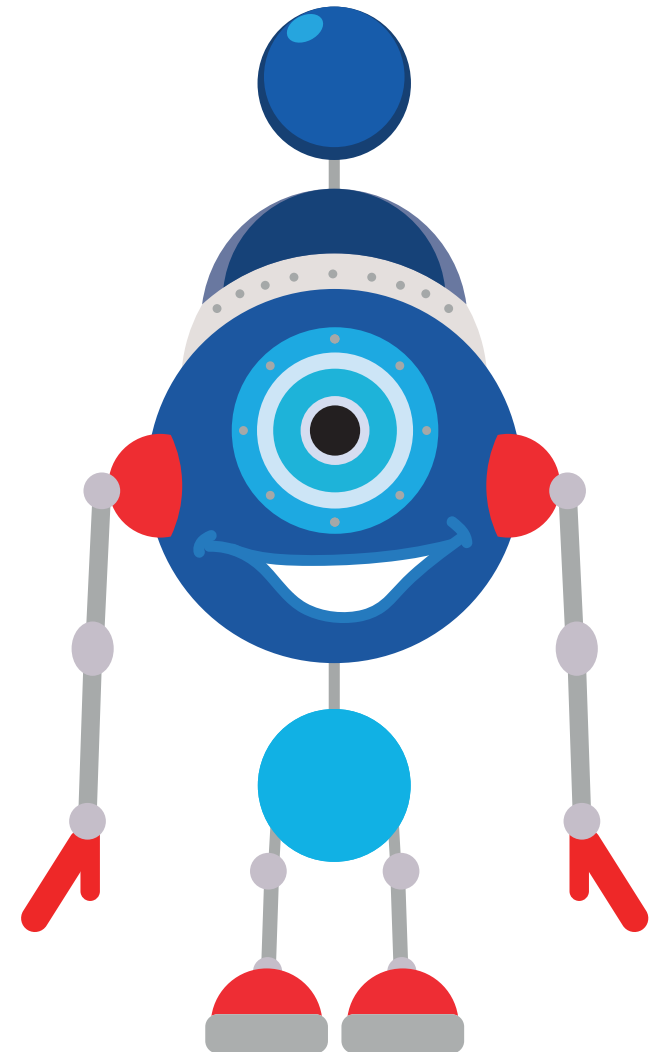


Figure 44: Tool Building Explanation Card 2

5.5.2 Results

In this Paragraph, the observations made during user-testing are discussed and evaluated.

Part 1: The experience card - Observations

Before starting the assignment, the PE knew already which children might need extra help. He put these children together at one table so he could sit with them.

Every child started filling out the experience cards. Some could immediately think of an experience and others needed a bit more time for this. Everyone took the time they needed, but eventually every child managed to come up with experiences. All children started with drawing positive experiences, however when asking for it they could also think of a negative experience.

Figures 45 and 46 shows some examples of their experiences. Also in this exercise there was a difference in how detailed the children made their drawings and how much time they put into it. All children could explain their drawing to the PE and could explain why they felt like this, by answering the different questions, asked by the PE.

When filling out the cards the children all wanted to write down their personal experiences en then show their cards to the other children on the table, this caused some discussions about their experiences.

The youngest two children (6 y/o) sat next to each other and did have very similar answers, however, the older children all wrote their own stories instead of copying from others.

Every child that finished their cards would go to the PE or to me to discuss what they made. They didn't have to wait for the others to be finished.

Part 1: The experience card - Evaluation

The PE knows the children very good and therefore can also make an estimation on how much extra help every child will need. Based on this he can divide the groups e.g. put all children who need extra help together or let them team up with other children who can help them.

All children could do the exercises at their own pace which worked out good. They could take the time they needed and after finishing the first exercise, they could immediately continue with the next exercise.

Some children needed a bit more time to think back about an experience. By doing the exercises in this way, every child got the time they needed and they were all able to think back of both a positive and a negative experience. For all children it was easier to come up with a positive one, however, they all managed to come up with a negative experience as well when having enough time.

Making the drawing really supported the children in discussing their experience. By making the drawing it meant they already thought about the experience and how they felt, therefore it was easier to tell about it. By choosing the emoji and discussing the drawing, the children already reflected on the situation since they had to think about which emoji fits the experience best.

The 1 on 1 discussions were very valuable since every child got to speak. Also the shy children felt confident to share their story when just talking with the PE.

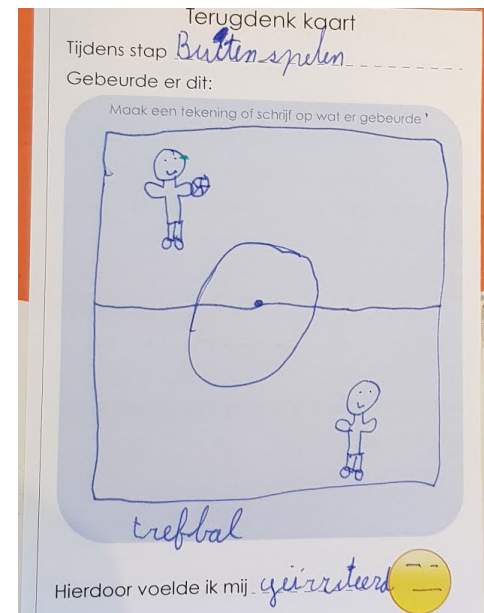


Figure 45: Experience card, negative
Playing outside + Annoyed

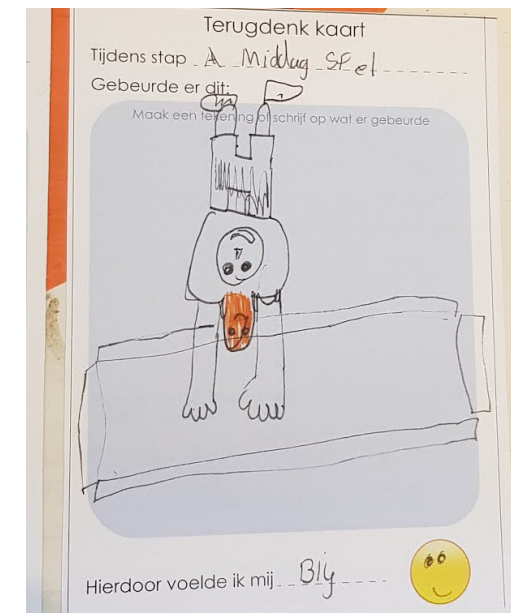


Figure 46: Experience card, positive
Afternoon activity + Happy

"Everytime we play Dodgeball they will hit me en when I can go back in, they will imedeatly hit me again so I need to go out again. I want that they are not able to directly throw at me when I get in, so I can also play inside for longer."

"I am happy when I can do a handstand, because I am very good at this and then the other children can look at me when I do it."

Part 2: Building a tool - Observations

The children could immediately start working with the next assignment and didn't have to wait on each other. This kept everyone motivated.

The children really enjoyed using Play-dough, however they found it difficult to think of a tool which could help them. Quite soon they just started playing with the clay and did not really focus on the assignment anymore. However, as Figure 45 shows, by making the experience card and explaining it, some interesting insights could already be collected.

Part 2: Building a tool - Evaluation

Building something with clay was something that the children did enjoy. However for some children the step of the experience card to building something was too big and it did not help them to reflect on the situation. For this, it might have helped the children to do this last step within a small group again, since that would give them the opportunity to discuss and hitchhike on each other's ideas.

Explanation cards - Observations

While reading through the cards, the PE didn't have any questions about them. The first exercise was explained to the whole group at once. For the second exercise, the children received an explanation card. The children didn't take the time to read the entire card and therefore the PE still had to explain the exercise himself.

Explanation cards - Evaluation

Having the possibility to spend as much time as needed on the exercises was a strong aspect of this test. Everyone got the possibility to put as much effort into it as they wanted or needed.

The examples helped the children while doing the exercises. However, the explanation cards for the children didn't really work out. The children preferred verbal explanation over the card. Also, the steps could again be a bit shorter.

Analysis - Observation

The first exercise gave valuable results, the cards helped the PE to ask the right questions in order to find out more information.

There was in the end no time to do the analysis, however there were multiple moments in between where the PE had to wait until the children were finished.

Analysis - Evaluation

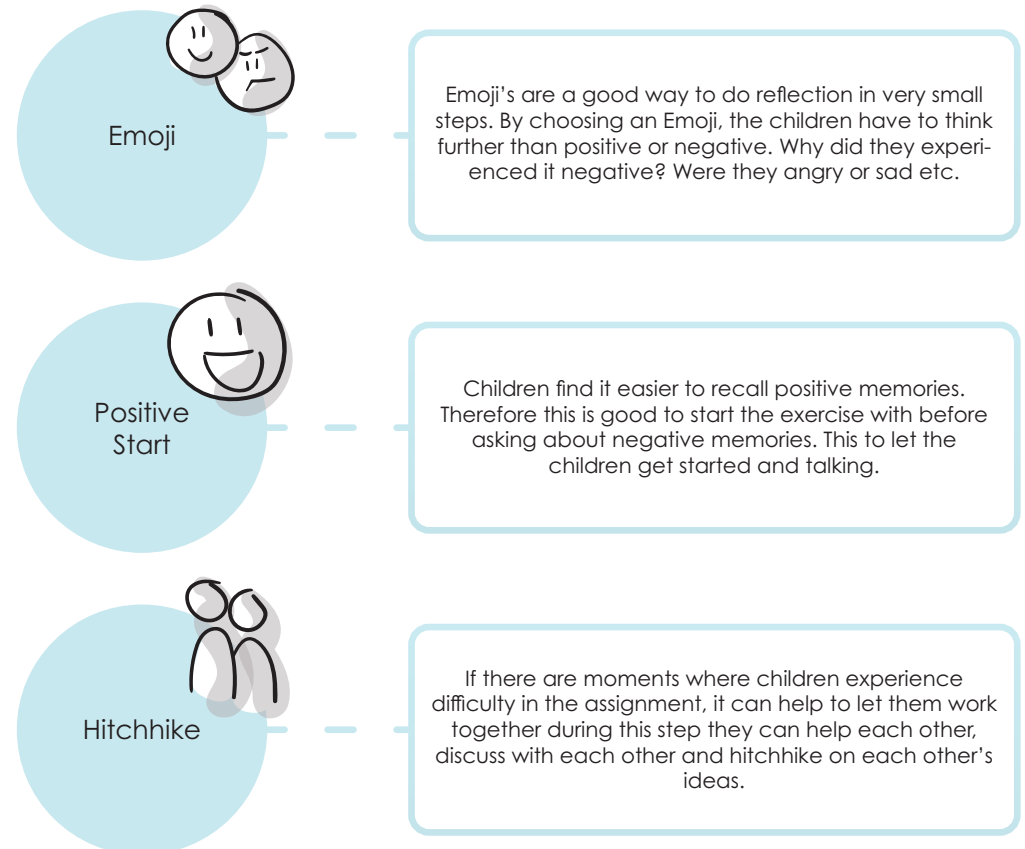
The notation space on the back helped the PE to make notes and also keeps the notes together with the results. By having the small discussions in between made sure every child could do it at their own time and there was a better distribution of the conversations.

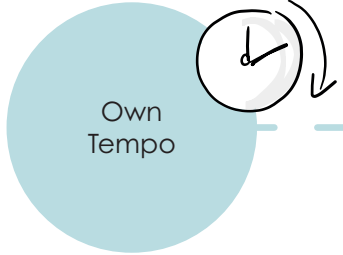
In the end there was no time for analysis, since some children were picked up already. However, the waiting time in between gives an opportunity to already do a quick first analysis of the results.

5.5.3 Insights & Opportunities

The results of this test gave some good insights about the obstacles and enablers when performing child participation at the BSO. These insights will be further discussed within this Paragraph.

Think Back & Reflect





Own Tempo

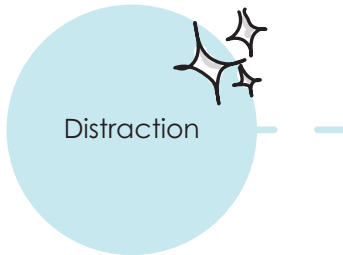
By letting the children do the assignment at their own tempo, all children could think of an example. Also the children who were a bit younger and found it more difficult, managed to come up with an example. They could do the second part of the assignment on another day.



Analysis in between

When children show their work in between, there are still multiple moments where the PE has to wait. These moments can be used to do initial analysis already. This can be a quick analysis, just to make sure they do it when all their insights are still fresh.

Multiple Intelligences



Distraction

If the children get to use a material/skill that they like a lot, it can also work very distracting and take their attention away from the assignment. However, this could be used as a starter.

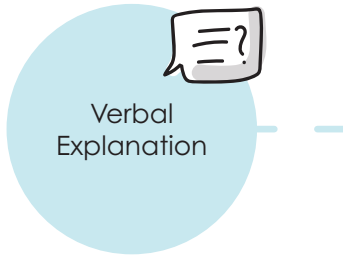
Toolkit in General



Group Divisions

The PE knows the children very good and therefore they also know which children are good at working together or who might need more help. This kind of knowledge can be used when making the groups. E.g. give extra attention to the child who needs more help or put them in a group with children who don't need help.

Explanation cards



Verbal Explanation

Children prefer verbal explanation over explanation cards. They will ask for further explanation without reading the card. Also, verbal explanation provides the children with the opportunity to ask questions.



Everyone gets to speak

By doing the assignment individual and letting the children come to the PE the moment they are finished, made sure that all children had a conversation with the PE. Also the shy children who didn't like to speak in the group could have a chat with the PE.

Analysis



Guiding Questions

Giving the PE questions they can ask during the participation helps them to gather interesting insights. However it is better to give a direction in questions instead of formulating full questions. In this way the PE can ask the question that fits best within the context.



Discussing

By letting the children work individually, they can all work on their own story. However, by placing them together at one table causes them to discuss with each other and tell about their stories to the other. This is a opportunity for the PE to start making notes already.

5.6 Test 4 - In someone else's shoes

The fourth tool which is tested is 'In someone else's shoes'. Within this paragraph the idea will be further explained, the observations from user-testing are discussed and evaluated. Based on these results, the paragraph will conclude with insights and opportunities regarding child participation at the BSO.

5.6.1 The assignment

Within this assignment the children will think of an experience they had at the BSO. Another child can then put on one of the shoes, as shown in Figure 47. When having the shoes, they can tell how this character would respond in the situation. After this the group will discuss the stories.

This paragraph will further explain the details of these steps and the reasoning behind it.

The topic of research for this test is:

"What do children want/need when they are at the BSO?"

In someone else's shoes

All children will stand in a circle and one child will tell a story about something they experienced at the BSO. In the middle of the circle are 4 different shoes, each shoe represents a different character; mean, kind, funny or shy.

After someone told his/her experience, another child can pick one of the shoes and tell how this character would respond in the situation. The other children can also respond to this and tell if they agree with this or if they have ever experienced something similar. After this, they can continue with the next story.

The reason to do this exercise within a group setting is to let the children hear each other's stories, which might trigger one of their own experiences. Also, they can respond on each other and discuss with each other.

By telling the responses with the shoes, they get to tell their reaction from someone else's perspective with the aim to make it easier to express their worries, needs, etc.

The shoes function as a tool to reflect on the situation. The different characters, represented by the shoes, will let the child think about what might worry them or what they might be afraid of (Shy and Mean). The other shoes might represent their wishes or needs in the situation, what would have helped them in the situation (kind), or how would they enjoy their experience more (funny).



Mean



Shy



Funny



Kind

Figure 47: Different Characters

Explanation cards

Also for this exercise, another approach for the explanation cards is tried out. The explanation is kept short and simple, only having 4 steps. This time the steps are supported by pictures instead of drawings, this to give a better feeling of how the exercise will look like and make it more relatable than drawings. There is a clear sign on the different steps which reminds the PE that they have to make notes at this step. The examples are left out of this card to make it less chaotic. Since they were very helpful, the examples are now placed at the notation sheet.

The explanation card is shown in Figure 48. The Dutch version, which was given to the PE, can be found in Appendix E.

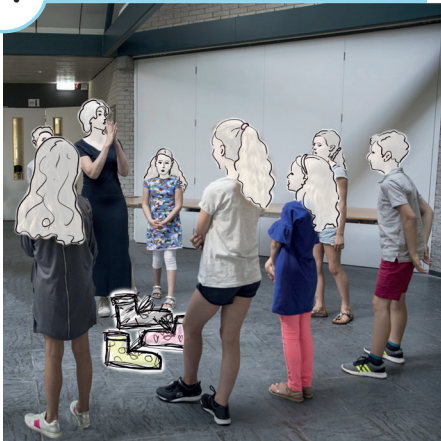
Analysis

As mentioned before, the explanation card highlights the moments where the PE should make notes. To make the note taking as easy and fast as possible, the sheet has a lot of pre-made info which the PE can just cross at the correct place. Also the notation sheet provides some examples of questions they could ask the children. The top of the notation card describes some examples of notes, this to give the PE an idea of what kind of information is important and what they should write down. Figure 49 shows the notation sheet which was given to the PE.

In someone else's shoes

The goal of this assignment is to find out what is important to the children and what they want or need when they are at the BSO. This assignment together with the notation sheet should let the children think about what is important to them and why, this in a way to go beyond the obvious knowledge.

1.



Everyone stands in a circle with the shoes in the middle.

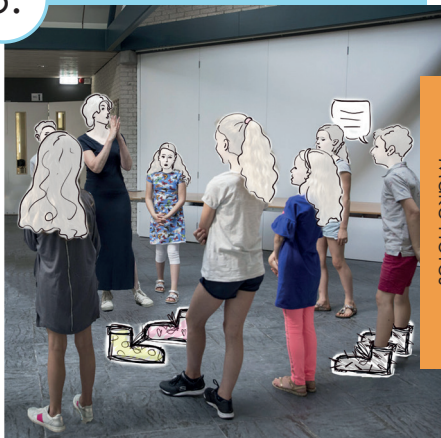
2.



1 child tells a positive/negative memory of the BSO and the PE asks some questions about this memory.

Make notes

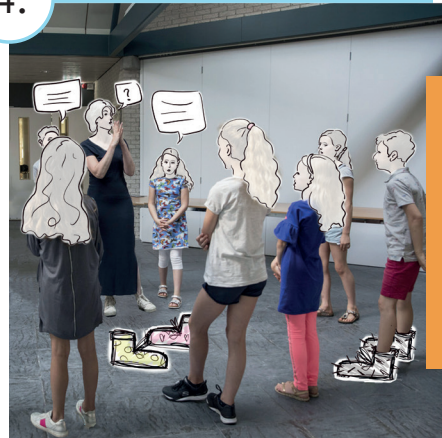
3.



1 child chooses a pair of shoes and tells how this character would respond in this situation.

Make notes

4.



Now the group discusses the story and goes back to step 1.

Make notes

Step 2 - Memory

Make notes of the memory of the child. Why is this memory positive/negative? Try to ask further.

Example

Positive Negative

Making a handstand. Because I learned a new tric. I can show it to others.

If the children e.g. only tell positive moments, ask them about the negative ones.

Positive Negative

Positive Negative

Positive Negative

Positive Negative

Positive Negative

Step 3 - Other character

Make notes of how the child thinks this character would react in the situation.

Example

Mean Kind Shy Funny
He would look at the hand stand and give tips to improve.

Make sure the children don't use the same characters all the time.

Mean Kind Shy Funny

Mean Kind Shy Funny

Mean Kind Shy Funny

Mean Kind Shy Funny

Mean Kind Shy Funny

Step 4 - Discussion

Does every child agree? Why would this character do this? Why does this fit its character? Has anyone experienced this? What would you do?

Example

Beucase it is nice to help others.
I can become better at the trick.
I can also perform, I like to do that.
We always perform at home for my sister.

Figure 48: In someone else's shoes Explanation card

Figure 49: In someone else's shoes Notation Card

5.6.2 Results

In this Paragraph, the observations made during user-testing are discussed and evaluated.

In someone else's shoes - Observations

During the explanation, the children got already enthusiastic about the shoes and wanted to try them on. The explanation was not completely clear to the children, but when starting it got clear during the assignment.

The children found it easier to talk when everyone was sitting on the ground. It was quite hard for the children to directly come up with an experience, especially the negative experiences were harder to recall.

In the beginning the children were a bit quiet, but the shoes helped them to start talking, by taking on another character. Also, in the beginning the children would give short examples, while later in the exercise they were telling long stories which were also more detailed.

After some rounds one girl mentioned;

"Now we should use the 'funny' shoes, we didn't use them yet!"

The other children agreed and started telling a story using these shoes. There were also some children who didn't tell a story, but stood up and acted out something. The children liked to hear each other's stories, especially when someone did a funny act with it.

At some point the children stopped using the shoes to respond to the experiences, but they started to use the shoes to think of experiences. They would for example think of an experience where someone was kind, shy, etc. Other children would respond to the stories when they experienced something similar and in this way some natural discussions started.

There were some children who talked a lot more than others, but when asking the quiet children, they would also share their opinion. The children that were more shy or quiet preferred to respond on someone else's story rather than coming up with a story themselves.

In someone else's shoes - Evaluation

It was quite hard for the children to directly come up with an experience without really having the time to think about it. This shows the importance of getting enough time to think back about an experience or getting guidance in a direction to think about.

Although they used the shoes in another way as expected, it still helped them in telling stories. It now worked as a tool to get varied answers and experiences.

When having a clear example of an experience, it was easy for the others to respond to this experience. For example if they had experienced it as well or if they had an experience which was related to this one. So this gives the opportunity to be used as a conversation starter.

Being in a circle, without having for example a table in the middle, gave the children the opportunity to just start acting out instead of talking in this way they can use the skills they feel most comfortable with.

Another interesting insight is that the children feel more comfortable to talk if everyone sits on the ground instead of everyone standing up, this way it is less intimidating.

Explanation cards - Observations

The cards were clear to the PE and there were no questions. The pictures gave a good impression of the setting during the test.

Explanation cards - Evaluation

The explanation cards were clear to the PE and they could easily explain the exercises. The pictures helped to get a quick overview of the different steps taken in the exercise. Having the examples on the notation card, made sure the explanation card was not too complex. Also it gave the possibility to have the example and the explanation next to each other.

Analysis - Observation

The notation card had different parts to write down notes to make it easier for the PE on what they had to give their attention to. However, when the children started to do the exercise more freely, it turned out that this way of making notes was more confusing than helpful since the sheet didn't match their conversations anymore.

When the children stopped using the shoes, the PE also stopped making notes, since it didn't match the notation sheet anymore.

Analysis - Evaluation


It would be better to have more freedom in the notation sheet and make clear in another way where they should pay attention to while taking notes.

5.6.3 Insights & Opportunities

The results of this test gave some good insights about the obstacles and enablers when performing child participation at the BSO. These insights will be further discussed within this Paragraph.


Think Back & Reflect

Guided Freedom




It is nice if the children start to talk more freely, in this way it doesn't feel like an assignment to them anymore. By still having something to trigger the topic of the assignment again, the PE can use this when the conversation is going too much of topic.

Challenge to Empathize



By having the different characters, the children are challenged to empathize with others and think how someone else would feel or what they would do in this situation. This supports them to think beyond the obvious and gives interesting insights in how they think others would behave.

Freedom of expression




By sitting in a circle without a table, it is easier for the child to choose their own way of telling a story. Some children prefer talking, while others might prefer acting. By having an open space in the middle, the children get the freedom to choose their own preference.

Multiple Intelligences


Explanation cards

Pictures




Including pictures onto the explanation sheet will help to quickly get an overview of how the test set-up will look like.

Main steps




When keeping the card clean and minimize the amount of info it is easy to quickly read through the card and have a good idea of what to do.

Open notation sheet



It is good to guide the PE in note taking. However, when the notation sheet is too fixed, it causes problems when the exercise is done a bit different. The sheet should guide the PE in what to pay attention to, but should not be completely fixed.


Responding



Some children find it easier to respond on someone else's story rather than starting to tell a story themselves. By having this opportunity, also the shy children are more willing to join the conversation, by responding on someone else's story.

Analysis

Toolkit in General




Character Props

Different props can be used to help children express their thought e.g. connecting them to different characters etc. If the props would be used more often, the children will get used to them and it will become easier to use them.



Same level

The children felt more confident to talk when sitting in a circle instead of standing. This is less intimidating for them.



Provoke Variation

When you want more variation in e.g. the kind of stories, it helps the children to have this variation more tangible. So for example having the different emotions/characters/etc. tangible in the room helps the children to see if there is one thing they are still missing out.



Conversation Starter

The tool doesn't necessarily have to lead the whole assignment. If the tool can start conversations which lead to natural talks about the topic, this would be a great way of doing the participation.

5.7 Test 5 - Analysis with PE

This test, the analysis with the PE, was done to see whether the PE was able to use the results retrieved during the different tests in order to make valuable conclusions and if these conclusions sparked new ideas or inspiration for follow-up steps.

5.7.1 The assignment

The analysis was done by 2 PE. They used their notes from test 2 and 3 for this analysis and were asked to approach the analysis as shown in Figure 50.

5.7.2 Results

After writing down the insights on the post-its, they ended up with the following results:

- *Learning new things*
- *Being proud when learned something new.*
- *Asking if other children also want to learn it. 2x*
- *Freedom, a place to do their own thing.*
- *Can withstand your loss.*
- *Getting picked up later, to stay longer at the BSO.*
- *Becoming more assertive, dare to say when you don't like something. 4x*

The PE already started grouping things together on the post-its themselves, for example multiple notes they linked to the children having to be more assertive.

After finishing all the post-its, the PE were asked if this overview led them to new insights or ideas. They said they thought the post-it of learning/showing new things and the post-it of being more assertive were the most interesting to them, since they came back the most times.

Based on this information they came up with the following steps to take from here:

- *Organizing an open podium at the BSO where children can show their talents/tricks and also where other children get the opportunity to watch and learn from this.*
- *Implementing more games at the BSO which teach being assertive. In this way the children will get more assertive and learn, in a playful way, how to respond in situations where they don't like something.*

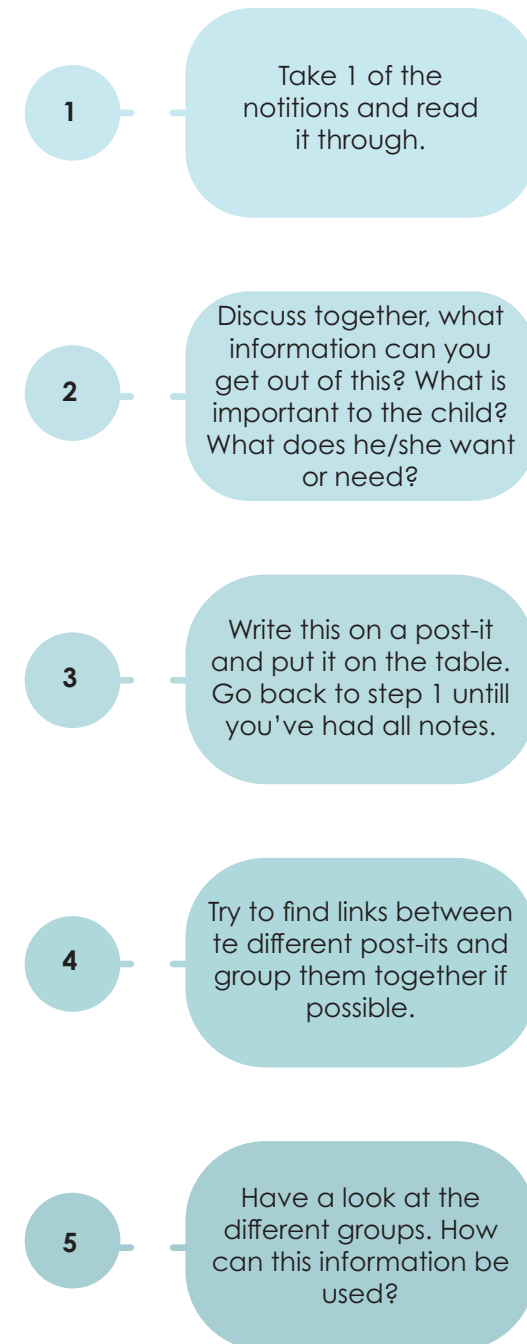


Figure 50: Approach Analysis

5.7.3 Evaluation

In this paragraph, the analysis with the PE will be evaluated.

Step 1 - Read through the notes

Although the notes were from 2 different test and therefore also written down in different ways, this was no problem during the analysis. The PE were able to combine the notes and write down the words on the post-its on the same level for the different results.

Step 2 - Filtering out the important information

In general I think that this was the most difficult step for the PE in doing the analysis. They struggled a bit to convert the notations into valuable insights. What stood out during the analysis was that they tend to go through the notes quite quickly and therefore missing some valuable insights.

The things they did write down were good insights, so they do see the important things. However, I noticed, in the end they would go faster and faster through the notes. It might be helpful to reduce the amount of results to be analyzed at once, but extend the time that is spent on these notes. In this way, all results will be analyzed at the same level.

Also, it could be interesting to let another duo analyze the same notes, since everyone has their own way of thinking and someone else might find completely different insights within the same results. For example, the PE also found interesting insights which I wouldn't have thought of; the note on helping the children being more assertive is a very valuable insight, which can really help the children.

Step 3 - Summarize this info on a post-it

Writing down the first couple of post-its, they made good notes. However, at some point the same kind of results were coming back. They started to already put different results together on 1 post-it, this to save time. This was quite interesting since they actually, unconsciously, were already clustering the information. However, I think it would have been valuable as well to, first be a bit more specific and later start clustering, because now the clusters were fixed already, while there also might have been other interesting clusters.

Step 4 - Cluster the post-its

As mentioned in step 3, the clustering was already a bit combined during the creating of post-its. Although now there was no opportunity to explore other clusters, the clusters that were made were interesting and I think they give a good idea of the results from the different children.

Step 5 - From clusters to ideas

The follow up steps are interesting and I think they align good with the results from the assignments. Although 2 follow up steps might not seem as a lot, I think it is already a good first step based on the results from only 2 tests. Over time the PE could collect more and more insights and also finding more following steps by this.

Although the PE did came to interesting follow-up steps, they could use some more support in this step. As noticed in the other steps as well, they tend to go quite quickly through the analysis. For now they focused on the two biggest clusters, but they left out the other clusters.

Also, for every cluster they came up quite easily with an idea. But maybe they could have taken some more time for this step in order to explore more ideas and different directions. I think it is important to motivate and challenge them in this and seeing the value of going beyond the first idea.

Another important aspect which is now still missing in the analysis phase, is the feedback loop to the children. An interesting opportunity for this is to involve the children in this last step of the analysis. So, let the PE go through the results and elaborate on different clusters and then taking this back to the children again. Discuss with the children if they agree with the clusters which are found, are these indeed important things to them and also, what do they think could be nice follow-up steps.

Seeing the value of the analysis

The PE mentioned that the two main clusters were not completely new to them, but although it didn't lead them to completely new insights, they still saw the value of doing participation in this way. Doing these kind of exercises with the children will make sure they keep paying attention to this kind of information and keep listening to what the children mention.

When looking at this from a bigger perspective, it makes sense that the PE recognized these elements, since they formed the biggest cluster and therefore also was very important to the children. There would have been different things which they will also recognize, but by doing the analysis, they now know that especially this topic is important to the children. Also they now know that children don't just like e.g. to learn new things, but they like the possibility of showing in to others and learning it to others.

Also, by doing these kind of exercises on a regular basis, the children learn that the PE is there to listen to them and they can always tell them when something is on their mind. Also they learn different ways to express their thoughts and to substantiate their thoughts or feelings. It makes difficult topics negotiable and children learn to listen and empathize with each other.

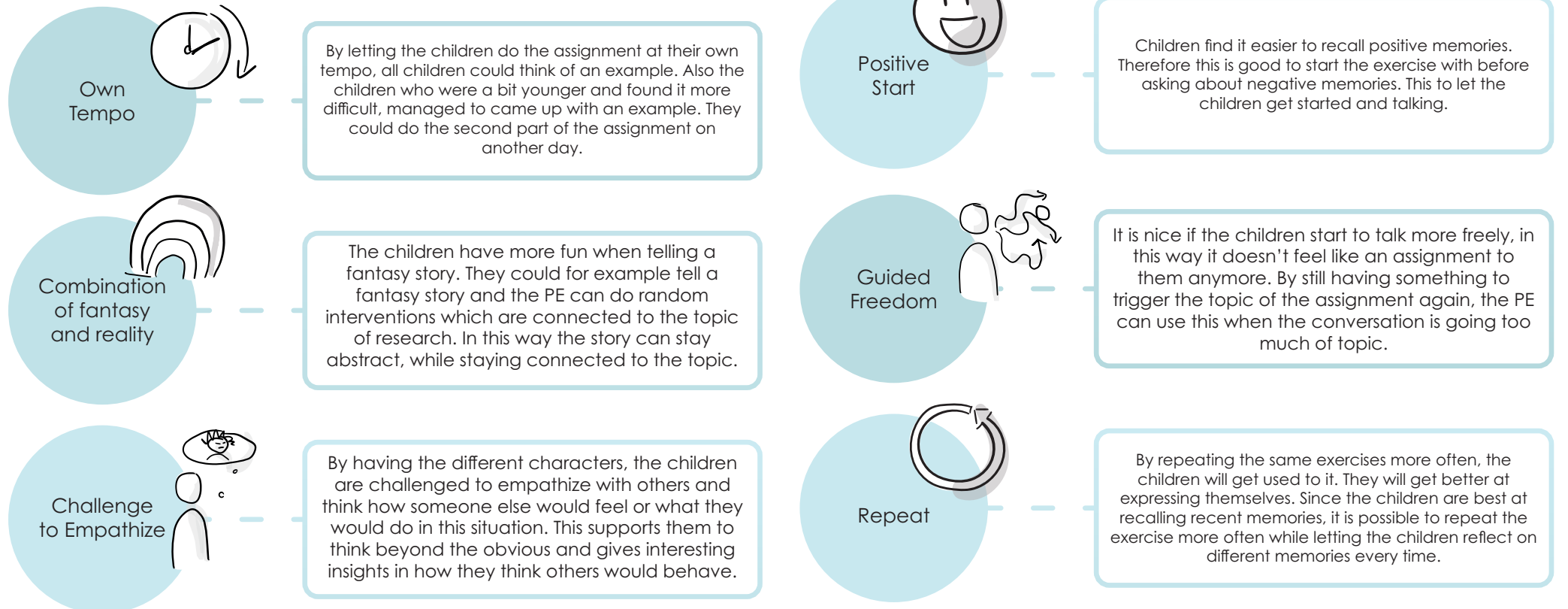
5.8 Conclusion

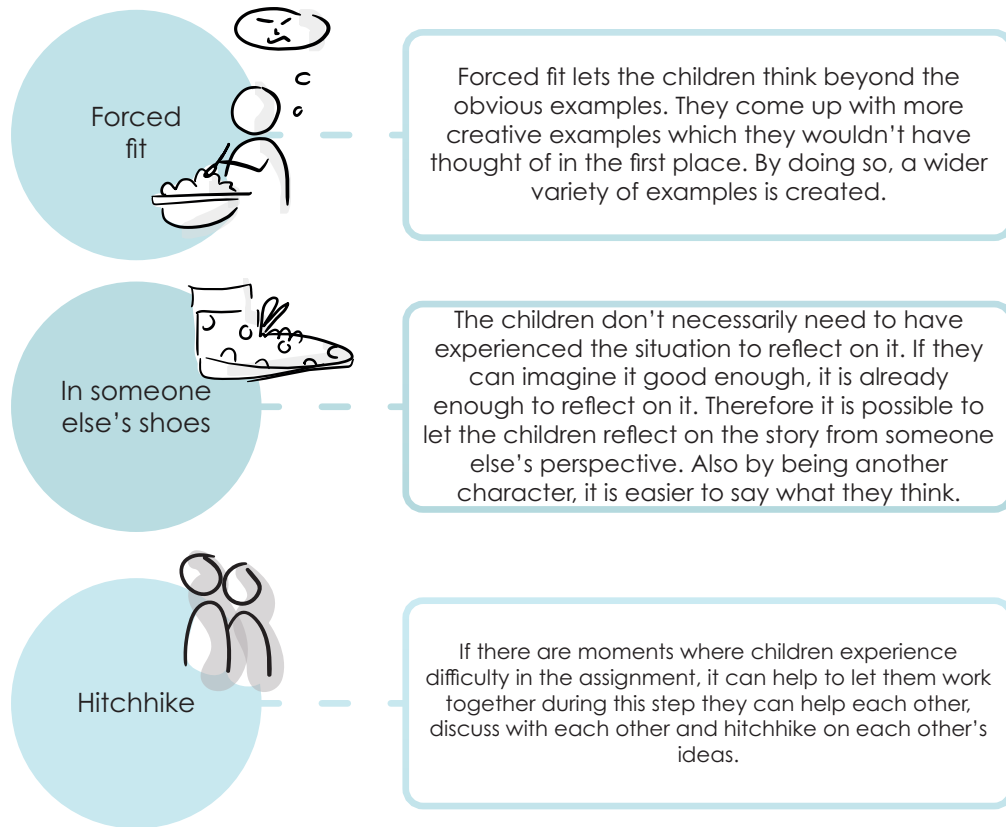
As can be concluded from this Chapter, combining the theory of Contextmapping, the theory of Multiple Intelligences and visualizing through explanation cards is a good approach for the development of a child participation toolkit for use at the BSO.

Combining these aspects will result in tools to discover the latent knowledge of children. Tools which support the PE throughout every step of the process and involve all children. In order to successfully create these tools, using this approach, there are some conditions to keep in mind while designing.

By letting the children think back about an experience and reflect on this experience, the level of latent knowledge can be reached. However, when doing so, it is important to keep in mind that children under 10 are best at recalling recent memories and will not be able to remember something that happened too long ago.

Based on the results from different user tests, also a lot of opportunities were discovered, regarding thinking back and reflect:





In order to let the children think back about and reflect on experiences, the theory of Multiple Intelligences appeared to be a valuable addition when wanting to involve all children. However, there are some conditions that need to be met when using this theory.

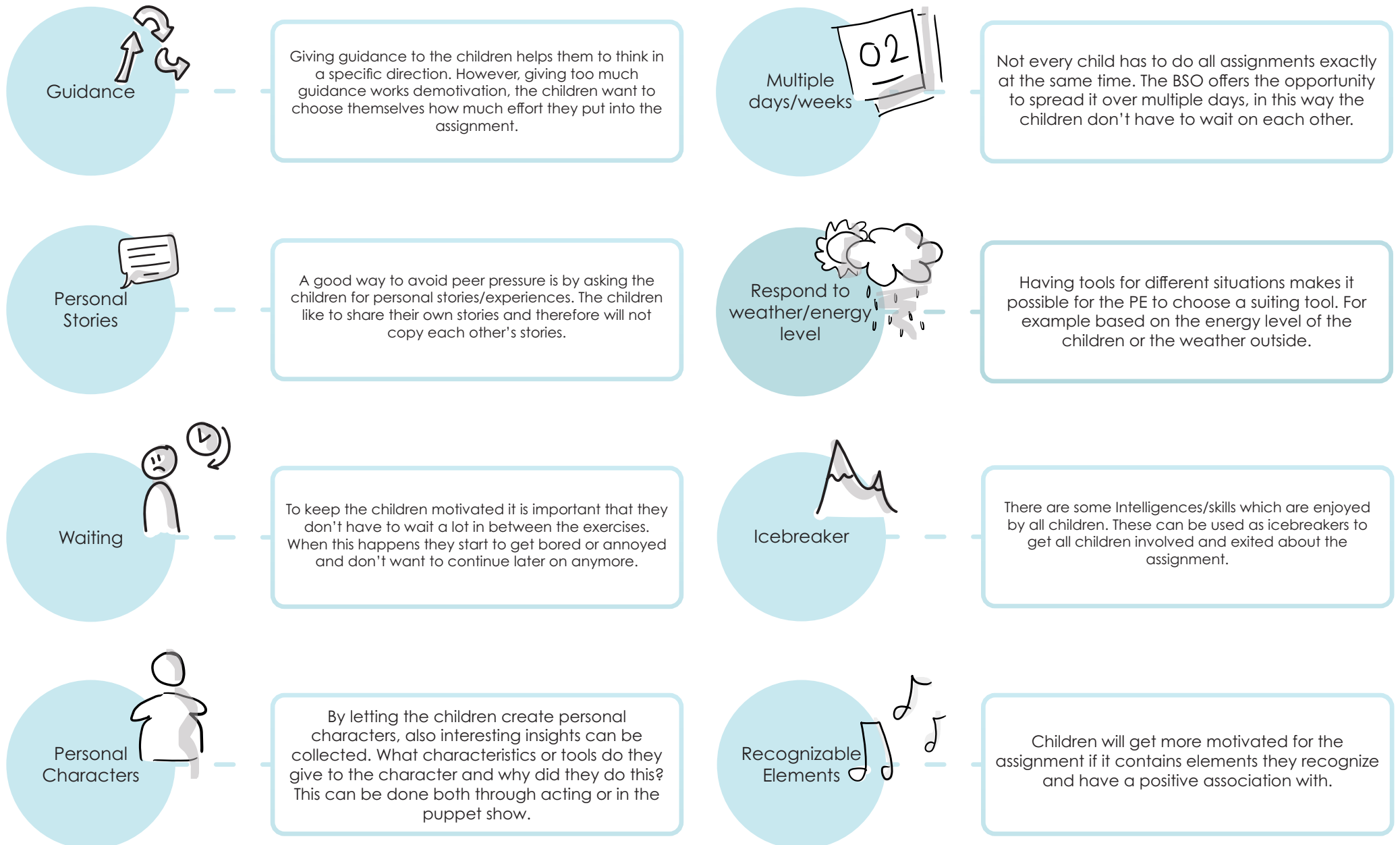
Every child is different and therefore it is important to have a varied toolkit, which has its focus on different intelligences/skills. However, also every individual tool should not be focused on just one intelligence. There are different ways to approach this.

1. Several versions of the same tool, every version focusing on another Intelligence or skill. The different variations can be done at the same day or distributed over several days, in this way the child can choose the one they want to participate in. E.g. on Monday there is an activity involving acting. Tuesday there is the same assignment, but now instead of acting the children can do drawing.

2. One tool on which all children will work on the same time, but within the assignment there is the possibility to choose which Intelligences/skills to use. E.g. at one point during the assignment the children need to share a positive experience. The children can choose themselves how they want to do this, some might tell it while others create a comic strip.
3. When there is an assignment that specifically makes use of 1 Intelligence/skill then it is important that the children have freedom in how to apply this. E.g. if all children are asked to make a comic strip, then the main focus is on drawing. However, the children can choose if they add details in the drawing itself or maybe write text in it or if they just want to talk to support their drawings.
4. If it is a group assignment, there is also the possibility to use different Intelligences throughout the assignment. In this way the children can choose at which moments they want to contribute. E.g. the first part of the assignment is focusing more on drawing and the second part is focusing more on acting. Now the child can put more effort into the parts they like the most and as a group there will be put effort into every part.

In this way the children get the opportunity to choose to express themselves in a way which they feel most confident with, which they are best at or what they simply enjoy the most.

During the user-testing, also some interesting insights and opportunities about the toolkit in general were discovered. This is also relevant to keep in mind while designing the eventual tools.





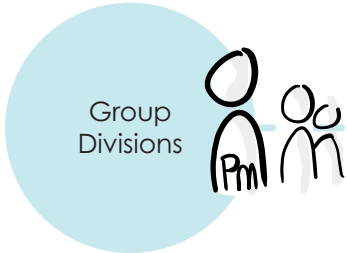
Responding

Some children find it easier to respond on someone else's story rather than starting to tell a story themselves. By having this opportunity, also the shy children are more willing to join the conversation, by responding on someone else's story.



Character Props

Different props can be used to help children express their thought e.g. connecting them to different characters etc. If the props would be used more often, the children will get used to them and it will become easier to use them.



Group Divisions

The PE knows the children very good and therefore they also know which children are good at working together or who might need more help. This kind of knowledge can be used when making the groups. E.g. give extra attention to the child who needs more help or put them in a group with children who don't need help.



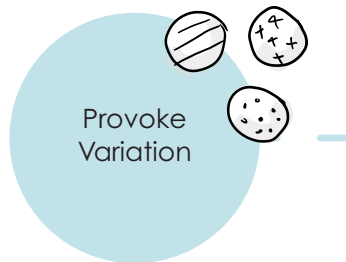
Same level

The children felt more confident to talk when sitting in a circle instead of standing. This is less intimidating for them.



Everyone gets to speak

By doing the assignment individual and letting the children come to the PE the moment they are finished, made sure that all children had a conversation with the PE. Also the shy children who didn't like to speak in the group could have a chat with the PE.



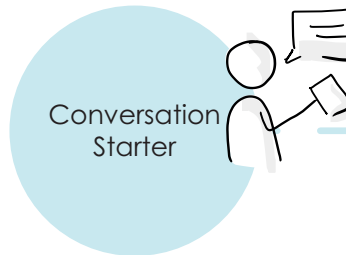
Provoke Variation

When you want more variation in e.g. the kind of stories, it helps the children to have this variation more tangible. So for example having the different emotions/characters/etc. tangible in the room helps the children to see if there is one thing they are still missing out.



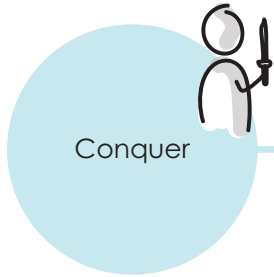
Discussing

By letting the children work individually, they can all work on their own story. However, by placing them together at one table causes them to discuss with each other and tell about their stories to the other. This is a opportunity for the PE to start making notes already.



Conversation Starter

The tool doesn't necessarily have to lead the whole assignment. If the tool can start conversations which lead to natural talks about the topic, this would be a great way of doing the participation.



When you want children to use specific elements, it works to let them conquer them instead of assigning them. When they conquered it themselves they will be happy with it and it doesn't really matter what the others have.



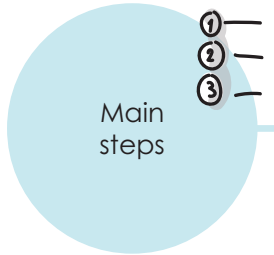
Children prefer verbal explanation over explanation cards. They will ask for further explanation without reading the card. Also, verbal explanation provides the children with the opportunity to ask questions.

Taking all these aspects into account when designing the tools, will result in a varied toolkit in order to involve all children and being able to reach the level of latent knowledge.

Visualizing these tools through explanation cards is a good approach when wanting the PE to be able to, independently, use the toolkit. These cards will support the PE in understanding the goal of the tool, explaining which steps to take and knowing where to pay extra attention to. However, there are some important aspects to keep in mind when designing the explanation cards.



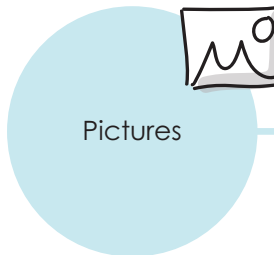
It was clear for the PE where to pay attention to during the performances, the EC helped in pointing this out.



When keeping the card clean and minimize the amount of info it is easy to quickly read through the card and have a good idea of what to do.



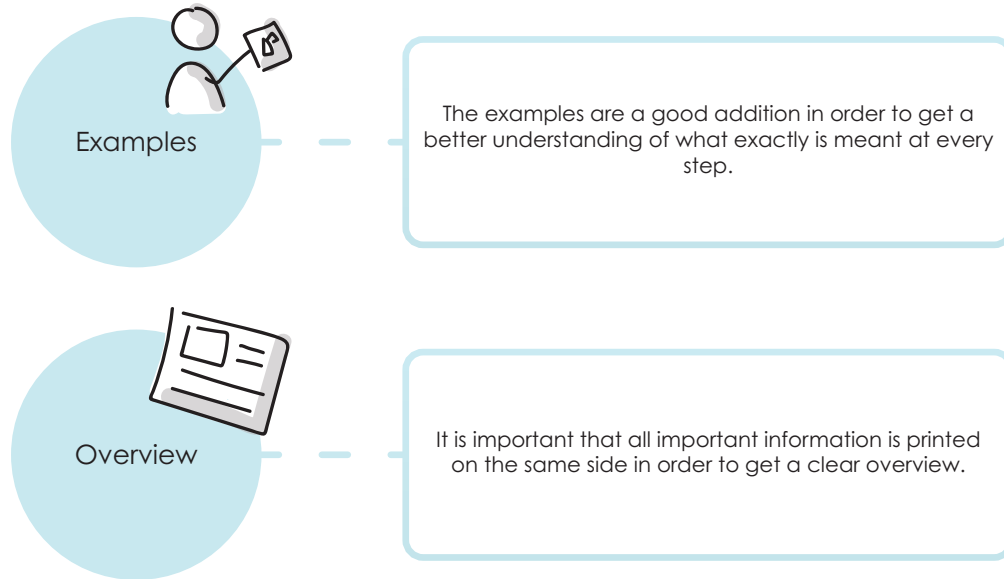
It is better to have less info, but important info on the card. If you want to include too much info, it will not be read and therefore have the opposite effect.



Including pictures onto the explanation sheet will help to quickly get an overview of how the test set-up will look like.



The card shouldn't be too complex. It should be easy to remember, so the PE can explain it to the children without actually having to use the card during the explanation. This will make sure the explanation goes smoothly.



When these conditions are met, the toolkit will support the PE in preparation by providing them with pre-made tools. Also will the toolkit support the PE in the participation session itself by providing them with the explanation cards, in this way this form of participation is manageable for the PE. Also will the toolkit involve all children by giving them varied options in how to express themselves and letting them discover their latent knowledge step by step by thinking back about and reflecting on personal experiences. This leaves us with the last step; the analysis, which is still the biggest challenge at the moment.

The PE does get valuable results by using the participation tools and as long as the notation sheet has a good balance between guiding the PE in which things to note down and giving freedom in writing the notes, the sheet will support the PE in capturing these results.

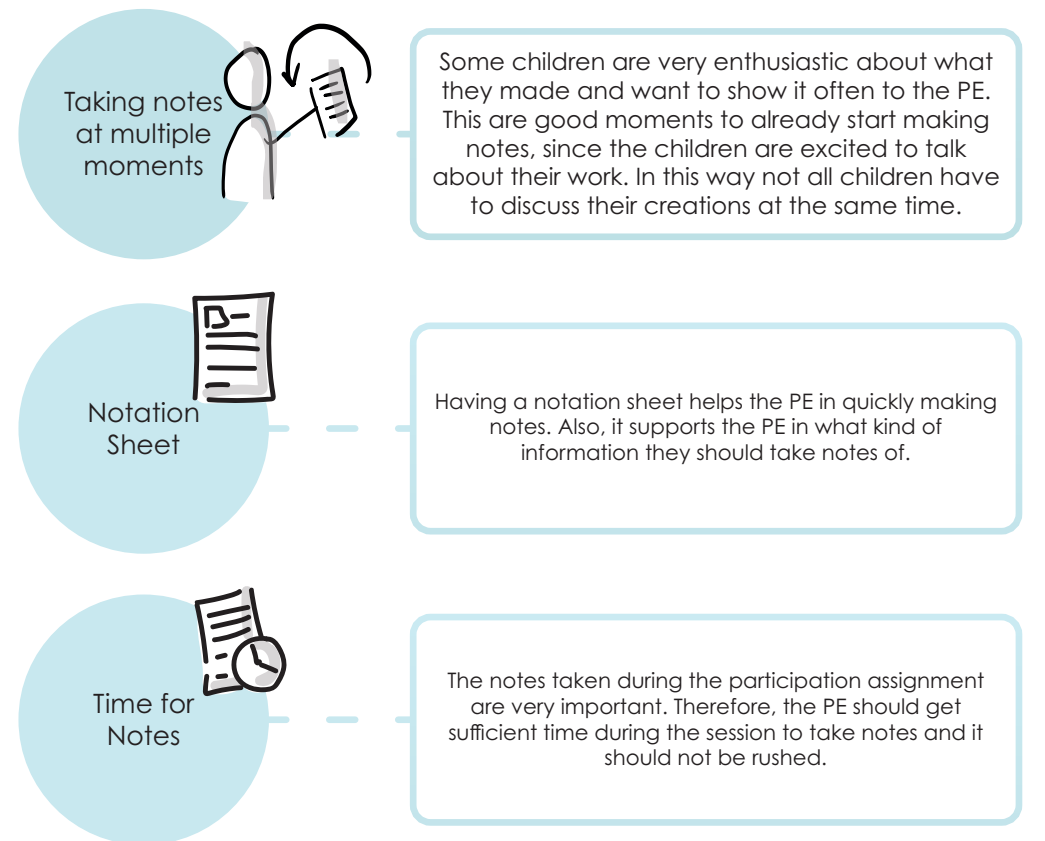
The analysis did lead to interesting follow-up steps. The PE did recognize the elements which stood out from the clusters, which can help in accepting this method. However, the approach for the analysis can still be improved.

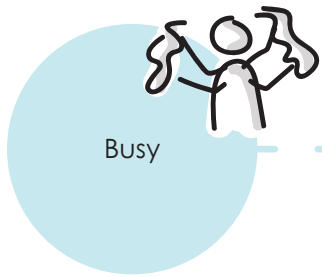
An important aspect which is now still missing out is to challenge the PE into taking more time for the analysis. Going through all results, exploring different clusters and creating different opportunities within these clusters. They should be challenged to explore more opportunities and don't settle for the first things they will find.

Also, the step of going from the results into valuable insights is something where the PE could use some extra support. Challenging them to take more time for each result and not directly discarding it when they do not immediately see something in it. Maybe some trigger questions or more structure could be offered to the PE in order to help them in taking this step. As mentioned before, also letting different people go through the results, will probably lead to different insights.

Another important aspect is the feedback loop to the children. During my tests the participation with the children stopped after receiving the results. The next step is take the analyzed results back to the children, to validate them and maybe even together come up with new opportunities based on these clusters.

Besides these points that will need further elaboration, the user-testing also resulted in several opportunities regarding the analysis.

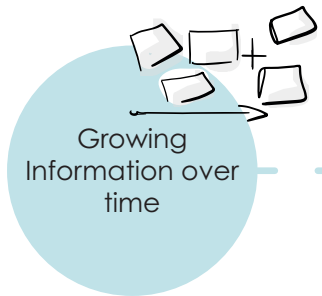




right after the afternoon activities, the PE are busy with children who are being picked up and cleaning everything up. Therefore there is no time to do the analysis right after the participation session.



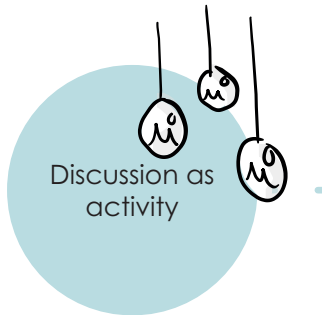
Giving the PE questions they can ask during the participation helps them to gather interesting insights. However it is better to give a direction in questions instead of formulating full questions. In this way the PE can ask the question that fits best within the context.



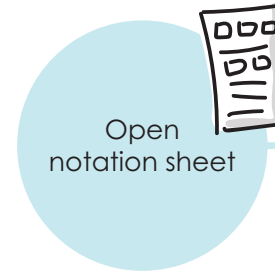
Not all results have to be useful directly. Also partly useful results can, over time, grow to a valuable set of results which then can be analyzed.



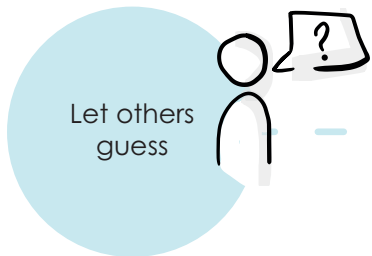
When children show their work in between, there are still multiple moments where the PE has to wait. These moments can be used to do initial analysis already. This can be a quick analysis, just to make sure they do it when all their insights are still fresh.



The discussion can be made into a separate activity. E.g.: the PE could hang the different example situations in the BSO. During the eating moment the children can pick one and discuss it. They can continue if they want. Also the information can be added and extend over time.



It is good to guide the PE in note taking. However, when the notation sheet is too fixed, it causes problems when the exercise is done a bit different. The sheet should guide the PE in what to pay attention to, but should not be completely fixed.



Letting the children guess each others story was a good addition. The children who guessed got more enthusiastic about watching, whereas the children who were acting really liked that the others would guess what they did. Also this provided a great opportunity for the PE to take notes and hear the story another time.

Using the Contextmapping theory, the theory of Multiple Intelligences and visualizing through explanation cards is a good approach for designing tools to be used in the context of SWKGroep. While However, when using this approach, the conditions as stated before should be met. Also, the opportunities which were found during user-testing will be a valuable addition to the toolkit. All together, this will result in a varied toolkit with tools manageable for the PE and involving all different children. This will support the PE in preparation, also it will support them in performing the participation with the children and capturing valuable results.

This results in the main challenge of providing more support within the last step, the analysis. And motivating the PE to explore more opportunities within the results and also letting them see the value of taking their time for this.

CHAPTER 6

Conclusion



6 CONCLUSION

This chapter will conclude the design process and validate whether the criteria is met. Recommendations will be given for the follow-up project and the chapter will conclude with a reflection on this project.

6.1 Project conclusion

The SWKGroep highly values the development of the children and child participation is an important contribution to this. Currently they already perform child participation, however they want to be able to do another form of participation, one that goes beyond the obvious knowledge in order to discover the wants and needs of the children; reaching the level of latent knowledge.

This Project is the first out of two Graduation projects, which together are performed to design a child participation toolkit for the SWKGroep which they can use to reach this level of latent knowledge. The design goal of this project was:

“My design goal is to develop a substantiated and partly tested vision for the development of a child participation Toolkit, which is suitable within the context of the SWKGroep facilities and based on the expectations, wishes, needs and capacity of both the staff members as well as the children.”

After the research phase, I choose to specifically focus on making sure that the tool, using existing theory, would fit within the context of the SWKGroep. So, The tool should support the PE in independently gaining latent knowledge about the children and converting this knowledge into valuable results to continue working from. Also, the tool should be approached in such a way that all children are involved. So the children should want to participate in their free time and also the shy and/or reluctant children should be involved.

I approached this by designing participation tools, using Contextmapping theory, the theory of Multiple Intelligences and visualizing through explanation cards.

The theory of Contextmapping will support the children in thinking back about their experiences and reflecting on it, in order to reach this level of latent knowledge.

Although, preparing, performing and analyzing might be difficult steps for the PE, since they are not trained in doing this, the form of explanation cards will support them throughout the process and makes sure they will pay sufficient attention to the important aspects.

While the theory of Contextmapping might support the children in thinking back about and reflecting on their experiences, it can still be hard for some children to express this through language. Therefore, also the theory of Multiple Intelligences is taken into account during brainstorming. This provides the children with different ways of expressing themselves, making the participation more fun and making sure all children are involved. This was further elaborated by means of an ideation phase, which resulted in a varied set of ideas.

In order to validate this approach, a selection of tools has been tested at the BSO. These tests resulted in a lot of insight and opportunities regarding this approach and the toolkit in general.

Combining the Contextmapping theory, the theory of Multiple Intelligences and visualizing through explanation cards is a good approach for designing tools to be used in the context of SWKGroep. However, as found during user-testing, in order to use this approach successfully, there are some conditions which should be met. Also, the opportunities which were found during user-testing will be a valuable addition to the toolkit.

When wanting to know more details about these conditions and opportunities, the QR-code in Figure 51 can be scanned, which will lead to an overview of all these insights.



Figure 51: QR-code to Showcase

6.2 Criteria Validation

Since the eventual tools are not yet designed, I can not yet validate them. However, based on my experience during user-testing, I can make an indication of which criteria will be met when designing the tools based on this approach, while keeping in mind both the conditions and opportunities found during user-testing.

Blue: The criteria will be met, Orange: The criteria will not (completely) be met.

6.2.1 Individual tools - PE

Use of the tool

1. The tool supports the PE in understanding its goal.
2. The use of the tool is clear.
3. During the use of the tool there is room for the PE to do observations.
4. The tool supports the PE in capturing results.
5. The group size for using the tool has a good ratio PE/children in order for the PE to pay attention to every child.
6. The tool is easy in use for the PE.

Analysis of the results

7. The tool supports the PE in performing the analysis.
8. The tool supports the PE in looking for deeper connections between the results.
9. The tool supports the PE in drawing valuable conclusions from the analysis.
10. The tool should support the PE in making the latent knowledge they have about the children explicit.
11. Use of the tool lets the PE see the value of doing the analysis.

6.2.2 Individual tools - Children

Use of the tool

12. The tool is easy to understand/use for the children.
13. The tool also invites shy/reluctant children.
14. The children are challenged to use other skills than talking to express their thoughts/feelings.
15. The tool invites the children to share their personal opinions.
16. The tool is easy in use for the children.
17. The children enjoy using the tool.

Analysis of the results*

18. The tool supports the children in performing the analysis.
19. The tool should support the children in communicating their latent knowledge.

20. The tool supports the children in looking for deeper connections between the results.
21. The tool supports the children in drawing valuable conclusions from the analysis.

* If the children are involved in the analysis

6.2.3 Complete set of tools

22. The set consists of tools for different time-frames. (days, weeks, etc.)
23. The set consists of tools for different types of children, by focusing on different types of expression. (bodily, spatial, linguistic, etc.)
24. The set should give the opportunity to be used for the different group sizes, which are often present at the SWKGroep.
25. The set should include tools that support children in thinking back about an experience or situation.
26. The set should include tools that support children in reflecting on an experience or situation.
27. The set should include tools that support children in discussing experience or situation.
28. The set consists of tools which are applicable for different types of research questions.
29. The set of tools gives results which spark ideas, solutions or inspiration for the PE to continue working on.

6.3 Recommendations

Looking at the criteria shows that using this approach, taking the conditions and opportunities into account, the criteria would be met. Therefore I would recommend to use this approach and insights during the design of the eventual participation tools.

As can be concluded from both the user-testing and the criteria, the main challenge is still within the last step of the process; the analysis. 6 out of 7 criteria which aren't met yet (Orange), are criteria involving the analysis.

Therefore, for the follow-up project, I would recommend to further elaborate on this analysis phase. Within this topic some interesting directions would be;

1. How to support and motivate the PE in taking time to do the analysis, without rushing through the results, also when it is not possible to do the analysis directly after the participation session.
2. How to support and trigger the PE to really explore the results, trying to look further than the first conclusions they can find, maybe supporting them by letting them ask questions about their findings.
3. How to let the PE see the value of taking their time for the analysis.
4. Also when thinking of follow-up steps, how to motivate the PE in exploring all opportunities and not stop at the first thing they find.
5. How to involve the children in the analysis and make sure there is a feedback loop to the children again.
6. How to formulate follow-up questions based on their findings, which can again be used in the participation session and let their information grow over time.
7. How to let the different PE work together on the analysis and be able to use each other's results.
8. I assume that analyzing will also get easier for the PE when they do it more often. This would also be interesting to validate through testing.

By doing so, the SWKGroep will be provided with a participation toolkit that reaches the latent knowledge of the children. A toolkit which is manageable for the PE and involves all children at the BSO.

6.4 Reflection

This project was one of the few projects during the study that was on such a large scale, individually and involving a 'real' client. When looking back at this project, I really enjoyed working on it and I think I have learned a lot from it. Within this Paragraph, I will reflect on both the design process as well as the project in general.

6.4.1 design process

Research

When looking back at the design process, I think the interviews at the BSO really helped me in understanding the context and understanding both their current as well as desired situation regarding child participation. It was very valuable to get a clear perspective of how everything works at the BSO, before starting designing. However, if I could do it again I would have included more interviews with the PE at the beginning of the project. I did talk with one PE about their current participation practices, but I think it would have been of added value to have spoken with more PE on how they experienced their current participation method and what they expected of new methods, since this was now mainly based on conversations with the Location Managers.

Ideation

Normally, I do prefer group projects, I think that within group projects you can really strengthen each other. Especially during the ideation phase I experienced difficulties. For me it really helped to organize group ideation sessions for this. I did already know beforehand that individual ideation phases are not my strongest point, so actually I should have initiated this a bit earlier in the process, but it took me some time to figure out how to do such a session in an online environment.

However, when eventually doing these group ideation sessions, it really helped me to see new directions and opportunities. Also, I think I learned a lot on facilitating online ideation sessions and combining different platforms to do such a session. Something that worked very well during ideation with Industrial Designers is talking over Zoom (or anything similar) and letting them draw ideas on actual paper and then sharing these ideas through e.g. WhatsApp. I noticed that most designers preferred drawing and doing a session in e.g. Miro had a negative effect on their creativity of ideas.

Validation

After having all ideas, I needed to make a selection since there was no time to test all 23 ideas. For this selection, I used the playfulness/creativity graph (Figure 29, Paragraph 5.1.3). When looking back at the results from user-testing, this selection of ideas was a good varied set to be able to validate

the approach. However, the selection graph I made can not be validated. The graph was made by me, based on what I expected to be creative/playful exercise, however this is not something you can say in general about an idea. This is something that differs per person. What might be very playful for one child, can be experienced as boring for another. This actually confirms the relevance of having a varied toolkit. Every child is different and therefore, the completion of such a chart will be different for every child as well.

6.4.2 Project in general

Planning

Due to the virus, I had to adapt my planning and when comparing it to my original planning, quite some changes have been made. Fortunately, I was allowed quite soon to go back to the BSO for user-testing again.

For me it worked best to make more detailed plannings every month, rather than following one big planning. This, so I could adapt my planning based on the results during my project and take more or less time on parts when it was needed. I think I have managed to stay on track and knew how and when to adapt my planning.

Working from home

For me, this was one of the biggest challenges within my project. As mentioned before, I am best at working in a team. I like doing quick brainstorming when getting stuck and hearing someone else's perspective on a problem. Although the other Play Well lab students were not working on the same project, I really enjoyed sharing dilemma's, problems, etc. during the coffee breaks and being able to continue working after the break with completely new insights. For me this really helped on not getting stuck on the details.

We still had the weekly meetings and the WhatsApp group, however the accessible, short conversations was something I really missed when working from home. I think I now had multiple moments during my project where I really started focusing on details. For future projects I will try to zoom out more often, and having a clear overview of the project again.

Overall I really enjoyed the project and I think the end results are a valuable addition for the SWKGroep and a good starting point for the follow-up project.

CHAPTER 7

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CHAPTER 8

Appendix



APPENDIX A: PROJECT BRIEF

In this appendix my project brief, as made at the beginning of my project, can be found. Due to the current circumstances with the Corona Virus, some changes regarding the planning and approach have been made regarding the original planning.

APPENDIX B: RESEARCH RESULTS

In this appendix the interviews and the results of the generative session can be found.

Interview BSO Rataplan

Stakeholder map: is deze compleet?

Als het gaat om het belang van het kind, en we gaan er vanuit dat het verder gewoon goed gaat met het kind dus de zorg coördinator enz. zijn allemaal niet interessant, dan denk ik dat je er wel bent.

Die (RM) die zit al hoog in de boom, daar heb je al minder mee te maken. Als je naar de hiërarchie kijkt dan staan de pedagogisch medewerkers op de BSO in continu contact met de kinderen. Zij hebben de hele dag door contact en op het moment dat de ouders ze komen ophalen dan is er een overdracht vanuit de pedagogisch medewerker naar de ouder. Dus dan verteld de PM hoe het ging, of er eventueel bijzonderheden waren, heel veel meer is dat niet. Soms, als er echt bijzonderheden zijn, hebben we nog even telefonisch contact. Maar dit is het belangrijkste cirkeltje denk ik. (PM, ouder, kind) Vervolgens staat er hiërarchisch boven de PM de LM. Oh wie we hebben overgeslagen is de Adjunct locatiemanager, dat is mijn rechterhand zeg maar. Die zit tussen LM en PM. Ik ben de LM dus ik ben eindverantwoordelijk over de locatie, dus over de PM, het welbevinden van de kinderen, over alles wat we doen. In 1e lijn ben ik eindverantwoordelijk. En dan heb ik een rechterhand en dat is de ALM.

Wat is het verschil in werk van LM en ALM?

De functie is net nieuw sinds 1 januari. Maar het was veel administratief. Dus ook zorgen dat de PM bijvoorbeeld de juiste diploma's hebben om het werk te kunnen doen, dat de GGD de juiste informatie heeft zodat wij voldoen aan de wet. Wat daarbij is gekomen is het stukje pedagogisch coach. Dus zijn coachen de medewerkers op het gebied van pedagogisch handelen. Dus ALM staat net iets meer in contact met PM dan ik. Als we hem echt moeten tekenen is het (zie tekening 1) Directie, RM, LM, ALM, PM. Dus zo loopt die ook echt.

En waar in deze lijn zit het PEC?

Die hangt er een beetje tussen hier (RM, LM). Wij hebben ook wel directe lijntjes naar hen en zij hebben ook weer directe lijntjes naar het RM, maar ze vallen volgens mij zelfs weer onder directie.

Wat is hun rol precies?

Zij zijn ondersteunend. Onze beleidsmedewerkers zitten daar, zij schrijven het beleid voor pedagogiek en ze schrijven onze pedagogische visie, en alle

modules die daaronder zitten. Ze geven expertise trainingen aan de PM of aan de LM. SWKGroep is een holding, met 17(15?) onderbedrijven. 1 daarvan is Facet dat zit op het hoofdkantoor. SWK Facet is eigenlijk ons service center. Dit is de directe lijn (hiërarchielijn LM, ALM, PM) en dat is ook waar het geld wordt verdiend. En alles wat hier zit (hiërarchielijn RM, directie, PEC), hier zit ook financiën en personeelszaken enz. Dat is allemaal ondersteunend aan de werkvloer. De PM'ers zullen nooit direct contact hebben met PEC, daar zit altijd een hiërarchisch lijntje tussen. Soms is dat RM en soms LM. Maar PEC is heel erg ondersteunend voor pedagogische kwaliteiten.

En mag jij als LM hier dan een eigen invulling aan geven?

Ja, we hebben een visie en een beleid. Dus we hebben wel heel veel richtlijnen en dingen die door de wet zijn vastgesteld wat er moet enz. Ik heb bijvoorbeeld 4 PM rondlopen vandaag, 1 PM op 10 kinderen dat is wettelijk gezien verplicht. Als ik 11 kinderen heb, dan 2 PM'ers. Dat is niet iets wat ik zelf kan kiezen.

Weet je altijd hoeveel kinderen er van te voren zijn?

Ze hebben zich aangemeld, het gebeurd wel eens dat een kindje af zegt. Dan sta ik ineens met 2 PM'ers voor 10 kinderen. Maar ze kunnen niet komen als ze niet van te voren zijn aangemeld. Ze hebben gewoon een contract bij ons voor een aantal dagen per week. Als ze niet kunnen dan melden zij zich af. 1 op 10 nemen we als standaard. Vanaf 7 mag je bijv. ook 1 op 11 en vanaf 8 jaar 1 op 12. Maar met 1 op 10 zit je altijd goed op de BSO, als de kinderen boven de 4 jaar zijn.

Wat doen de kinderen meestal als zij hier zijn?

Het is heel verschillend. Mijn visie is het volgende; binnen de kinderopvang stellen wij eigenlijk dat "BSO is vrije tijd" op school moeten ze van alles, maar zodra ze uit school komen is het vrije tijd. Dus het moet leuk zijn, gezellig zijn en het moet bijdragen aan hun ontwikkeling in die zin vooral op soft skills gericht. Dus sociaal, emotioneel etc. Veel interessanter dan al het leren wat zij op school al doen. Dus wat wij willen en zeker als SWKGroep zijnde is een unieke beleving mee geven. Iets unieks, iets nieuws, iets grenzen verleggend. Beetje prikkelen en uitdagen, zorgen dat ze net voorbij het stapje van hun huidige ontwikkel niveau zitten. Dus bijvoorbeeld; een kindje kan al schilderen, dan gaan wij ze nu uitdagen om met ecoline te schilderen want dat kennen zij nog niet. Dus als je mij vraagt hoe een BSO middag eruit zou moeten zien; Ze komen uit school, dan moet er altijd even stoom afgeblazen worden, dus eerst even naar buiten of de gymzaal in. Er wordt altijd even wat gegeten of gedronken. Maar idealiter zouden wij tussen 4 en 5 ongeveer, want na 5 komen heel veel ouders al weer, de tijd hebben om echt iets aan te bieden. Dus wat ik hier nu, ik zit hier nog niet zo heel lang, maar wat ik als stijlregel heb meegegeven is als we met 4 man staan, dan wil ik dat er 3 verschillende activiteiten zijn. Zodat

een kind keuze heeft waar hij/zij aan mee wilt doen en er ook nog iemand aanwezig is die tijd heeft voor als er een ongelukje gebeurd of een ouder belt enz. En als de keuzes die wij aanbieden niet is wat het kind op dat moment wilt doen, dan gaan zij lekker vrij spelen. Dus die 4e PM'er is er dus ook voor als het kindje vrij wilt spelen. En bij die activiteiten vind ik dan weer, en gelukkig vindt de SWKGroep dat ook, vind ik dat we alle aspecten moeten aanbieden. Dus bijvoorbeeld een keertje natuur, een keer creatief, sporten, koken, techniek. Ik heb bijvoorbeeld medewerkers en die vinden knutselen heel leuk, maar dat is wel heel beperkt als we dan nooit andere activiteiten doen. Dus dat zou ideaal zijn, maar ik kan je vertellen dat dat nog niet overal gebeurd.

Op wat voor manier gebeurd dat nu dan niet?

Waar je tegenaan loopt is dat heel veel MP'ers het lastig vinden om activiteiten te organiseren dus die zijn heel erg gericht op het vrije spel. En als je ze probeert te sturen naar een activiteit dat ze al snel roepen "nee maar we hebben kinderpaticipatie gedaan, ze willen niks" en dan ben je gewoon uitgeluld. Dat is natuurlijk absoluut niet hoe wij kinderpaticipatie uitleggen, maar tegelijkertijd wel hoe zij het als excuus kunnen gebruiken. De PM'ers zijn degene die het echt moeten doen en zijn ook degene die de activiteiten bedenken op een dag.

En in hoeverre kunnen jullie sturen in die activiteiten?

Wij vertellen ze niet wat zij moeten doen, dat is niet de manier waarop wij leiding geven. Dus wij proberen wel te sturen, maar uiteindelijk moeten zij het doen. Dus dat is altijd weer een beetje afhankelijk van welke persoon het is, maar we leggen het in ieder geval niet zwart op wit op. Het is altijd nog wel een beetje vrije interpretatie. Ik roep dan bijvoorbeeld wel iets zoals vandaag: We gaan iets met creatief doen. Maar dan mogen ze er zelf invulling aangeven. Zij (PM) doet nu bijvoorbeeld iets met toneel en de kinderen zijn lekker aan het omkleden en in de poppenhoek aan het spelen. In de gymzaal zijn ze druk bezig met tikkertje, want het is slecht weer en volgens mij gingen ze armbandjes maken. Dus dan heb je een beetje 3 verschillende facetten op zo een dag. En dan is het maar net aan de medewerker op zo een dag of het een heel groot succes wordt of niet. Je ziet ook dat, iets wat belangrijk is voor jou, bij kinderen is er nog heel erg een groepsdynamiek. Dus er zijn bijvoorbeeld meer kinderen die voor een bepaalde activiteit kiezen om de persoon die het geeft, maakt niet uit of je nou gaat sporten of knutselen, maar ik kies voor jou. Want mijn vriendje kiest ook voor jou en die vindt jou toevallig heel leuk. Dat gebeurd meer dan dat ze zeggen, nee ik wil knutselen dus ik ga knutselen, maakt mij niet uit wie het geeft of welke vriendjes er mee doen. Je hebt wel heel erg die groepsdruk en dat ze naar elkaar kijken wat de ander doet. Of als ze een juf leuk vinden dat ze gewoon alles doen wat die juf ook doet. Dus dat is ook wel lastig voor jou denk ik, dat ze elkaar niet te veel gaan beïnvloeden.

Merk je ook een verschil in leeftijden?

Ja absoluut. De kleintjes geven we ook minder keuze. De 4-5 jarigen zitten in deze groep, dan zeggen we heel vaak je kan dit doen of niet. Want uit 1 ding kunnen zij wel kiezen, maar als ik ze 6 opties geef dan werkt dat gewoon niet. Als we aan tafel zitten met smeersels en crackertjes, dan zet ik ook geen 10 dingen neer, want daar kunnen zij toch niet uit kiezen. Dus dan geven wij ze 2 of 3 keuzes, dat gaat nog net. Zo werkt het dan ook met de activiteiten; vind je het leuk dan doe je mee, vind je het niet leuk dan ga je iets anders doen. Dus dan is bij de kleintjes heel belangrijk, dat wij het ook niet te ingewikkeld moeten maken en dat het niet te lang moet duren. En bij de ouderen zie je steeds meer dat zij ook zelf inbreng hebben. Dus ik denk wel dat je absoluut heel veel verschil ziet. En daarnaast, een beetje oneerbiedig gezegd, voor een 4jarige is het al snel goed. Dus als je wat verf op tafel zet dan zijn ze al gelukkig. En een van de andere locaties die ik heb dat is de kidsclub. Dat is een concept speciaal voor 9 plus ontwikkeld. En daar doen we echt wel andere dingen, daar kom ik niet weg met een beetje verf op tafel zetten. Dus daar gaan ze surfen of skiën of een eigen survival baan in het bos bouwen. Dus dan liggen de eisen ook wel echt anders.

Wat zijn dingen waar jullie participatie voor toepassen?

Wij passen participatie toe op veel kleinere dingen (t.o.v. voorbeeld). Dus bijvoorbeeld waar wij ze bij betrekken is als wij een kookactiviteit doen, dan vragen we wat zij zouden willen koken. Dus we maken het heel vaak heel klein. Wij hebben bijvoorbeeld al bedacht; we gaan naar de gymzaal en dan mogen zij bedenken welk spelletje wij gaan doen. Of we bedenken dat we een tikspel gaan doen en dan vragen we "wie weet er een leuk tikspel?". Daar zit het denk ik in, dus heel klein op de dag zelf. En ik denk voor de vakantie activiteiten. Dus op een normale schoolweek zijn wij natuurlijk maar een paar uurtjes open, en in de vakantie hele dagen. Dan wordt er in ieder geval wel met de kinderen gesproken wat zij zouden willen doen in de vakanties. Maar dat is het denk ik, het valt wel heel erg tegen hoor. Wat ik altijd roep tegen de PM'ers is dat ik het veel belangrijker vind dat ze als expert hun tentakels uit hebben staan. Dus dat ze alle informatie die continue door kinderen wordt geroepen, ook aan tafel, dat ze dat als een spons opvangen en dat vertalen naar een activiteit. Want als je aan een kind vraagt wat wil je doen in de vakantie, roepen ze namelijk allemaal de Efteling. En als ik zeg "nee dat kan niet" dan zeggen zij "voetbaltoernooi" want dat is heel bekend en heel logisch. Maar ze hebben geen idee wat er nog tussen die range zit. Ze hebben een beetje oogkleppen op. Hier ergens ligt de efteling, hier ligt voetbal, maar alles daartussen.... Dus ik roep altijd, let nou eens op! Als ze voetballen nou heel interessant vinden kunnen we ook bijv. in die bubble balls gaan, dat is weer een andere manier van voetballen. Of een rugby toernooi of juist tegen een

andere BSO. Dus wat ik heel belangrijk vind is dat ze gewoon in de gaande gesprekken dingen een beetje opvangen van wat er leeft, waar ze mee bezig zijn. Dus ik denk dat dat het belangrijkste is en dan voornamelijk met de focus op de activiteiten.

Bijvoorbeeld inrichting doen wij veel minder mee en dat is ook wel erg lastig is gebleken. Die kidsclub waar ik het net over had die hebben wij in mei gestart, dus we hebben echt met de kinderen besproken wat hebben we nou nodig als materiaal, welke kleur willen wij de muur etc. Maar we hebben natuurlijk ook gewoon een huisstijl. Zij kunnen de muur wel groen willen verven, maar dat mag gewoon niet. Maar je merkt ook dat ze het gewoon niet zo goed weten. Dan ga ik maar roepen "Maar willen we geen Fatboys?" en dan vinden ze dat allemaal cool. Of "Wil je geen tafelvoetbal tafel?" En dan komt het wel langzaam van bijvoorbeeld; we willen ook Kapla of lego om te bouwen. Maar ze hebben niet zo veel ideeën.

En vind je het belangrijk dat de "tool" ook voor dat soort situaties gebruikt kan worden?

Ik denk dat dit minder relevant is en dat dit ook iets is waar wij meer ons eigen expertise voor in moeten zetten. Dat het aan de PM'ers is om te snappen hoe zo een lokaal eruit moet zien. Dus ik denk dat het veel interessanter is als jij je zou focussen op hoe zo een activiteit ingericht kan worden. Maar goed, dat is ook wel mijn achtergrond dus ik ben heel benieuwd wat mijn collega's hierop gaan zeggen als je hen dezelfde vraag stelt. Het is gewoon heel interessant om te horen wat er in hun hoofd om gaat. En je merkt gewoon vooral bij jonge kinderen, maar ook bij de oudere, dat ze het heel lastig vinden om dat te verwoorden. En dat wij dan als volwassenen al heel snel in de valkuil vallen om het voor ze in te vullen. Zoals ik net zei, dan ga ik voorbeelden noemen en bij elk voorbeeld die ik noem zeggen zij "ja leuk". Dus dat is wel erg lastig en ook dat je hele gesloten antwoorden krijgt. Heel vaak is het gewoon ja of nee en als je dan om uitleg vraagt dan is dat al lastig.

En met welke leeftijdsgroep hebben jullie de meeste moeite daarin?

Ik denk dat we makkelijker de plank goed slaan met de jongeren. En sneller de plank mis slaan bij de ouderen. Vanaf een jaar of 8 worden ze een beetje zelfstandig, kinderopvang is duur dus ouders kiezen ook al wel snel voor andere oplossingen. Dus als je 8 bent kan je wel alleen met de sleutel naar huis, dus dat is ook de leeftijd vanaf waar wij kinderen gaan kwijtraken als klant. Maar ook, als ze hier tussen moeten rondlopen dan sluit het gewoon niet aan bij wat zij interessant vinden. Dus nu met de kidsclub gaat het redelijk goed, maar als organisatie zou ik het juist heel interessant vinden om meer te focussen op die oudere doelgroep omdat ik denk dat daar een enorme potentiële markt ligt die wij nu kwijtraken omdat wij niet inspelen op hun behoeftes. Dus dan

voornamelijk van 8 tot 12 jaar. Ouderen weten al iets beter wat zij willen dus is dat misschien ook makkelijker voor jou, maar vanuit bedrijfsbelang is het voor ons denk ik veel interessanter om op die oudere doelgroep te richten. Bij de jongeren hang je 3 prinsessenjurken en ze zijn gelukkig, daar kom ik bij 8+ echt niet mee weg. In die zin denk ik dat het hier wel goed komt. Dat kunnen wij aardig invullen en snappen onze medewerkers ook, we hebben toch een bepaald slag medewerkers in dienst. Die kunnen toch makkelijker hierop inspelen dan op de ouderen.

Wie bepaald er om de kinderen bij dingen te betrekken?

De PM die moet het uitvoeren. Zij zullen degene zijn die de informatie moeten gaan ophalen en ik zal degene zijn die ze zal vertellen dat ze dat moeten doen. Want ik denk niet dat zij het er altijd mee eens zijn dat dat in het belang is. Dus ik denk als we het organisatie breed willen doen dat het moet beginnen bij het PEC, dat zij een besluitvorming van de directie moeten opvragen, dus dan sijpelt het het hele lijntje naar beneden door. Dus de directie zegt; dit wordt de lijn voor 2020. RM zeggen "oke LM, go" En wij zeggen tegen onze PM'ers; hier heb je de tool, fix het. Maar het zal niet heel erg vanuit de primaire behoefte van de PM'er komen.

En wie hakt de knoop door, gebaseerd op de resultaten van participatie?

In eerste instantie de PM'ers, als het op klein niveau is. Dus in theorie zouden we met 15 kinderen en 2 PM'ers kunnen gaan voetballen en zwemmen als de kinderen dat willen. Maar de PM bepalen eigenlijk het programma. Dus zij hakken de knoop door en hebben daarin goedkeuring van mij nodig. En die goedkeuring zit er voornamelijk in of ik het pedagogisch verantwoord vind en of het niet te veel geld kost, het blijft een kinderopvang.

Wie zou er naar de resultaten van de participatie moeten kijken om er een conclusie uit te halen?

Ik denk de PM'ers. En ik denk dat zij daar dus ook heel veel hulp bij nodig hebben. Om dat te gaan snappen, om op die manier te gaan denken. Dus ik kan mij zomaar voorstellen dat ze een soort miniworkshop nodig hebben. Hoe lees je dat nou; wat doe je met dit soort informatie. En dat vervolgens ons pedagogisch coach, dus ALM dat verder kan sturen. Het zijn een beetje open deuren, maar onze PM'ers dat zijn MBO3 mensen. Die draaien in hun eigen cirkeltje, dat doen ze meestal heel goed, maar wel in hun eigen cirkeltje. Dus iets nieuws is heel lastig, dat is voor de mensheid gewoon lastig denk ik altijd. En een andere manier van informatie tot zich nemen en een andere manier van verwerken, dat vinden zij gewoon ontzettend ingewikkeld. Ik heb hier een dame staan en die doet dit al 20 jaar, als ik die morgen vertel dat ze de informatie anders moet doen dan is dat echt wel een uitdaging. En

omdat het ook nog eens MBO3 is, is het ook gewoon wel lastig voor hen. Niet alleen de knop omzetten van oke we gaan nu iets anders dan, maar ook gewoon het begrijpen ervan. Dus daar moet wel coaching inzitten en ik denk dat de pedagogisch coach daar een enorme rol in zal moeten oppakken. ALM is vervangend voor als ik op vakantie ben of administratief, maar ze zijn ook pedagogisch coach en letten dan heel erg op de inhoud en sturen de groepen ook onderling, daar heb ik zelf gewoon geen tijd voor.

In hoeverre zijn de ouders erbij betrokken?

Voor de participatie niet zo heel veel denk ik. Alleen voor foto's enz.. Maar dat proberen wij eenmalig te doen, dan hebben ze gewoon voor alles toestemming gegeven en zijn wij in één keer klaar. Waar wij ouders voornamelijk bij nodig hebben zijn vakanties of uitstapjes buiten de deur. Mijn locatie, omdat ik daar heel erg op hamer, is dat we bijvoorbeeld een hockeyevenement hebben in het zuiderpark. Met z'n allen de bus in en gaan, maar dan zijn wij ook pas rond een uur of 6 terug, dus dan heb ik toestemming nodig en die ouder moet op de hoogte zijn. Ik stuur dan vaak een mailtje naar die ouders, wat we doen qua activiteiten enz.. Dingen met hun naam enz. is geen probleem. Maar voor ons is het voornamelijk heel belangrijk om te weten wat die kinderen vinden.

Uitleg participatie driehoek

Waar denk je dat jullie nu ongeveer zitten binnen deze driehoek?

Ik denk dat onze medewerkers het voornamelijk zo invullen (zeggen, denken). Ze zijn alleen maar buiten aan het spelen "Want de kinderen willen dat", dus heel erg simpel. En dit (observatie) is echt wel waar ik ze naar toe probeer te sturen, loop als een spons door die ruimte, vang alles op en vertaal dat naar waar hun wensen liggen. Dat is waar ik ze op het moment naartoe probeer te krijgen. Maar het zou nog veel interessanter zijn om te weten wat die kinderen weten, voelen en dromen! Ik zou alleen niet weten hoe, daar hebben we echt een tool voor nodig want daar kan ik ze ook niet bij helpen. Als jij daar iets voor kan ontwikkelen die wij kunnen invullen en wat ook echt wel past bij een MBO3-er. Ik bedoel dat echt niet lullig, maar dat is wel een dingetje waarbij je heel erg rekening moet houden bij alles wat je bedenkt. Als je dit schema aan een van mijn medewerkers probeert uit te leggen dan zullen ze je aankijken en knikken en geen idee hebben waar je naar toe wilt. Het moet dus gewoon echt wel een beetje simpel zijn. Als ik ons beleid aan de PM'ers probeer uit te leggen vertaal ik het ook gewoon naar Jip en Janneke taal, maar gewoon om het heel simpel te houden. Hoe meer ingewikkelde woorden, hoe sneller je ze kwijt raakt. En dat is niet lullig bedoeld, maar zij zijn gewoon echt mensen die het met hun handen doen. Zij zijn het liefste met die kinderen bezig. Als er bijvoorbeeld een ongevalletje gebeurt, een kindje valt en heeft een schaafwond of een tand door zijn lip. Dan moeten wij een formuliertje invullen, want dat moeten wij bijhouden en registreren.

Ze zijn geweldig met het kindje troosten, de wond schoonmaken en weer de overdracht naar de ouders. Maar dat formuliertje invullen... dat is echt altijd een drama. Dus dit (Onderkant driehoek) is waanzinnig! Als jij een methode kan bedenken, die wij kunnen uitleggen op een hele simpele manier, dat lijkt mij geweldig. Alleen ik ben hier (midden) blijven steken.

Ik denk eigenlijk dat wij zelfs nog ergens boven deze driehoek zweven. "Interviewen" is wel een heel groot woord, we vragen wel eens wat zij willen doen, daar houdt het ongeveer weer op. Ik zou bijna durven te stellen, en ik hoop dat niet alle locaties zo zijn maar ik vrees van wel, dat wij gewoon niets doen aan participatie. Wat het op zich dus wel weer heel welkom maakt dat je zo een onderzoek doet en een volgende stap is wel redelijk makkelijk te zetten denk ik, want wij komen van ongeveer 0.

Wat denk je dat voor de kinderen zelf het belangrijkste zal zijn m.b.t. zo een methode?

Dat het leuk is. Het moet bijna een activiteit zijn. Het moet leuk zijn, gezellig, grappig. Ik wil wel dat ze iets leren, maar ze moeten eigenlijk niet doorhebben dat ze aan het leren zijn. Ze mogen van mij best met Lego bouwen en dan kan ik ze nog steeds uitleggen hoe breuken werken, geen enkel probleem. Maar ik denk dat elk kind dat leuker vindt dan een standaard rekenles. Je kan ze niet zeggen dat ze een interview gaan doen, dan zijn ze ook echt strontzenuwachtig. En dan weten ze toch niet wat ze moeten zeggen. Dus we zorgen meestal al dat ze in ieder geval in groepjes zijn, want dan durven ze wat meer te zeggen, maar goed dan krijg je weer groepsdruk en dat ze het allemaal met elkaar eens zijn. Ik denk dat het vooral gewoon leuk moet zijn. Als het er aantrekkelijk uit ziet, dan geloof ik er wel in.

Als je ze bij elkaar zet gaan ze dus wel meeliften of elkaar overbieden. Bij de kidsclub merk je dat heel erg. Dan vragen we wat ze graag willen doen voor de volgende periode, dan roept er eentje zwemmen, de volgende Jump XL, de volgende de Efteling en voor we het weten zitten wij in Disneyland Parijs. Dus dab gaat het van gek naar erger en hou je eigenlijk geen serieuze dingen meer over. Of nog een voorbeeld; Wat kunnen we doen om het hier leuker te maken? "Een glijbaan!", "Ja, met water!" dan denk ik echt.. jongens hoe dan?.. Dat gaat nergens naar toe dan.

Je hebt een flinke klus te pakken, dat wordt wel een uitdaging. Zoals ik zei denk ik dat het vooral belangrijk is om het simpel te houden. En ik denk, dat het bedrijfsbelang ligt op 7/8 jaar of ouder. 11, 12 gaan ze al bijna naar de middelbare school. Maar voornamelijk 7/8/9 jaar ik denk dat daar onze grootste behoefte ligt. Daar valt een gat waar ik denk dat we heel goed op kunnen inspelen als we een tool hebben waarmee wij dat kunnen doen, dus

dat lijkt mij heel erg interessant. En ik zou het heel super vinden als we inderdaad hier (onder piramide) kunnen zitten. En alsnog aan de medewerkers kunnen uitleggen waarom hun aanpak niet werkt en waarom dat geen excuus is om niks te gaan doen.

En hoe zou het qua begeleiding voor de "tool" zitten?

Als je gewoon van die 1 op 10 uit gaat dan is er altijd wel iemand die de kinderen hierin kan begeleiden.

Interview IKC de Piramide

Is dit overzicht compleet?

Misschien missen de stagiaires nog, daar hebben wij er wel veel van, maar die vallen in principe onder PM. Het belangrijkste wat ik ook zie, is dat de kinderen centraal staan. Uiteindelijk zijn wij daar ook voor de kinderen. Om te zorgen dat zij een leuke dag/middag bij ons hebben en dat doen wij door middel van activiteiten aanbieden maar ook de vrijheid die ze nodig hebben.

De PM staan het dichtste bij de kinderen en hebben altijd direct contact. LM heeft in principe geen contact met de kinderen, wel is zij eindverantwoordelijke bij de zorgkinderen. Misschien mist de zorgcoördinator ook wel in het overzicht. Die staat tussen LM en ALM. PM en ALM hebben groepsoverleggen, daarin worden alle kinderen besproken. De ZC en de LM en ALM hebben gesprekken over zorgkinderen van 0-12 jaar. Bijvoorbeeld in kindje nu die is getraumatiseerd. De BSO zelf is van 4-12. 0-4 is de kinderopvang. De LM heeft verder niet zoveel met de kinderen direct te maken. Ze loopt wel langs en als PM er echt niet uitkomen schakelen zij haar hulp in, maar in principe doen zij dit zelf. LM is eindverantwoordelijk voor de locatie in het algemeen en PM heeft echt het directe contact met de kinderen en ouders. ALM staat dichtbij de kinderen dan LM en die draait ook af en toe mee met de groep.

Per 10 kinderen is er 1 PM, vanaf 4 jaar. Vanaf 8 is het ?? 1 op 11. Maar 1 op 10 houden wij aan, omdat wij kinderen van 4 tot 12 eigenlijk door elkaar hebben.

Hoe ziet een middag van de kinderen er meestal uit?

4-6 jaar worden opgehaald bij de kast en die gaan dan naar hun stamgroep. Daar zitten wij met het eetmoment en de mentoren van de kinderen zitten dan bij die groep. We hebben op verschillende plekken in de school eetplekken. 6-9 jaar, komen de kinderen zelf naar ons toe dit is in de aula. Dan mogen ze nog even rondlopen of op de bank rustig wachten tot iedereen er is en dan gaan zij ook eten.

Als het mooi weer is proberen we om sowieso van half 4 tot 4 even naar buiten

te gaan om uit te razen en energie kwijt te kunnen. Om 4 uur starten bij ons de activiteiten en de regel is "het mag, het moet niet". Wij bieden elke dag een atelier-, gymzaal- activiteit. En we proberen 2 keer per week een kookactiviteit aan te bieden wat verschilt per dagen. En in het BSO lokaal doen wij aan tafel spelletjes met de kinderen of kunnen kinderen vrij spelen, op deze manier zit niet iedereen in de aula, maar is het verdeeld over de verschillende lokalen. Ook hebben we nog een sportleraar, die er bijna elke dag is. Hij is pedagogisch sport medewerker. Die bied elke dag sport aan. De kinderen mogen zelf kiezen wat ze doen, alleen de gymzaal verdelen wij meestal in 2 uren. 1 uur van 4 tot 6 jaar en 1 uur van 6 tot 9, want die gooien nog wel eens wat harder. Soms doen we het ook wel door elkaar, maar dat ligt aan wat er gegeven wordt, maar we proberen een scheiding te maken tussen de 2 leeftijdsgroepen. En met mooi weer willen wij eigenlijk zo veel mogelijk naar buiten.

En de kinderen van 9-12?

Die zitten op een andere locatie, de Kidsclub. Niet alle kinderen van 9-12, want sommige ouders willen niet dat de kinderen erheen gaan. Het is namelijk een stukje lopen, heel dicht bij, maar sommige ouders willen de kinderen liever in dit gebouw houden. Dat mag, maar dat is wat minder leuk voor die kinderen. De meeste kinderen die hier moeten blijven raken dan gewoon uitgespeeld. Ze gaan hangen en een beetje klieren om aandacht te krijgen. Je probeert er wel op in te spelen, maar ik kan niet altijd alles aanbieden wat zij nodig hebben.

Hoe worden de activiteiten bepaald?

We proberen de kinderen erbij te betrekken, maar dit lukt niet altijd. 1 keer in de zoveel tijd vraag ik wel eens wat zij nou willen knutselen of koken. We hebben een tijdje workshops gehad, dan mochten de kinderen 3 workshops kiezen die zij het leukste vonden, de gene die het meeste werd gekozen die hadden wij geboekt. Zo proberen wij de kinderen er wel bij te betrekken. Maar als het volledig aan de kinderen ligt zitten wij elke dag alleen maar slijm te maken, dus dat lukt niet altijd. We proberen het wel, maar het kan wel wat beter.

Waarbij hebben jullie de kinderen betrokken?

In de zomervakantie hadden wij een aantal vastgelegde activiteiten. Toen had ik een formulier gekregen met een bucketlist, die heb ik samen met de kinderen ingevuld. De gene die dan het meeste scoorde, die activiteiten hebben wij gedaan in de zomervakantie. Dus het is wel echt hun bucketlist geweest, dat proberen wij wel zo veel mogelijk te doen. Maar inderdaad als je vraagt "wat wil je?" dan komen er gewoon allemaal onmogelijke ideeën uit zoals Efteling etc. Maar Zij begrijpen niet altijd dat dat niet mogelijk is. Zij denken "Het is vakantie, dus ik wil daarheen." En als je vraagt wat ze willen

doen qua sport, dan is het altijd trefbal, daar zijn zij hier verzot op! Dat is hier hét spel, samen met buiten voetbal.

Buiten de activiteiten om hebben we wel de Kinderraad of Kidsclub, die denken bijvoorbeeld mee over de voedingslijsten enz. maar dat zijn de oudere kinderen, vanaf 9 jaar.

Één keer in de zoveel tijd komen zij bij elkaar en dat zijn allemaal Kidsclub kinderen, maar ik denk dat dat komt omdat zij dan net iets ouder zijn dus wat logischer na kunnen denken. Maar je moet de leeftijd niet onderschatten. Als je een kind van 4 heel gericht vraagt wat zij willen doen, kan daar ook een duidelijk antwoord uit komen. Ik denk dat dat het probleem is, dat kinderen vaak onderschat worden in hun mening. Niet alleen hier, maar over het algemeen.

En waar zouden jullie het liefst de 'methode' voor willen gebruiken?

Nou ja, voor alle leeftijden. Maar niet per se alleen op activiteiten. Wat ik denk is dat wij als SWKGroep moeten groeien in het vooruit te gaan lopen in de tijd. Wij zijn heel groot in Zoetermeer, maar als onze concurrent nu ineens een heel vet aanbod heeft, iets wat kinderen heel boeiend vinden, dan zijn wij klanten kwijt. Ik denk dat wat wij nu doen, af en toe gewoon iets te kneuterig is voor de tijd waarin wij leven. En tegelijkertijd willen kinderen ook echt slijm maken etc, maar we moeten een hele brede doelgroep pakken. Bijvoorbeeld in 2025, wat wil een kind dan. Elke keer lopen wij overal in de SWKGroep net een paar jaar achter, met alles! Dus ik denk dat het tijd wordt om even een stapje vooraan te lopen.

Je moet niet alleen kijken naar wat voor activiteiten de kinderen willen, je moet juist kijken naar waar de behoeftes van de kinderen liggen en dat is veel meer dan alleen een activiteit. Als de kinderen geen zin hebben in een activiteit, dan gaan ze lekker op de bank met vriendjes zitten en dat moet ook kunnen, want ze moeten de hele dag al van alles. Dus het is vooral belangrijk dat je ze die veilige thuishaven biedt en dat zij kunnen en mogen doen wat zij willen.

Wij krijgen binnenkort bijvoorbeeld nieuwe, mooie banken. Zodat zij echt hun eigen hoekje kunnen creëren, waar zij lekker kunnen chillen en zitten. Daar hebben de kinderen ook behoefte aan, die hebben niet constant zin om bezig te zijn na school.

Ik denk ook dat als je participatie op een level kan gebruiken dan onze kwaliteit beter wordt... Vanaf een jaar of 8 kunnen ouders hun kinderen ook met een sleutel naar huis sturen en denken "Die vermaken zich wel". Maar wat

ik zou willen is dat ouders denken "Dat is zo gaaf!, daar moeten onze kinderen naar toe." En ik denk dat dat alleen maar kan als je kinderen betreft in wat zij nou zouden willen. Dat ze na schooltijd echt denken "Yes, we mogen weer!" Kinderen worden steeds zelfstandiger.

Ik denk als je echt vanuit het kind weet wat zij verwachten van de BSO, dat je uiteindelijk de BSO nog beter kan maken. Wij kunnen het allemaal wel bedenken bijv. een middag sjoelen. Dat vinden bijvoorbeeld 3 kinderen leuk en 7 niet, dan raak je op den duur kinderen kwijt. Kinderen worden steeds zelfstandiger en dat moeten wij voor zijn, de BSO moet iets zijn waar de kinderen graag heen willen gaan.

Welke doelgroep zouden jullie aanraden?

Als je het hebt over klantwinning dan 6 tot 9 jaar, De 4 tot 6 jaar zijn echt nog "makkelijker te vermaken" 6-9 vervelen zich, hebben geen zin of willen naar huis. Terwijl 4-6 hebben met vrienden een bak lego en barbies en die spelen lekker.

Als je 6-9 weet te vermaken dan vinden ze het daarna ook nog leuk, als ze maar weten dat er aanbod is. En zij hebben ook de grootste mening, ze hebben jou niet meer nodig en beginnen stoer te worden. 4-6 hebben niet per se behoefte aan heel veel spannende prikkels.

Bij de ouderen moet je ze weten te prikkelen, ze moeten nieuwsgierig worden. En als je kinderen genoeg uitdaagt zijn ze ook makkelijker, dan vermaken zij zich gewoon veel beter. Dat is ook zo bij peuters, als peuters heel vervelend worden, dan vervelen zij zich gewoon en moet je je gaan afvragen wat je nou eigenlijk aan het doen bent. ZO wekt het bij 6-9 natuurlijk ook en die zijn al veel verder in hun ontwikkeling, dus dat vraagt dan weer een heel ander vermogen van je.

Komen ze zelf ook met dingen of moet je het echt vragen?

Wel eens.. maar het zijn dan meestal dingen als slijm maken, maar dat kan ik gewoon niet elke dag aanbieden. Dan heb je ook nog last van een kostenpost die je hebt. Laatst kwamen ze toevallig vragen om spelletjes en toen zijn wij samen in de kast gaan kijken. Dus ze komen er wel eens mee, maar het is niet zo dat ze er dagelijks mee komen. Maar wij proberen er wel op in te spelen. Het is dus belangrijk om te weten wat de kinderen nou echt graag willen.

Waar denken jullie dat je nu zitten? (Participatie model)

Ik denk bij het interview en ik denk dat wij hier (observatie) nog lang niet zijn. Wij zouden natuurlijk het liefste natuurlijk onderin zitten en alles kunnen toepassen wat zij nodig hebben. Maar ik denk vooral dat dit stukje (midden) ook heel

belangrijk is. Dat je dat eerst onder de knie krijgt voordat je helemaal naar de onderkant gaat. Onderin is natuurlijk ook iets wat heel veel kennis en tijd kost. Nu wij het team compleet beginnen te krijgen zullen wij ook steeds meer kunnen. Wij werkte eerst met veel invallers maar nu hebben we een bijna compleet team van 10 man. Dus dan ga je ook langzaam steeds meer kunnen. Je kunt meer met elkaar bundelen. Ook als de 1 iets gehoord heeft dan kan je dat met elkaar bespreken. Ik denk dat van oppervlakkig naar diepgaand ook een teamverband en communicatie vraagt. Wat ik zelf zie op de BSO is dat er veel ad hoc wordt gedaan, maar hiermee vraag je echt om de tijd te nemen en gewoon eens te gaan kijken naar wat er nou allemaal gebeurd op de BSO. Bijvoorbeeld of de kinderen de activiteit wel boeien vinden of het bij de leeftijd past of dat ze worden uitgedaagd. Of is het misschien juist te veel van ze gevraagd? Dat vraagt zoveel inspanning en ik denk dat het mooi is als het daar naar toe kan. Het is ook niet zo dat iedereen het hoeft te kunnen, je kan ook zeggen dat een aantal mensen zich hierop richten. Ik geloof ook altijd wel in trainingen enz.

Stel dat jij nu een project maakt die in de theorie super goed zou werken dan heeft dat nog wel een overdracht nodig naar de mensen die ermee moeten werken. Want ik denk dat het pas gaat werken als de gene die ermee gaan werken het ook voelen dat zij er iets aan hebben.

Bijvoorbeeld het PEC, zij verzinnen een heleboel, maar zij zullen nooit toetsen of het in de praktijk werkt. Zij verzinnen prachtige dingen, maar ze zitten op het hoofdkantoor in hun kamertje en hebben geen idee hoe het werkt. Bijvoorbeeld was er een basis thema schaken. Ik vind dat heel leuk, maar ik heb dat ook als kind geleerd. Toen was hun idee om het aan de kinderen te leren via de PM, maar ze hadden geen rekening gehouden dat veel PM-ers niet konden schaken. En dan zeggen ze wel dat er een boekje bij zat, maar dat is niet hoe het werkt met schaken. Dan ben je met een kind aan het spelen en moet jij steeds de regels op zoeken, ook het kind vindt daar helemaal niks aan. Dan hadden ze beter minimaal 1 iemand van elke locatie een schaakworkshop kunnen laten doen, zodat zij het weer aan de kinderen kunnen uitleggen.

Ik zou in jouw project zeker meenemen dat er voorop staat dat het op de werkvloer geïntroduceerd moet kunnen worden. En niet iets meegeven "en ga maar uitvoeren."

Daarnaast moet het makkelijk te communiceren zijn tussen de verschillende PM-ers al is het maar van elke locatie 1 iemand, die door kan geven op hun eigen locatie. Het is geen probleem voor iedereen om de dag erna 1 half uurtje eerder te komen om uit te leggen wat de bedoeling is d.m.v. documenten en

uitleg. Maar dan hebben wij wel in eerste instantie de directe uitleg nodig. Het moet leven.

Op de andere BSO vertelde ze dat PM-ers die er al 20 jaar werken misschien moeite hebben om het ineens anders aan te pakken dan zij gewend zijn, hoe denken jullie daar over?

Ik denk niet dat het uit maakt hoe lang je er werkt, elke verandering geeft weerstand. Maar als jij dus goed aan hen uit kunt leggen dat zij echt voelen dat het belangrijk is, dan zit ook die weerstand er niet meer. Als je kan uitleggen wat het oplevert en hoe het zal veranderen in het gedrag. Dan zal je hooguit sceptisch zijn, maar dan zou je het zeker wel uit proberen.

Maar ik denk dat het ook wel een beetje aan het team ligt. Wij hebben ook een aantal werknemers die hier al heel lang werken, maar die wel bereid zijn om in het belang van de kinderen te veranderen. Ik denk dat dat voornamelijk heel belangrijk is. Als jij kan laten in zien wat de meerwaarde voor het kind is, dan zouden de PM-ers er juist voor open staan.

Hoe zit het qua tijd voor mijn 'ontwerp'?

Stel het wordt een soort activiteit dan is er altijd iemand aanwezig die als begeleider de activiteit kan ondersteunen. Het kunnen ook 10 of 15 kinderen tegelijk zijn en als het nodig is doen we het het 2/3 dagen achter elkaar en dan kan elke dag een ander groepje meedoen. Dus dat hangt ook af van wat jij aanbiedt. Sommige dingen zijn zelfstandiger dan anderen, of als het het toelaat kunnen we met 2 man begeleiding zitten.

De activiteiten duren bij ons meestal 1.5 uur, maximaal 2 uur. Dus als het in de vorm van een activiteit is, dan is daar de gelegenheid voor.

In hoeverre hebben jullie tijd om de resultaten te verwerken?

Die ruimte is er sowieso wel. Er is tijd voor om daarna met zijn alle ernaar te kijken.

Ik denk dat over 2 jaar het BSO aanbod heel anders is. De kinderen veranderen en daar moet je als medewerker op inspelen. De activiteiten blijven veranderen. Als je alleen al ziet wat er qua knutselen door de jaren heen veranderd. Je doet steeds meer 'technische' activiteiten en dat is wel heel erg leuk en dat is ook wat de kinderen steeds meer bezig houdt.

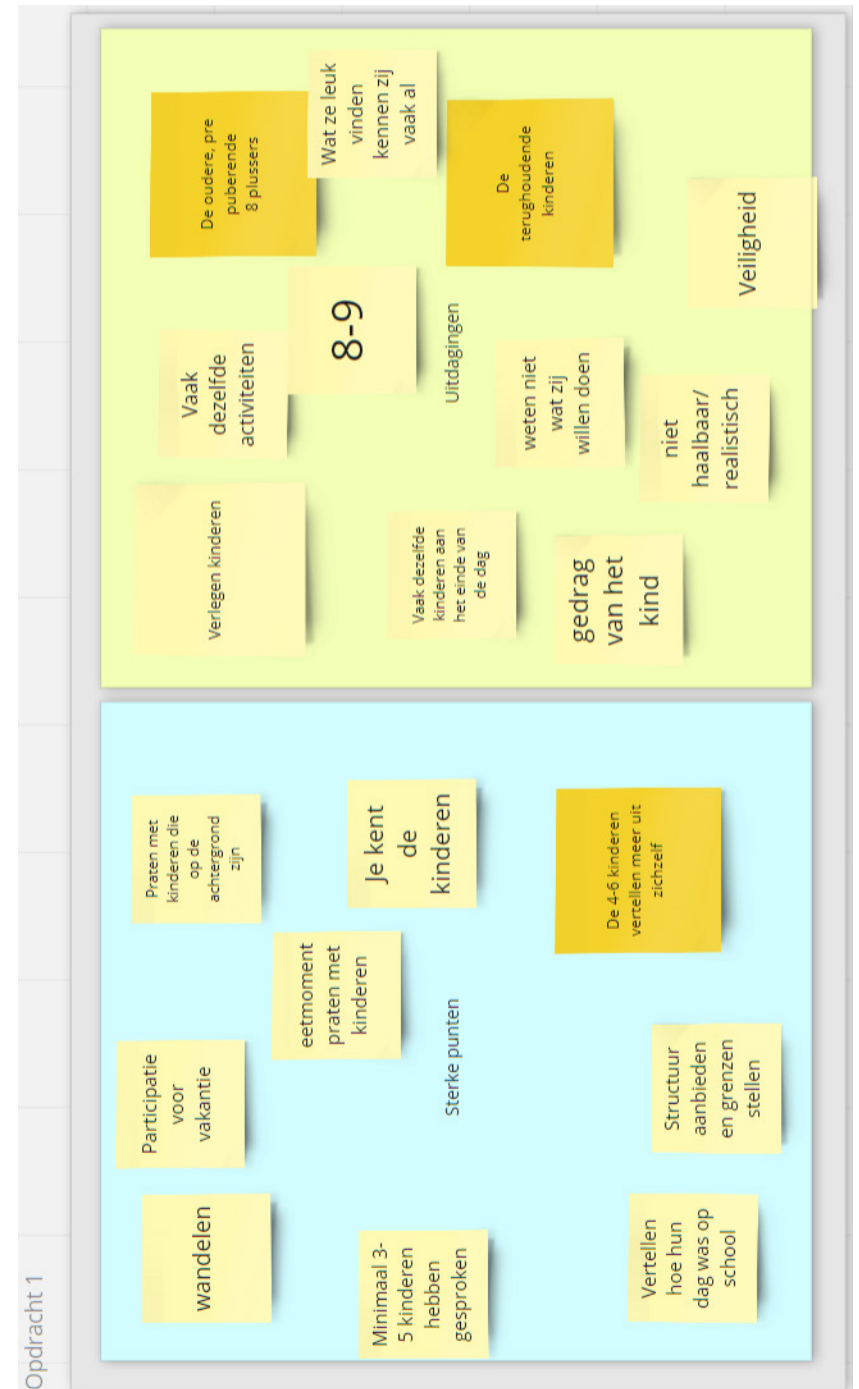
Ik denk dat het voornamelijk belangrijk is dat wij een stapje voor gaan lopen in plaats van achter. Misschien ook iets wat de kinderen kennis kan laten maken met dingen die ze niet in het dagelijks leven thuis zien. Dan maak je de BSO beter en voorkom je dat het langzamer hand een ondergaand schip is.

De kinderen weten natuurlijk ook niet wat er allemaal is, maar ik denk dat het bijvoorbeeld veel beter zou zijn als SWK op het hoofdkantoor bijvoorbeeld van die voetbal bubbels heeft en dat je als locatie die dingen voor een weekje kan lenen. Dat zou ook een hoop kosten schelen. Het is één keer een uitgave, maar je hele organisatie kan er gebruik van maken.

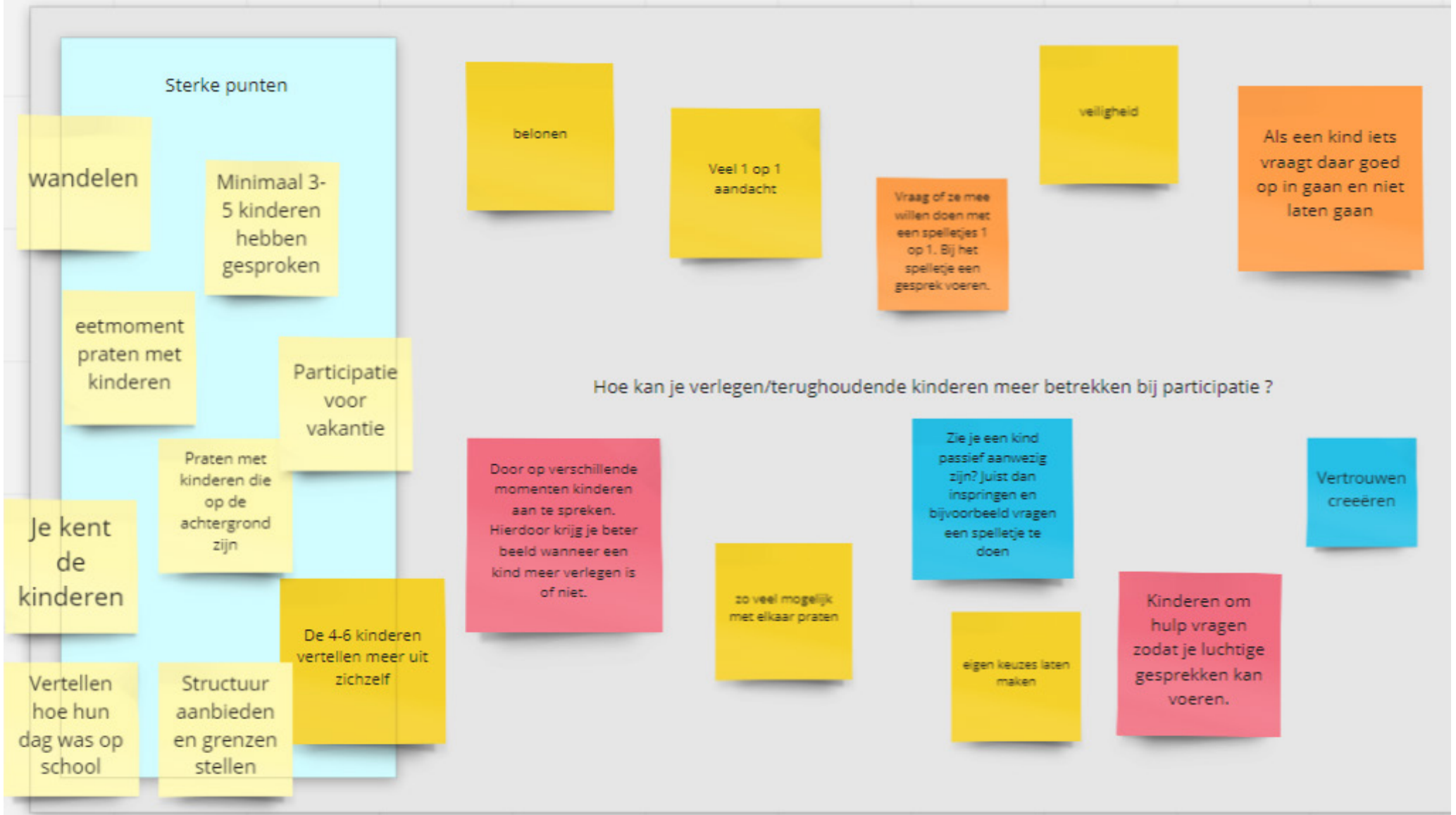
Ik vraag ook wel eens aan die kinderen “wat willen jullie nou doen?” En dan noemen ze wel een paar dingen, maar tegelijkertijd zie je ze allemaal op slot staan van ‘ja dat weet ik niet’ En dan zeg ik je hoeft het niet nu te zeggen, het mag ook morgen. Maar dan blokkeren ze gewoon.

Generative session with PE

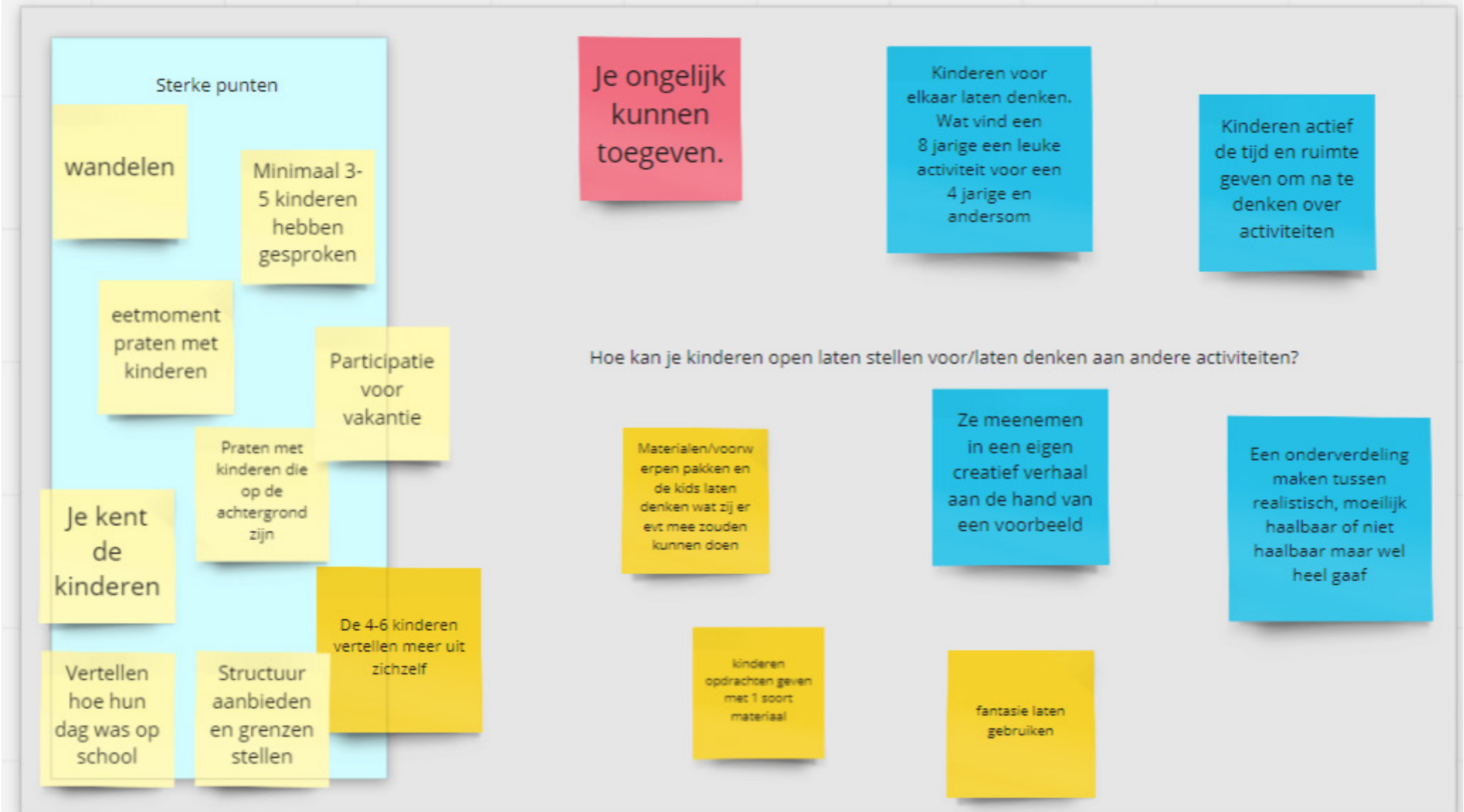
During the generative session with the PE, I started exploring their strong points and challenges. From this, we took the 4 biggest challenges to make H2's. These H2's were used for ideation. The session was done online, using Miro. Screenshots are shown on the following pages.



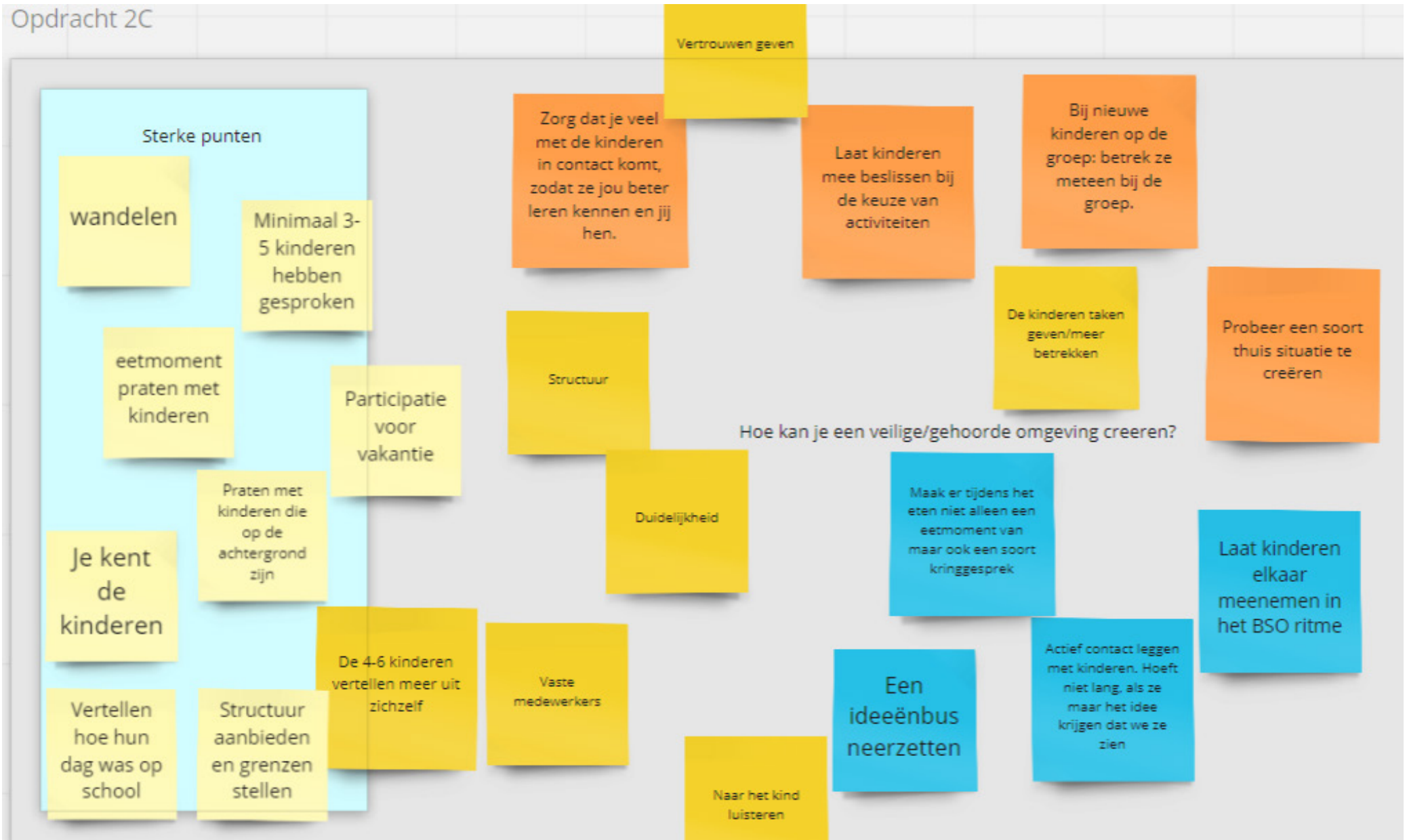
Opdracht 2A



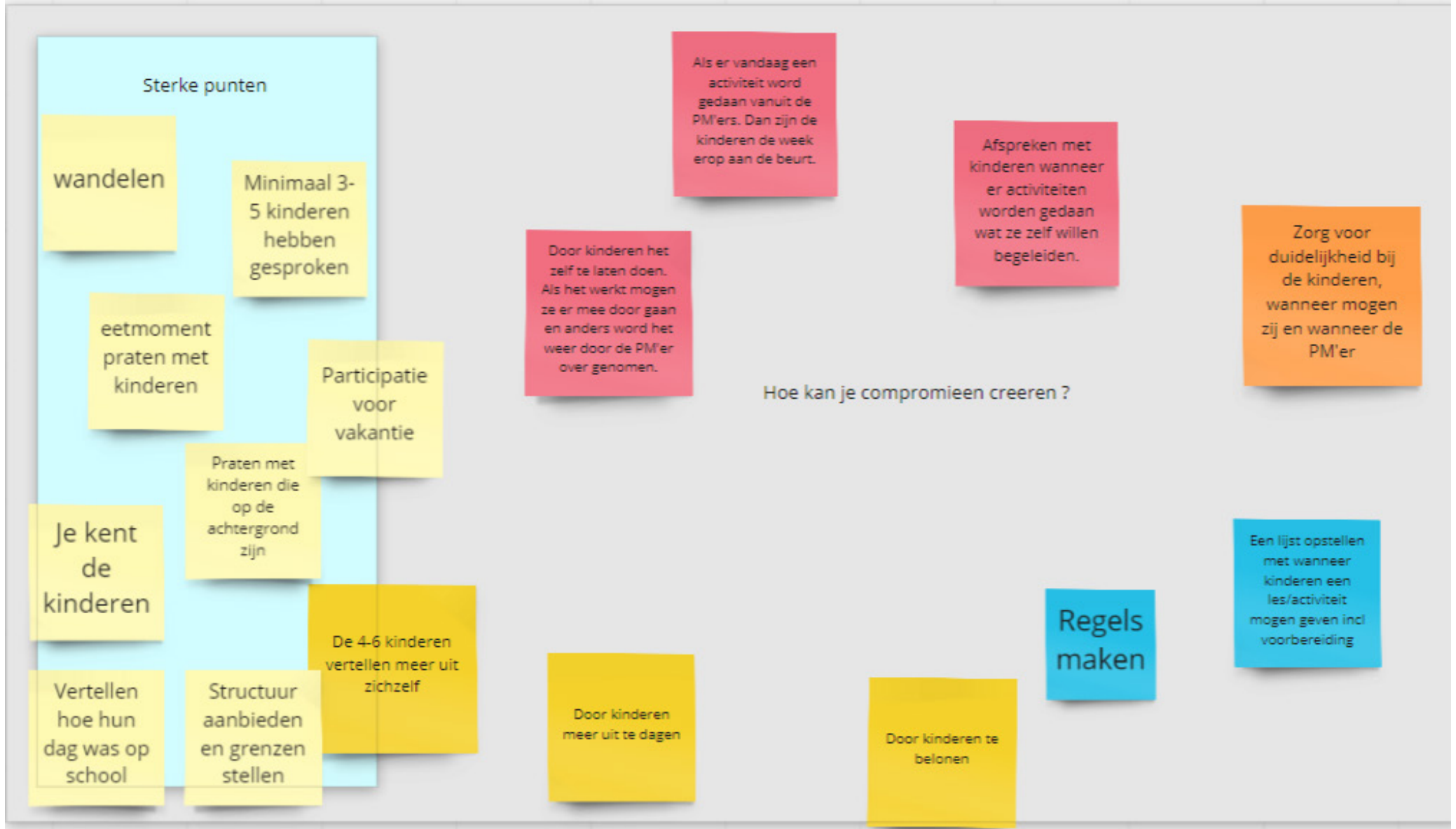
Opdracht 2B
Copy of Opdracht 2B



Opdracht 2C

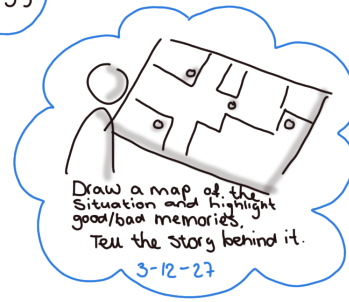
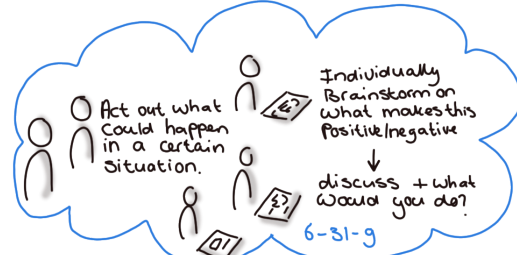
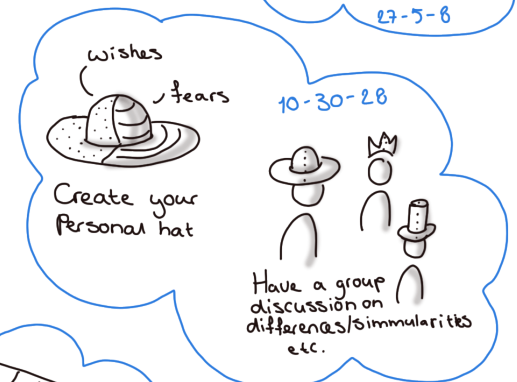
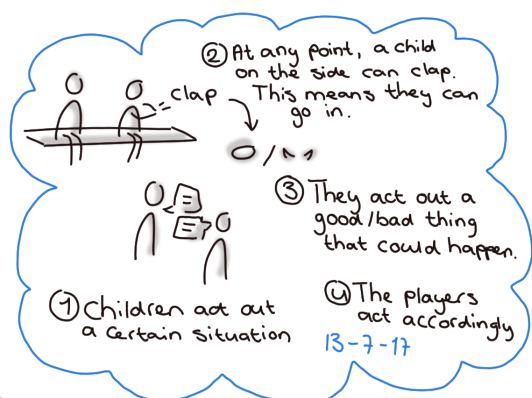
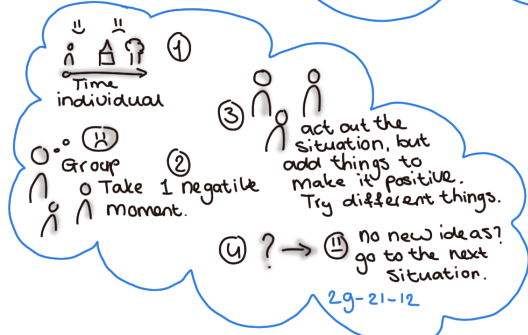
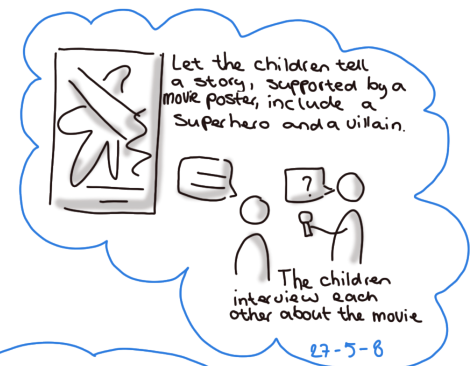
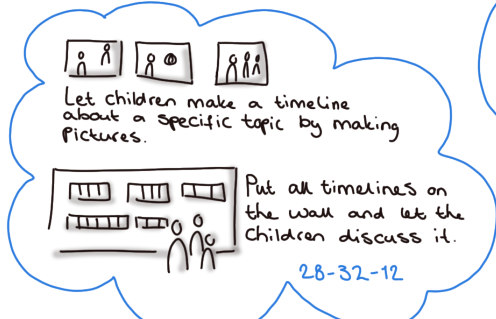
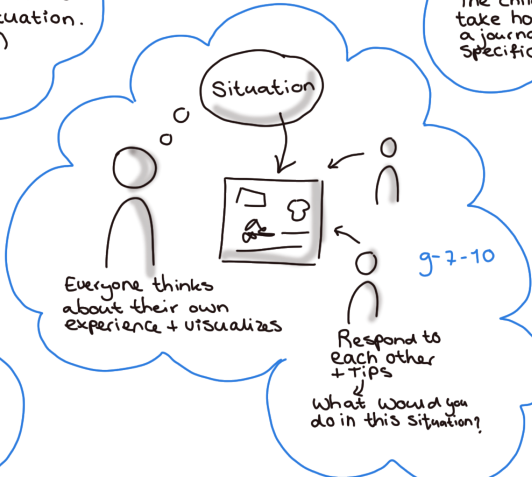
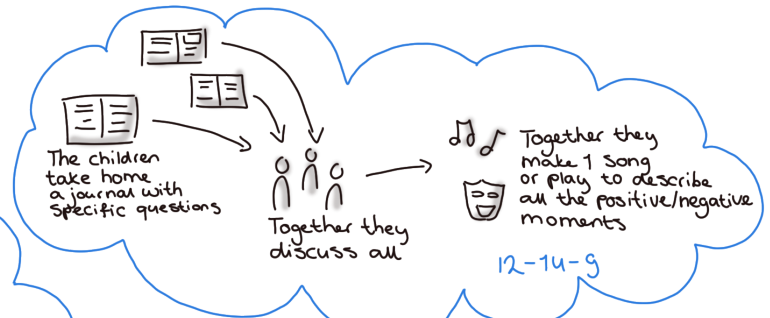
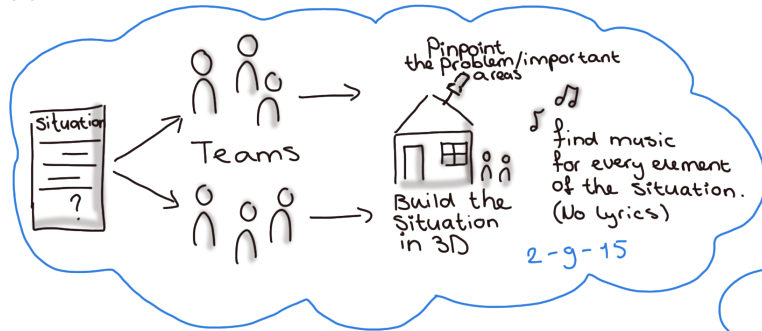


Opdracht 2D



APPENDIX C: RESULTS IDEATION SESSIONS

In this appendix the results of the ideation sessions can be found.



① Time individual

② Group

③ act out the situation, but add things to make it positive. Try different things.

④ ? → 😞 No new ideas? go to the next situation.

29-21-12

Denk in 3-tallen na over een scenario

in 6 stilstaande beelden laten ze de belangrijkste gebeurtenissen zien. De 3e persoon vertelt 1 of 2 zinnen. + emotie

andere kinderen kiezen een beeld die negatief was. Deze wordt opnieuw gespeeld maar nu met hun eigen positieve invulling.

In duo's think of a situation

Act it out

on floor

What could make it better?

klapspel

2 kinderen besleiden een situatie uit

1.1 Voegt iets slechts aan de situatie toe

Voegt iets goeds aan de situatie toe

Teken in max. 8 plaatjes de situatie

Hoe voer je je? waarom?

Teken allemaal iets om aan de situatie toe te voegen om het beter te maken.

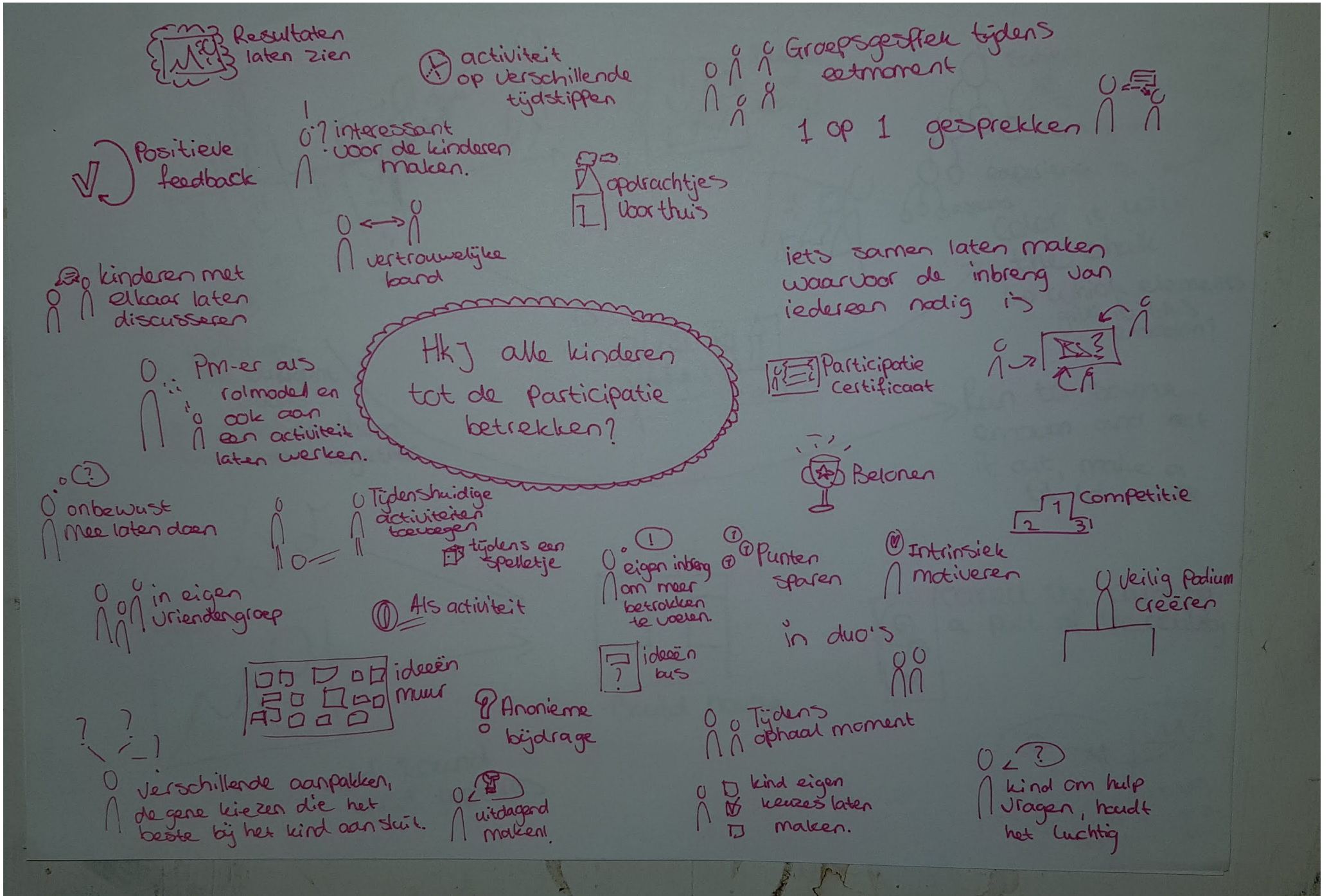
Let the children tell a story, supported by a movie poster, include a superhero and a villain.

The children interview each other about the movie

27-5-8

Act out the story with Puppets

Let them recreate the situation



1
2
3
rang-
schikken

snakes
and ladders
Good and bad

lichaams
taal

Life
Path

tekenen

Vlog

Praten

Schrijven

schilderen

Beste moment

Groeps
gesprek

Slechtste moment

Hkij Meer te weten komen
over behoeften, interesses, emoties
en erubringen uit het verleden?

lego

X Dit zou ik
nooit doen

✓ Dit wil ik
wel eens
proberen

Gesprek tussen
kinderen

Poppenspel

acteren

knutselen

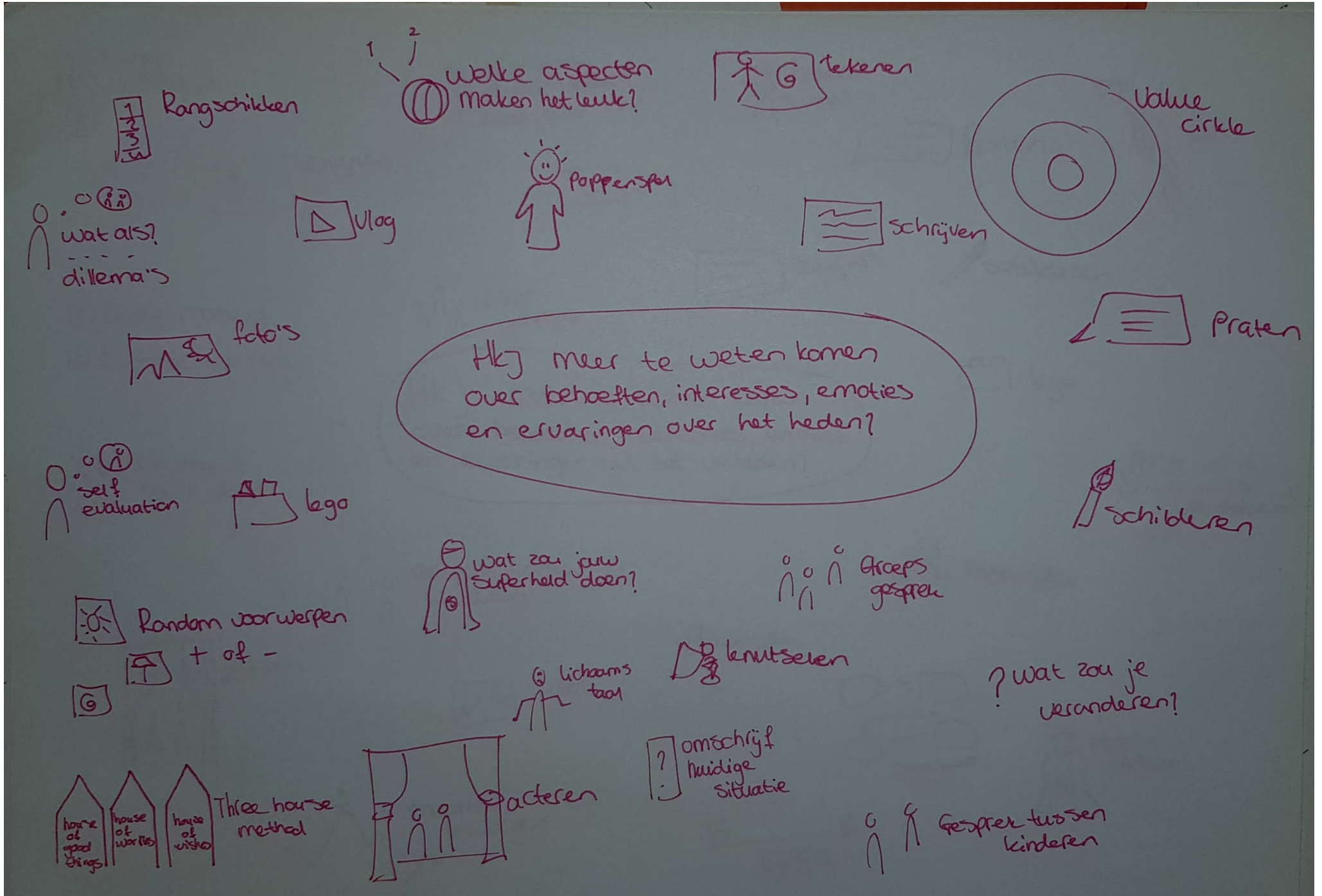
fotos

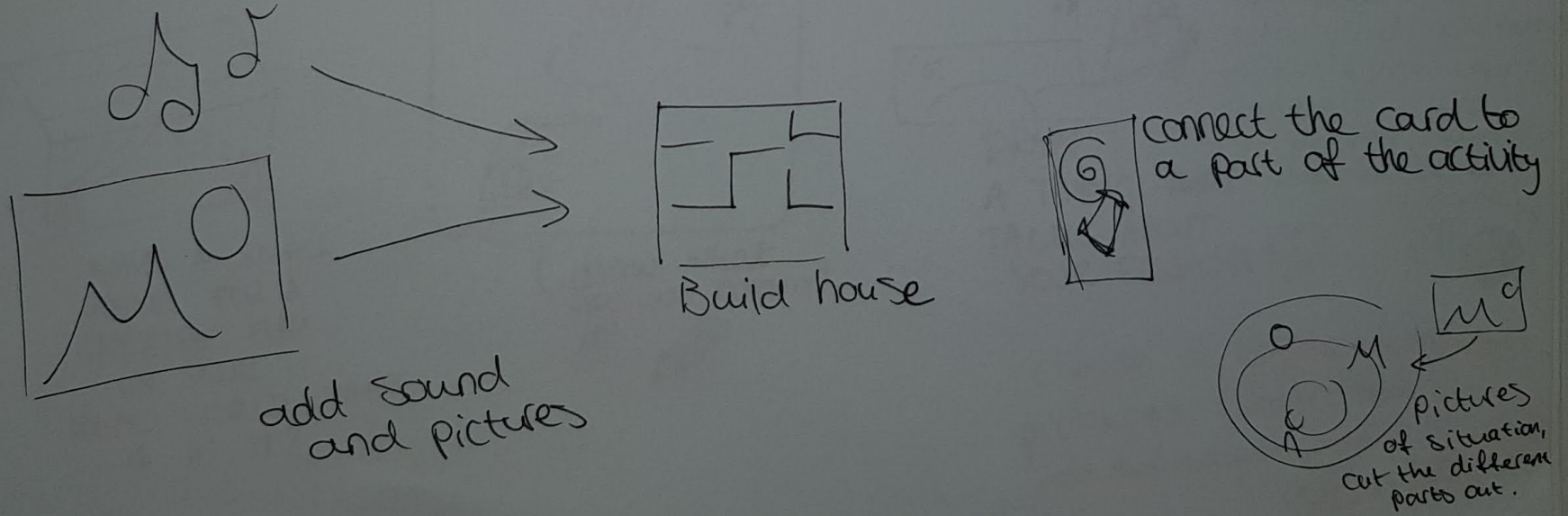
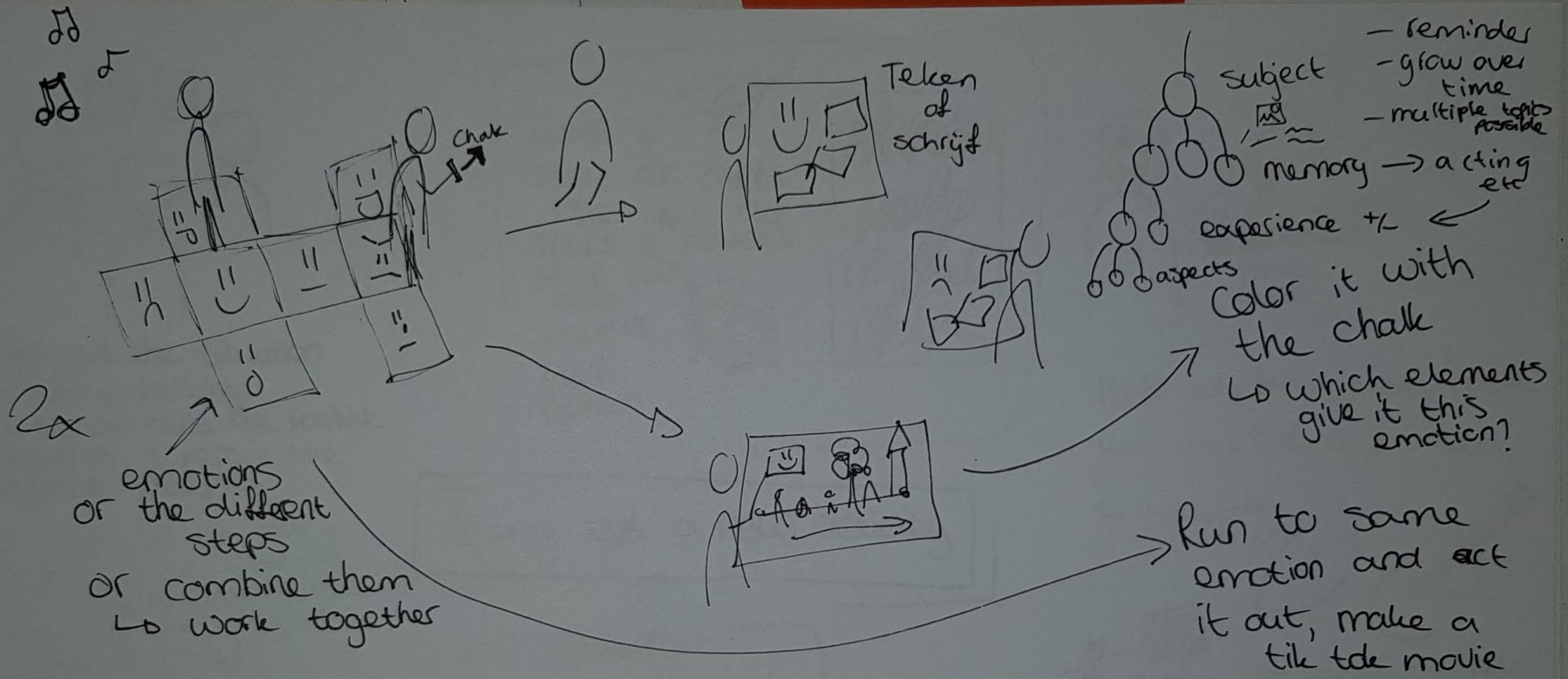
Storyboard

Helden
verhaal

emoties
toevoegen

Tijdtij n





Vierentenboekje!
alle mensen die erbij waren

Situatie
acteren, andere meer de persoon spelen
(hoe kennen zij elkaar over?)

Wie was erbij?
(Wat? - waarom belangrijk)

Circle maken met iedereen die erbij was
↳ hoe dicht bij het midden hoe belangrijker

3D model maken
alle belangrijke locaties highlighten
↳ bespreken waarom

Tegelijk maken
↳ contact momenten
Personen met andere highlights + wat gebeurde er

Personen omschrijven
a.d.h.v muziek

Situatie respiken
meer 1 persoon weg laten. wat gebeurde er nu?

Met elkaar vergenaken
wie waren er bij iedereen betrokken?

Collage maken
van de sfeer

locatie verhalen

Partijend van locatie
maken, met kleurcodes welke locaties hebben dezelfde kleur, waarom?

hoe inleed
of situatie?

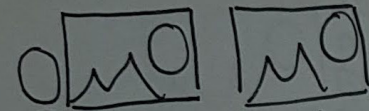
3D model maken
alle belangrijke locaties highlighten
↳ bespreken waarom

Muziek uitspreken
om de locatie te omschrijven

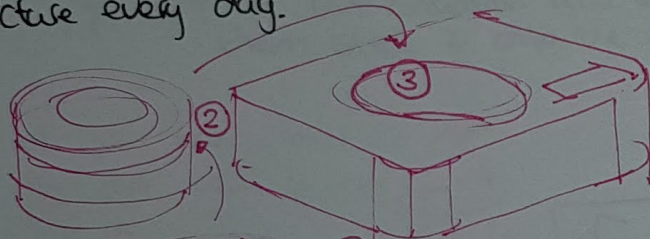
Tegelijk maken
met practices
↳ locatie staat dan op afstand

Collage maken
van de sfeer

locatie verhalen



for a week long, log your free time by making 1 picture every day.



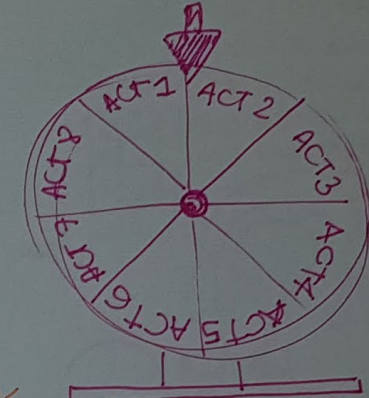
MAKE YOUR OWN FILTERS & TRICK YOUR FRIENDS WITH PICTURES OF THINGS YOU DID DURING YOUR SUPER COOL FREETIME :)

yes! a favourites & dislikes video with recommendations for their Friends

Ask them to make a vlog about their free time add likes & dislikes on the video timeline



Give them a booklet and ask them to draw their best



DRAW ACTIVITIES & EACH DAY ROLL THE "FORTUNE WHEEL" TO DECIDE WHAT ACTIVITY TO DO. LEAVE ONE BLANK... YOU MAY HAVE A SUDDEN CRAVING OR WHISK!

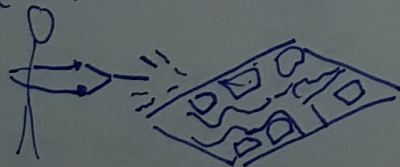
Spending their free time

5 days of their last year.



Use a wicketcode and a map children can need to find

the different kinds of activities done in their free time



why? what? how?

WHAT ARE YOU CURIOUS ABOUT... ASK IT THROUGH YOUR AGENDA

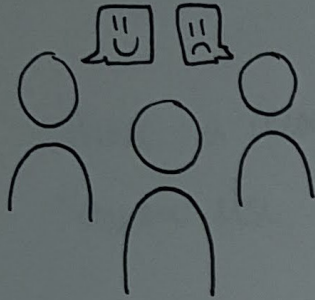
Also by sending a message

Age 9...

make a review show where they take activities done in their free time

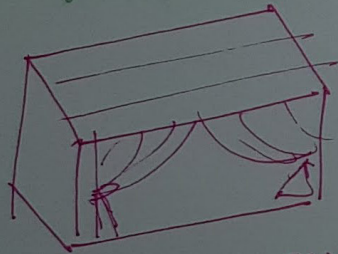
Stier	football, eating, activities
A tier	Dancing
B tier	
C tier	

for ~~young~~ young children give them a "baby" stuffed animal. What do they want to share with the animal? What do they want to teach the animal? let them take the animal home with them



Act out the situation without talking.
1 person tells the positive thoughts, 1 person the negative thoughts

Let them make a video where they play someone else (whoever they want) doing the new thing they tried

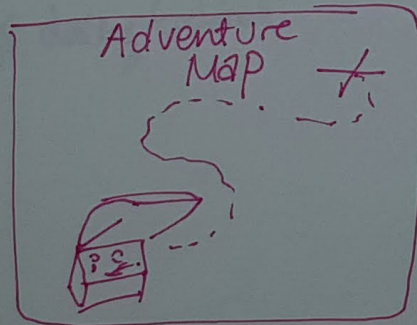


MAKE A SMALL SCENE FOR A THEATRE PLAY IN YOUR IDEAL WORLD... WHAT IS IN IT?

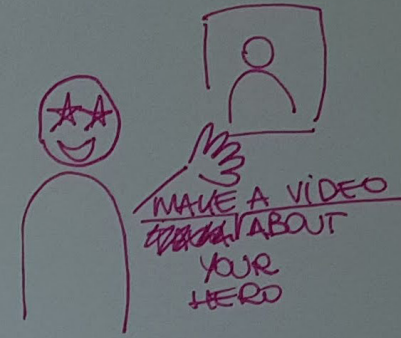
MAKE A DECK OF CARDS FOR ALL THE TOOLS & POWERS HELP YOUR HERO ACHIEVE YOUR GOALS

HEROES TO HELP OR NEED HELP?

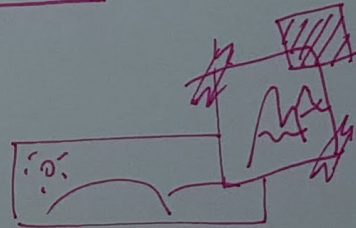
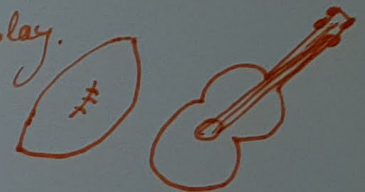
Trying out a new activity



draw what happens around it

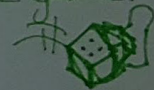


Pick whatever game/item you want to learn how to use/play.

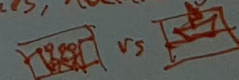


DRAW A THING THAT TALKS ABOUT YOUR PASSION

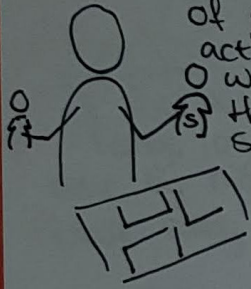
ask about the new activity and ask them to turn it into a game/competition. who is in the other team & what are the rules of the game.



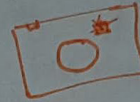
choose in between these pictures. (show team vs individual activities, nature vs urban etc)



Create a map of your house and act out the situation with a puppet. However, include a superhero, what would he/she do?



Film yourself in Make pictures of the things you would use/ play with.



what Draw (the people/things) you would like to have with you.



let them draw their dream tree what would it have? (food, phone, toys, etc)

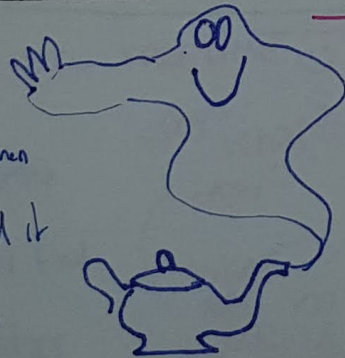


Being home alone

Let them bring their favourite stuffed animal and let the children explain what the stuffed animal is doing when they (the child & parents etc) are gone

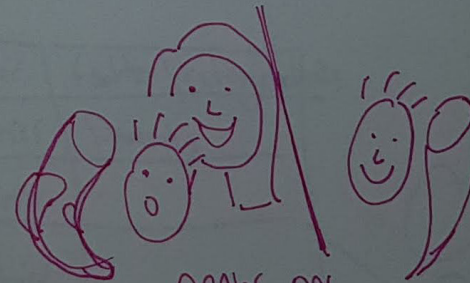


Make a shiny lamp which when touched will reveal a genie and it allows for 3 wishes for the kid but the wishes have to be about being home alone, because since the genie is always



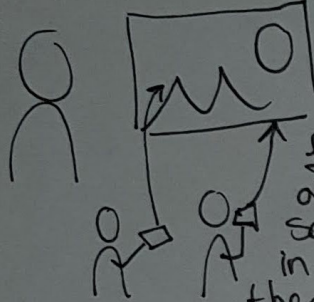
alone in his lamp and wants to help others in the same situation. Because of the story the kid can also make wishes to help the genie

CREATE COMMUNICATION TOOLS SPECIAL FOR THEIR FRIENDS TO USE WHEN THEY ARE HOME ALONE TO MAKE THEM COMPANY OR REACH OUT TO THEM



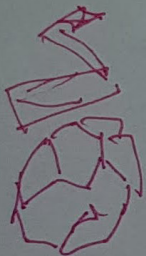
DRAW ON THE "HOME ALONE" PHONE AND USE IT TO RECORD MESSAGES FOR THEMSELVES

Let the children make a drawing of the memory they disliked the most about their first day. Now let the other children create something which could help in this situation and let them stick it onto the drawing.

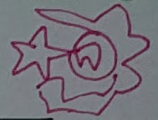


just ask them what they did and if they liked it.

MAKE AN ORIGAMI FOR THEIR PARENTS REPRESENTING THE ACTIVITY THEY LIKED THE MOST



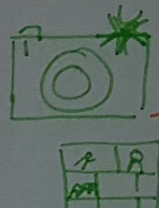
DECOURAGE THE PRESENT THEY WOULD LIKE FOR THEMSELVES ON THE LAST DAY



first day of after-school day care

you take photo's of their first day ~~the~~ on the second day they can craft a comic book with the photo's you made (what happened, what has been said)


Write the things you miss from day-care in these small papers, then, introduce them into this box. Finally, pick one and explain it.




MAKE A STORY WITH SHADOWS ABOUT DETAILS OF THE DAY

Use one of their favourite toys and make them act on how their day was. maybe Favourite villain toys can be the bad stuff


BRING AT HOME AS PRESENT



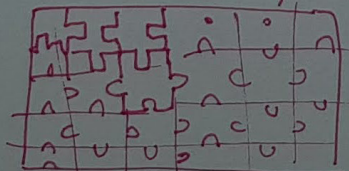
Use a soundboard and let them make a song about their day

NEGLIGENT

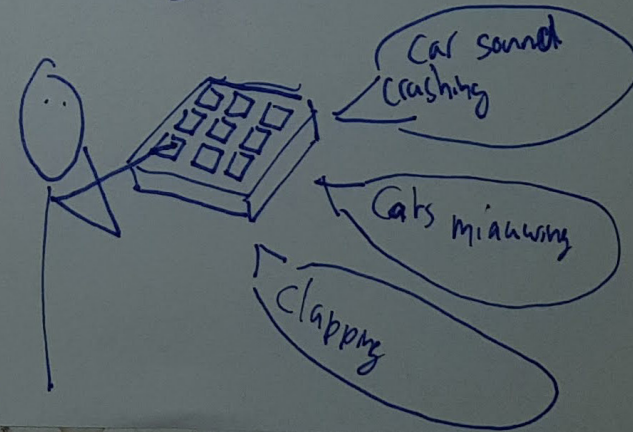
Bear took over the school and made everyone wait to 15 minutes

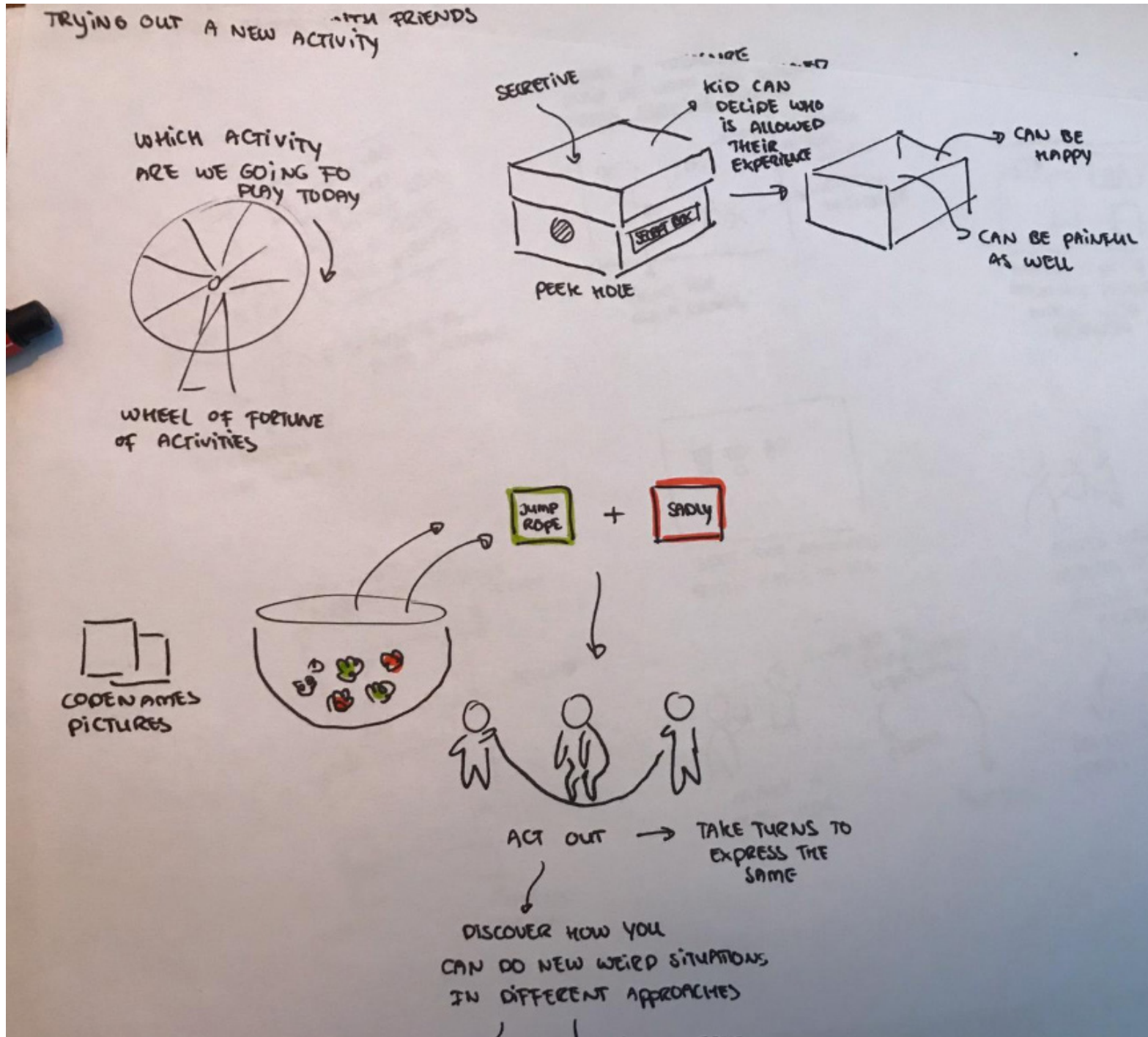


ask why they choose certain sounds

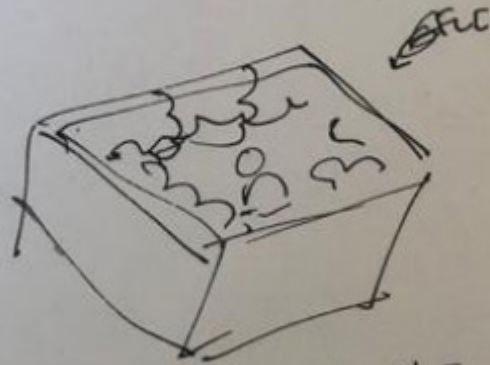


DRAW A SHAPE ON THE PUZZLE REPRESENTING THE ACTIVITY YOU LIKED THE MOST



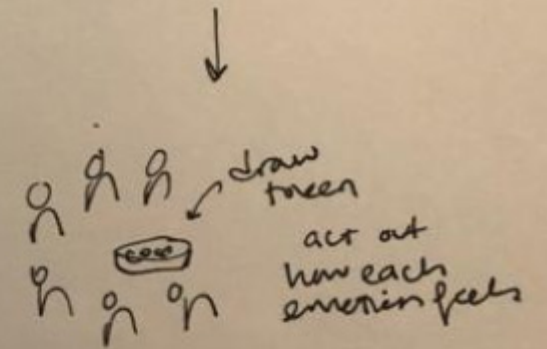
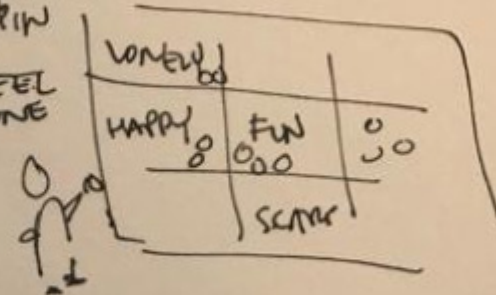


BEING HOME ALONE

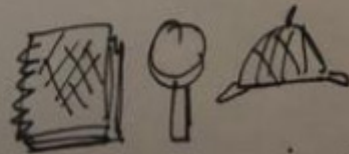


SHOE BOX & WHAT
THEY WOULD
WANT IN THEIR
HANDS WHEN THEY
ARE HOME ALONE

INTRODUCTION
 for more
 PUT A PIN
 ON HOW
 YOU FEEL
 ALONE



ACTIVITY
LOG
FOR
BEING
HOME
ALONE



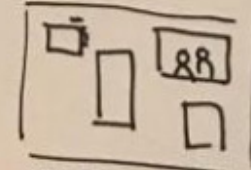
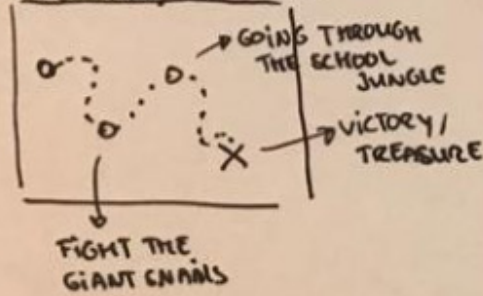
be a detective.

SPENDING FREE TIME WITH FRIENDS

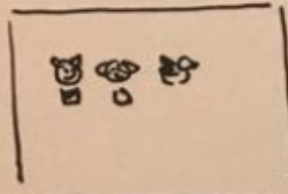


WRITE A PLAY INVITATION TO YOUR FRIENDS

MAKE A TREASURE MAP OF WHAT YOU DISCOVERED WHILE PLAYING OUTSIDE

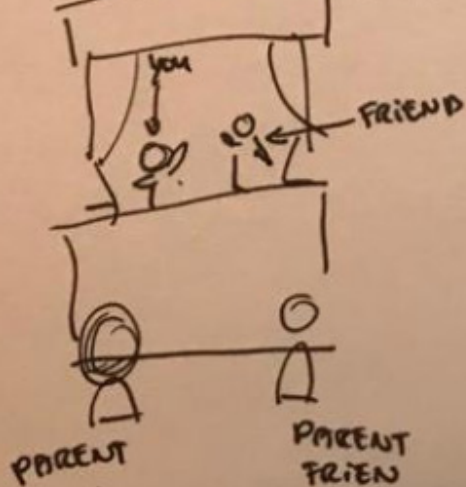


MAKE A PLAY MEMORY PICTURE WALL WITH FRIENDS



SPOT THE ANIMALS GOTTA CATCH 'EM ALL

PLAY WHAT YOU DISCOVERED TOGETHER TODAY



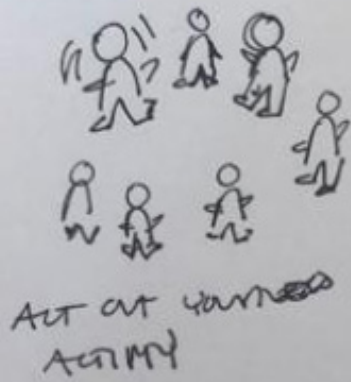
BUILD WEIRD OBJECTS TOGETHER ABOUT A CERTAIN TOPIC

ULTIMATE BREAKFAST ~~BAR~~ MAKER



BUILD YOUR IDEAL PET

TRY A NEW ACTIVITY



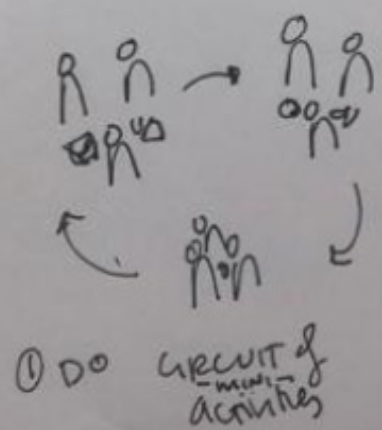
memory game with sand
 (ump - rope - explain - actg - gives sand)



mystery board of NEW ACTIVES?

every kid chooses one to hide body

after they say which one they would like to do the next day

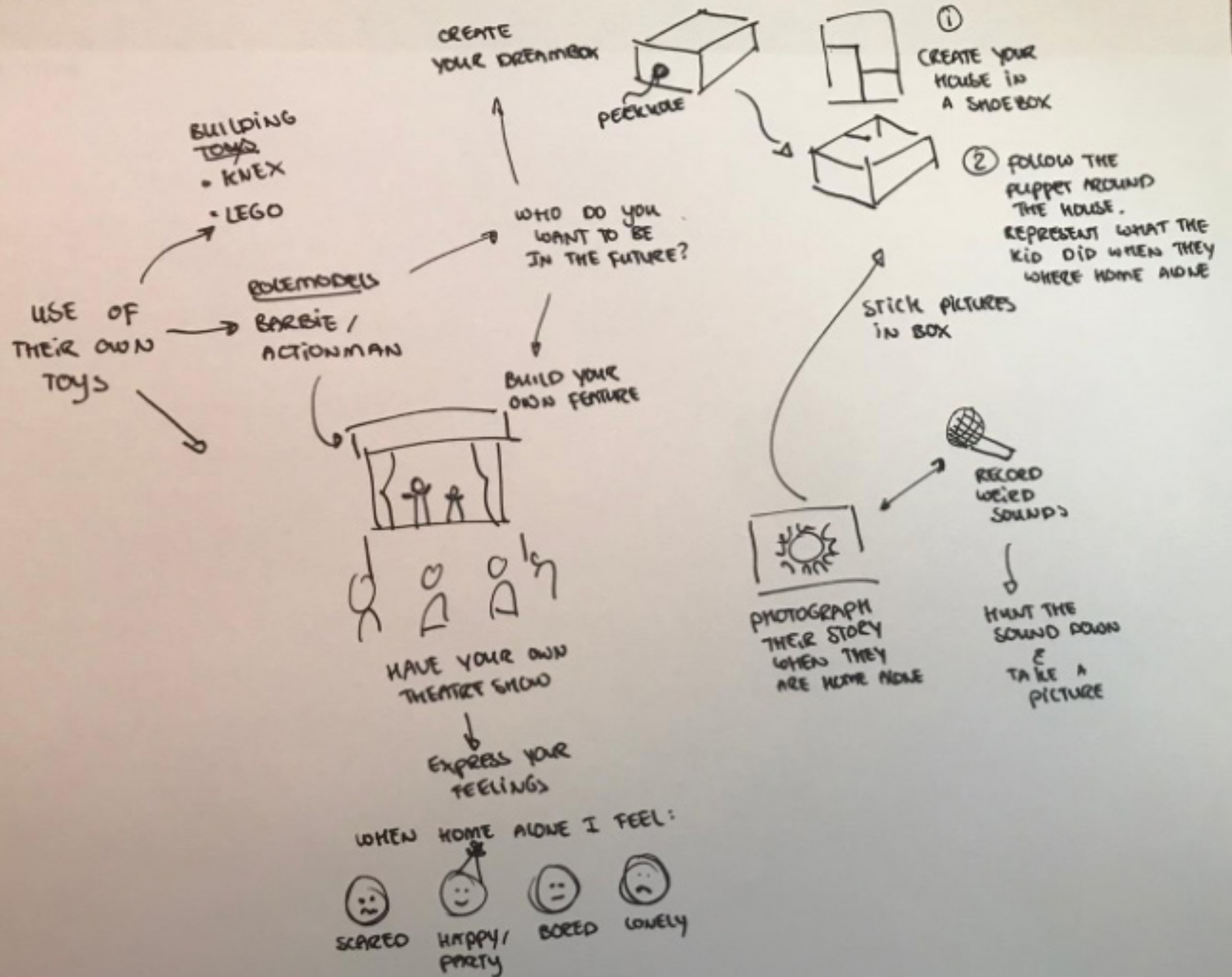


DIFFERENT THEMES?
 - jump
 -

ACT what was your favorite one



BEING HOME ALONE



SPENDING TIME WITH FRIENDS



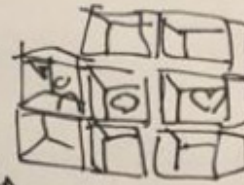
Act at BEST
(OR WORST DAY?)
WITH SOMEONE
or a crazy
story



build 3 props
to go with
the day



build cardboard of
spending time w/
friends



build friend
ship tower!



build legs/other blocks
adventure with friends

make drawing

and then
musical
chairs

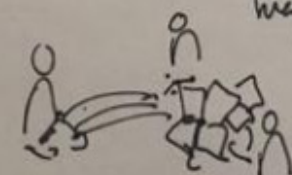
main
wand blower



until
music stops then you
do what topic
it says

WHAT IS YOUR FAVORITE
WAY TO
YOUR FRIENDS?

- dance
- eat
- draw

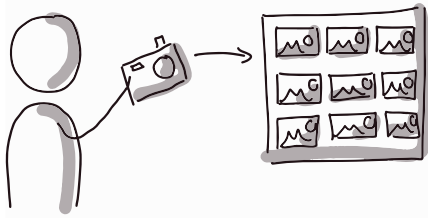


make a giant
challe drawp
of your
day & friends
days

APPENDIX D: EXPLANATION CARDS

In this appendix the detailed explanation cards can be found. The cards are made for the PE at the SWKGroep and are therefore in Dutch.

01




Het doel van deze opdracht is om de kinderen actief terug te laten denken aan hun ervaring.


Om ze na te laten denken over wat er van begin tot eind gebeurde en dit overzichtelijk weer te geven.

Door de kinderen terug te laten aan hun eigen ervaring is het voor hen makkelijker om op de situatie te reflecteren.


Dit overzicht kan vervolgens gebruikt worden als basis voor opdracht 3, 6, 7, 8, 9, 10, 12, 13, 14, 15, 18 of 20.



Terugdenken



Reflecteren




Analyseren

STAPPEN

1


Vraag de kinderen om terug te denken aan een herinnering die zij zelf hebben met betrekking tot het onderwerp.



Door de kinderen terug te laten denken aan een eigen herinnering is het makkelijker om op de situatie te reflecteren.

2


Laat de kinderen nadenken over waar dit was, wie er bij was en wat er allemaal gebeurde van begin tot eind.



De kinderen kunnen hierbij samen werken in 2 of 3 talen, maar het is de bedoeling dat iedereen met een eigen tijdlijn eindigt.

3


Laat ze deze situatie uitbeelden en maak van elk beeld een foto.



Dit kan ook voorbereid worden voor een andere dag.

4


Print alle foto's uit en zorg voor scharen, lijm/plakband.



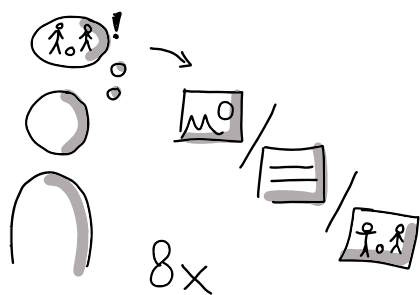
Bewaar alle tijdlijnen, deze zijn te gebruiken als startpunt voor een volgende opdracht.

5

Laat de kinderen hun eigen foto's achter elkaar plakken tot een tijdlijn en laat ze eventueel tekst toevoegen om de foto uit te leggen.



02



Het doel van deze opdracht is om de kinderen actief terug te laten denken aan hun ervaring en dit overzichtelijk weer te geven. Dit zal het makkelijker maken om hier vervolgens op te reflecteren.

Doordat de kinderen hun ervaring in 8 stappen omschrijven, moeten zij een selectie maken. Hierdoor kan je erachter komen welke momenten voor hen het belangrijkste waren voor de gehele ervaring.

Dit overzicht kan vervolgens gebruikt worden als basis voor opdracht 3, 6, 7, 8, 9, 10, 12, 13, 14, 15, 18 of 20.



STAPPEN

- 1

Vraag de kinderen om terug te denken aan een herinnering die zij zelf hebben met betrekking tot het onderwerp.

Door de kinderen terug te laten denken aan een eigen herinnering is het makkelijker om op de situatie te reflecteren.
- 2

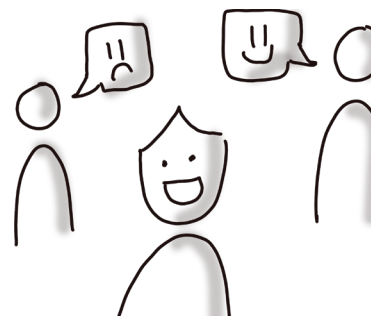
Laat de kinderen nadenken over waar dit was, wie er bij was en wat er allemaal gebeurde.

Ook dingen die op het eerste gezicht niet belangrijk lijken kunnen toch een belangrijke rol spelen.
- 3

Laat de kinderen de situatie omschrijven in een stripverhaal, van 8 afbeeldingen, met behulp van foto's of tekeningen.

Door dit te doen moeten de kinderen goed nadenken over welke 8 stappen het belangrijkste waren. Elk kind eindigt met een eigen verhaal.

03



Het doel van deze opdracht is om de kinderen na te laten denken over de verschillende gedachten die ze in een bepaalde situatie hebben.

Hiermee kan de PM-er erachter komen op welke momenten in de situatie het kind positieve gedachten ervaart en op welke momenten negatieve gedachten.

Door deze informatie te analyseren kan de PM-er erachter komen waar angsten/wensen/behoeften liggen tijdens de activiteit.



STAPPEN

- 1

Laat de kinderen drietallen vormen.
- 2

Laat ze per groepje de tijdlijn van 1 groepslid kiezen, die gemaakt is in opdracht 1 of 2.
- 3

Laat ze de tijdlijn bespreken, hoe voelen zij zich op de verschillende momenten?

Laat de kinderen de hele tijdlijn bespreken.
- 4

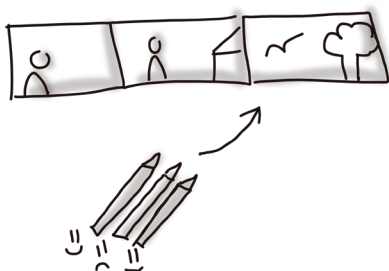
Laat 1 kind de situatie uitbeelden zonder te praten terwijl de andere 2 zijn/haar gedachten vertellen. 1 positief, 1 negatief.

Dit maakt duidelijk wanneer de kinderen positieve en/of negatieve gedachten ervaren tijdens de activiteit.
- 5

PM: Maak aantekeningen. Wat veroorzaakt de positieve gedachte? Wat is de gedachte? Zelfde voor negatief.

Bewaar de aantekeningen om ze uit te werken met behulp van opdracht 22 of 23.

04



Het doel van deze opdracht is om de kinderen actief terug te laten denken aan hun ervaring. En om ze vervolgens hierop te laten reflecteren over wat voor invloed verschillende dingen op de situatie hadden.

Wat vonden zij fijn en wat zouden zij liever anders hebben?

Deze opdracht kan gebruikt worden als basis voor opdracht 22 of 23.



Terugdenken



Reflecteren



Analyseren

STAPPEN

1

Vraag de kinderen om terug te denken aan een herinnering die zij zelf hebben met betrekking tot het onderwerp.



2

Laat de kinderen nadenken over waar dit was, wie er bij was en wat er allemaal gebeurde van begin tot eind.



3

Laat ze een stripverhaal tekenen van hun herinnering, zonder dingen in te kleuren.



Elk kind tekent zijn/haar eigen verhaal.

4

Laat ze nu 3 kleurrijke kiezen. 1 voor de positieve dingen, 1 voor de negatieve en 1 voor neutraal.



Het maakt niet uit welke kleurrijke ze hiervoor gebruiken, laat ze bijvoorbeeld een legenda maken.

5

Laat de kinderen alle onderdelen van het stripverhaal inkleuren, waarbij de kleurrijke aangeven wat voor effect elk onderdeel had.



Alles moet worden ingekleurd, zodat de kinderen goed na denken over wat er allemaal van belang is.

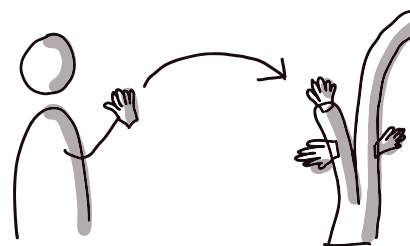
6

Bespreek de stripverhalen met de kinderen. Waarom hebben sommige dingen een positieve invloed en de andere een negatieve?



Maak hier aantekeningen van. Deze kunnen gebruikt worden in de analyse in opdracht 22 of 23.

05



Het doel van deze opdracht is om de kinderen actief na te laten denken over dingen die zij wel en niet leuk vinden tijdens een bepaalde activiteit.

De 'boom' blijft een aantal dagen/ weken op de BSO staan, zodat de informatie kan blijven groeien.

Doordat de 'boom' op de BSO staat, zullen de kinderen hier ook aan herinnerd worden waardoor zij tijdens de ervaring bewuster na gaan denken over hoe zij dit ervaren.



Terugdenken



Reflecteren



Analyseren

Als er voldoende ervaringen zijn verzameld kan dit als startpunt gebruikt worden voor opdracht 22 of 23.

STAPPEN

1

Laat de kinderen hun eigen hand overtekenen en uitknippen op papier.



2

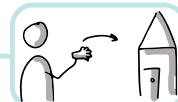
Knip in het groot de basis van een boom/plant uit en schrijf hier het thema van het onderzoek op.



Deze kan ergens in de BSO geplaatst worden waardoor de kinderen aan het onderwerp herinnerd worden.

3

Laat de kinderen hun eigen hand tekening mee nemen naar de locatie van het thema.



4

Als er iets positiefs gebeurd kunnen ze dit in de vingers opschrijven. Op de andere kant kunnen zij de negatieve dingen opschrijven.



5

Als alle vingers zijn ingevuld, dus 5 positieve en 5 negatieve ervaringen kunnen zij hun tekening weer meenemen naar de BSO.



6

Elk kind kan zijn/haar tekening op de boom plakken als blaadje en deze kan over tijd groeien.



De tekeningen van verschillende kinderen hangen aan dezelfde boom en 1 kind kan meerdere tekeningen opplakken bij meerdere ervaringen.

06



Het doel van deze opdracht is om de kinderen actief na te laten denken over wat zij leuk/minder leuk vonden en op welke momenten zij meer hulp kunnen gebruiken of wat de situatie makkelijker of leuker zou kunnen maken.

Om hier conclusies uit te halen kunnen deze resultaten geanalyseerd worden met behulp van opdracht 22 of 23.



Terugdenken


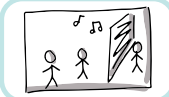



Reflecteren



Analyseren

STAPPEN

- 1 Laat de kinderen 1 van hun foto's of tekeningen nemen uit opdracht 1 of 2. 
- 2 Laat ze dingen op de foto of tekening tekenen, wat de situatie beter/leuker/makkelijker/etc. zou maken.  Het hoeft niet allemaal realistisch te zijn, als ze maar kunnen uitleggen wat het is en waarom ze dat toevoegen.
- 3 Laat ze dit voor de gehele tijdlijn doen, tot ze alle foto's hebben gehad. 

07



Het doel van deze opdracht is om de kinderen na te laten denken over hoe zij zich op verschillende momenten tijdens de activiteit voelde.

Door hier muziek aan te koppelen kunnen ook de kinderen die het moeilijk vinden om te verwoorden zichzelf hierin uiten.



Terugdenken

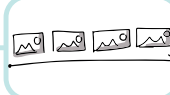






Reflecteren

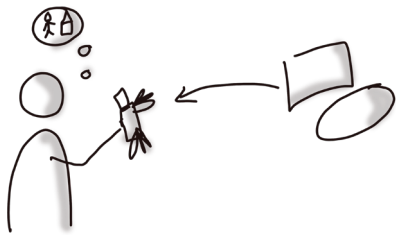


Analyseren

STAPPEN

- 1 De kinderen nemen de tijdlijn uit opdracht 1 of 2 als startpunt. 
- 2 Per afbeelding denken zij na over wat voor sfeer er was en hoe zij zich hierbij voelde. 
- 3 Ze krijgen een soundboard met allemaal verschillende geluiden en muziekjes. 
- 4 Ze zoeken één of meerdere geluiden/muziekjes uit die bij de sfeer van de foto passen.  Dit kan ook in 2 talen gedaan worden zodat de kinderen kunnen overleggen, maak in dit geval notities van de argumenten voor bepaalde keuzes.
- 5 Dit doen ze voor alle foto's en op deze manier maken ze een tijdlijn van muziek.  Maak aantekeningen wat voor muziek of geluiden zij hebben gekozen en waarom zij deze hebben gekozen.

08



Het doel van deze opdracht is om de kinderen na te laten denken over wat voor hen de situatie beter zou maken.

Doordat zij hier een knutselwerk van maken kan je erachter komen op welke momenten er nog iets voor hen ontbreekt en waar zij op die momenten behoefte aan hebben.



Terugdenken




Reflecteren

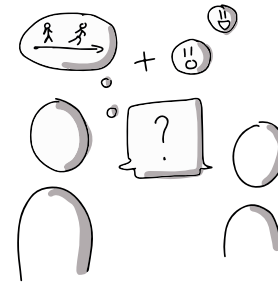


Analyseren

STAPPEN

- 1 De kinderen nemen de tijdlijn uit opdracht 1 of 2 als startpunt. 
- 2 Geef de kinderen een random voorwerp om te knutselen.  Dit nodigt de kinderen uit om hun fantasie te gebruiken.
- 3 Laat elk kind iets met hun voorwerp knutselen wat zij in de situatie van de tijdlijn zouden kunnen gebruiken.  Laat ze nadenken over welk punt op de tijdlijn zij graag iets voor zouden ontwerpen. Het kan ook voor meerdere momenten zijn.
- 4 De kinderen spelen het verhaal na, alleen kunnen zij hun gadget nu gebruiken in de situatie.  Maak aantekeningen. Wat zijn de functies van de knutselwerken van de kinderen en wanneer worden ze gebruikt?

09



Het doel van deze opdracht is om de kinderen na te laten denken over wat belangrijke factoren waren in de situatie en hoe deze de situatie kunnen veranderen.

Wat zou je blij/verdrietig/boos/etc. maken in deze situatie?



Terugdenken

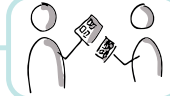







Reflecteren

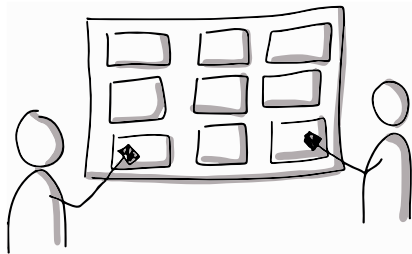


Analyseren

STAPPEN

- 1 Laat de kinderen tweetallen vormen en neem de tijdlijn die zij in opdracht 1 of 2 hebben gemaakt. 
- 2 In tweetallen vertellen zij elkaar over hun tijdlijn en kiezen zij 1 van de 2 tijdlijnen uit. 
- 3 De PM-er vertelt een emotie. En de kinderen bedenken wat er op de tijdlijn anders gebeurd zou kunnen zijn waardoor zij zich zo zouden voelen. 
- 4 De tweetallen vertellen hun verhaal of beelden het uit.  De kinderen kunnen zelf kiezen wat zij het liefste willen doen.
- 5 Nu nemen zij de andere tijdlijn en krijgen zij de volgende emotie te horen, waarbij zij hetzelfde doen.  Dit kan een aantal keer herhaald worden om zoveel mogelijk voorbeelden te krijgen.
- 6 PM: Maak aantekeningen. Wat veroorzaakt de verschillende emoties?  Bewaar de aantekeningen om ze te analyseren met behulp van opdracht 22 of 23.

10



Het doel van deze opdracht is om de kinderen na te laten denken over welke momenten op hun tijdlijn zij als negatief hebben ervaren.

Daarnaast zorgt het tweede deel van de opdracht ervoor dat de kinderen duidelijk kunnen maken waar zij behoefte aan hebben in deze situatie.

Deze opdracht kan over een langere periode blijven hangen waardoor de kinderen op meerdere kinderen kunnen reageren en er ook langer over na kunnen denken.



Terugdenken

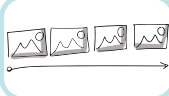


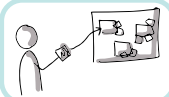


Reflecteren

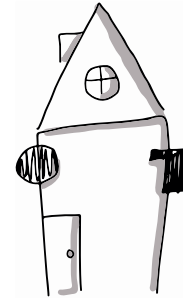


Analyseren

STAPPEN

- 1 Laat de kinderen de tijdlijn uit opdracht 1 of 2 nemen. 
- 2 Elk kind zoekt op zijn/haar eigen tijdlijn het moment uit dat zij het minst leuk vonden. 
- 3 Elk kind plakt zijn eigen gekozen moment op een gezamenlijk bord en legt kort uit wat ze hebben gekozen.  Maak aantekeningen. Wat zijn de meest negatieve ervaringen, waarom?
- 4 Andere kinderen kunnen nu iets tekenen voor de andere kinderen wat hen zou kunnen helpen in die situatie en plakt dit erbij.  Maak aantekeningen: wat voegen de andere kinderen toe, waarom?

11



Het doel van deze opdracht is om de kinderen na te laten denken over wat zij graag zouden toevoegen in de context als dit mogelijk was. Op deze manier kan je erachter komen waar de behoeften en wensen van de kinderen liggen in een bepaalde situatie.



Terugdenken


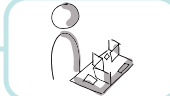
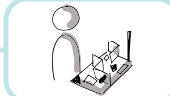
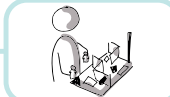


Reflecteren

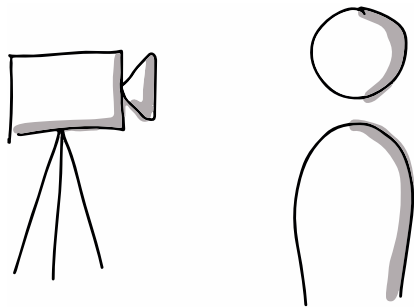


Analyseren

STAPPEN

- 1 Vraag de kinderen om terug te denken aan een herinnering die zij hebben met betrekking tot het onderwerp.  Door de kinderen terug te laten denken aan een eigen herinnering is het makkelijker om op de situatie te reflecteren.
- 2 Laat ze de omgeving in het klein nabouwen.  Met behulp van karton, lego, etc.
- 3 Laat ze nu dingen hieraan toevoegen die hen zou helpen tijdens de activiteit.  Hiermee laat je de kinderen nadenken over hun behoeften en wensen op dat moment.
- 4 Laat de kinderen de situatie uitspelen in hun gebouwde omgeving.  Maak aantekeningen. Wat hebben de kinderen toegevoegd? En wat zijn de functies hiervan?

12



Het doel van deze opdracht is om de kinderen na te laten denken over wat zij wel en niet leuk vinden in een bepaalde situatie en om dit vervolgens op een laagdrempelige manier te kunnen communiceren.



Terugdenken



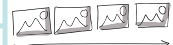
Reflecteren



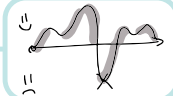
Analyseren

STAPPEN

1 De kinderen nemen de tijdlijn uit opdracht 1 of 2 als startpunt.



2 Laat ze nadenken over wat de leuke en niet leuke momenten waren.

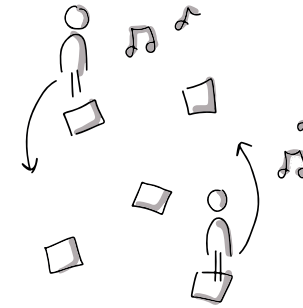


3 De kinderen maken een likes/dislikes vlog voor hun vrienden.



Maak aantekeningen; wat noemen de kinderen als like/dislike en waarom?

13



Het doel van deze opdracht is om de kinderen na te laten denken over wat belangrijke factoren waren in de situatie en hoe deze de situatie kunnen veranderen.

Wat zou je blij/verdrietig/boos/etc. maken in deze situatie?



Terugdenken



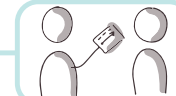
Reflecteren



Analyseren

STAPPEN

1 Laat de kinderen tweetallen vormen en neem per duo één tijdlijn van opdracht 1 of 2.



2 Teken op 1 deel van het plein 8 vakjes met de nummers 1 t/m 8. Teken op een ander deel meerdere vakjes met in elk vak een emotie afgebeeld.



3 Zodra de muziek start rent van elk duo 1 iemand naar de nummers en 1 iemand naar de emoties en gaan ze hier rond dansen.



Net zo als bij stoelendans.

4 Zodra de muziek stopt rent het kind naar het dichtstbijzijnde vakje, kijkt wat hierop staat en rent dan weer terug naar zijn/haar partner.



Per duo is er nu dus een emotie en een nummer.

5 Het nummer staat voor de stap in de tijdlijn. Samen bedenken zij wat er in deze stap gebeurd zou kunnen zijn om de emotie te veroorzaken.

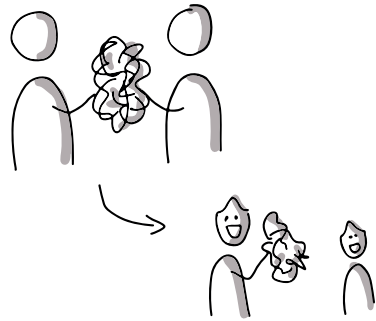


6 De kinderen tekenen, schrijven, acteren of vertellen dit.



Maak aantekeningen. Welke emotie beelden de kinderen uit en waardoor wordt dit veroorzaakt?

14



Het doel van deze opdracht is om erachter te komen waar de behoeften van de kinderen liggen, door ze d.m.v. improvisatie theater een hulpmiddel toe te laten voegen aan de situatie.

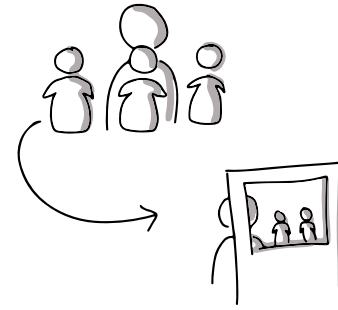


Terugdenken Reflecteren Analyseren

STAPPEN

- 1 Laat de kinderen in tweetallen een random tool maken, ze hoeven nog niet te vertellen wat de functies zijn. 
- 2 Laat ze per duo 1 tijdlijn kiezen, die gemaakt is in opdracht 1 of 2. De tijdlijn moet van één van de twee zijn, omdat ze dan het beste weten wat er gebeurd is en hoe zij zich hierbij voelde. 
- 3 Laat de kinderen per tweetal hun tijdlijn acteren. Tijdens hun verhaal kunnen zij hun knutselwerk gebruiken om hen te helpen. Laat de kinderen improviseren met de functies van hun tool. De situatie moet wel gebaseerd zijn op hun eigen ervaring. 
- 4 De PM-er maakt aantekeningen. Wat kan hun tool en op welke momenten wordt deze gebruikt? Bewaar de aantekeningen voor analyse m.b.v. opdracht 22 of 23. 

15



Het doel van deze opdracht is om erachter te komen waar de kinderen eventueel bang voor zijn in de situatie of zich zorgen om maken (de schurk). En waar de kinderen behoefte aan hebben, waar zij graag hulp of ondersteuning bij zouden willen hebben. (de superheld)

Zorg dat je het aantekeningen blad van opdracht 22 of 23 bij de hand hebt.

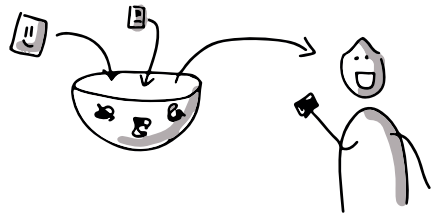


Terugdenken Reflecteren Analyseren

STAPPEN

- 1 Laat de kinderen de tijdlijn uit opdracht 1 of 2 als startpunt nemen. 
- 2 Laat ze 3 poppenkast figuren maken, 1 die in dezelfde situatie als zij zitten, 1 schurk en 1 superheld. Elk kind maakt alle 3 de figuren. 
- 3 Laat de kinderen om en om een poppenkast voorstelling geven. Gebruik opdracht 22 of 23 om aantekeningen te maken. 

16



Het doel van deze opdracht is om de kinderen actief na te laten denken wat een bepaalde emotie kan veroorzaken in de situatie van het onderwerp.

Op deze manier krijg je een beter beeld welke factoren belangrijk zijn voor de kinderen en wat hen blij zou maken, angstig, boos, etc.








Terugdenken

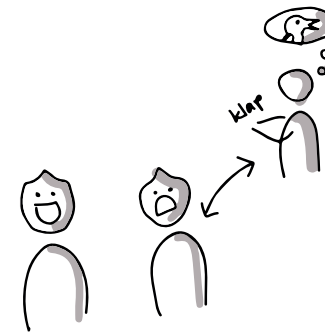
Reflecteren

Analyseren

STAPPEN

- 1 De PM-er vertelt het onderwerp. 
- 2 1 kind loopt naar voren en grabbelt 1 blaadje uit de bak, hierop staat een emotie.  Deze kan de PM-er hebben voorbereid of dit kan samen met de kinderen gedaan worden.
- 3 Het kind beeldt deze emotie uit en andere kinderen proberen de emotie te raden. 
- 4 Als deze geraden is proberen de kinderen met voorbeelden, gerelateerd aan het onderwerp, te komen wanneer zij deze emotie zouden ervaren.  Maak aantekeningen. Wat veroorzaakt de verschillende emoties?
- 5 Hierna is de volgende aan de beurt. Zelfde onderwerp, maar een andere emotie om uit te beelden.  Bewaar de aantekeningen om ze uit te werken met behulp van opdracht 22 of 23.

17



Het doel van deze opdracht is om de kinderen zich in te laten leven in verschillende personages en hiermee erachter te komen waar hun wensen, behoeften, angsten, etc. liggen.

De resultaten van deze opdracht kunnen gebruikt worden voor analyse in opdracht 22 of 23.





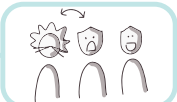
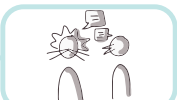


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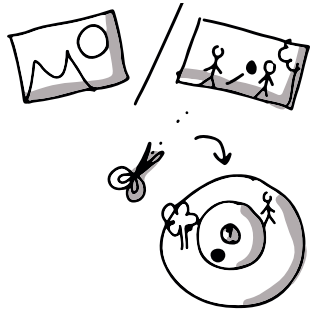
Reflecteren

Analyseren

STAPPEN

- 1 De PM-er vertelt het onderwerp. 
- 2 2 kinderen beelden deze situatie uit. 
- 3 De kinderen die kijken kunnen tijdens het toneelspel, zichzelf inklassen.  Als de kinderen te snel klappen, kan je ook zelf klappen en iemand kiezen die in het spel gaat.
- 4 Als een kind klappt mag hij/zij 1 personage kiezen: aapje, vogel, leeuw of konijn. (personages gebaseerd op de kanjertraining)  Aapje: grappig, soms bijdehand
Vogel: groepsleider, soms gemeen
Konijn: aardig, soms vertegen
Leeuw: Behulpzaam en zichzelf
- 5 Deze persoon vervangt 1 van de 2 spelers en het verhaal gaat door, maar nu hoe dit personage zou reageren.  Degene die al het langst in het spel is wordt vervangen.
- 6 Ga hiermee door tot het verhaal af is, nu kan er een nieuw verhaal beginnen binnen hetzelfde onderwerp.  Maak aantekeningen: wat doen de verschillende personages?

18



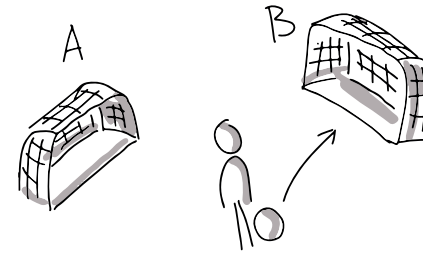
Het doel van deze opdracht is om de kinderen actief na te laten denken over wat voor invloed verschillende aspecten in de situatie hebben. Door deze op de cirkel te plaatsen, maken zij een rangschikking tussen de verschillende elementen.



STAPPEN

- Laat de kinderen de tijdlijn uit opdracht 1 of 2 als startpunt nemen.
- Laat ze alle verschillende elementen (personen, objecten enz.) uitknippen.
- De kinderen tekenen zichzelf in het midden van een A4 en tekenen hier 3 cirkels omheen.
Zorg dat de cirkel het hele A4 bedekt, zodat er voldoende ruimte is om dingen tussen te plakken.
- Wat vinden de kinderen het belangrijkste in de situatie? Hoe belangrijker, hoe dichterbij het midden ze dit element kunnen plakken.
Zorg dat alle uitgeknipte onderdelen opgeplakt worden.
- Bespreek hun knutselwerkjes met de kinderen. Waarom zijn deze dingen op deze plek geplakt?
Bewaar de aantekeningen om ze te analyseren met behulp van opdracht 22 of 23.

19



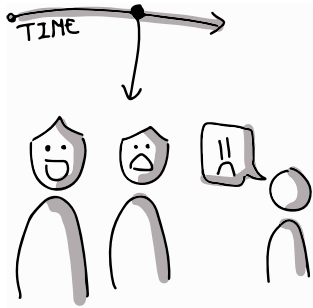
Het doel van deze opdracht is om de kinderen op een interactieve manier vragen te laten beantwoorden over een onderwerp. Doordat ze ook elkaars antwoorden kunnen horen kunnen zij elkaar hiermee inspireren en proberen zoveel mogelijk voorbeelden te geven van wat een situatie bijvoorbeeld leuk of niet leuk maakt.



STAPPEN

- Laat de kinderen terugdenken aan een moment, gerelateerd aan het onderwerp.
- Pak een voetbal en verdeel het veld in 2 delen; leuk en niet leuk.
- Om en om mogen de kinderen de bal proberen te scoren aan 1 van de 2 kanten.
- Op het moment dat zij de bal schieten, noemen zij een herinnering wat dit moment leuk of niet leuk maakte. (Gebaseerd op welke kant zij op schieten.)
Maak aantekeningen. Wat noemen de kinderen voor voorbeelden bij elke categorie?
- Dit kan doorgaan tot de kinderen niets meer weten, dan kan een volgende categorie aan de vlakken toegewezen worden.

20



Het doel van deze opdracht is om erachter te komen hoe verschillende kinderen zich in een bepaalde situatie voelen. En wat hiervoor de reden is.

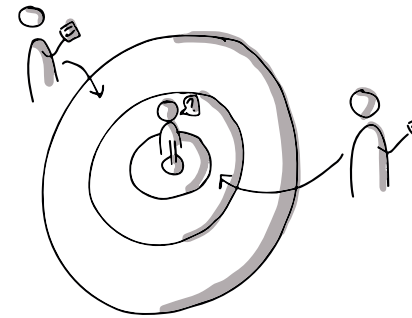
Daarnaast nodigt de opstelling uit voor de kinderen om in discussie met elkaar te gaan.



STAPPEN

- 1 De kinderen nemen de tijdlijn van opdracht 1 of 2 als startpunt. 
- 2 Om en om mogen zij 1 stap van hun tijdlijn uitkiezen en deze uitbeelden.  Hiermee reflecteren de kinderen op alle stappen van de gebeurtenis.
- 3 Daarna bespreekt de groep met elkaar hoe zij zich in deze situatie zouden voelen. Komt dit overeen met degene die het heeft ervaren?  Maak aantekeningen. Wat zijn de verschillende gevoelens die de kinderen noemen en wat voor redenen geven zij hiervoor.

21



Het doel van deze opdracht is om de kinderen na te laten denken over welke elementen invloed hadden op hoe zij de situatie hebben ervaren en wat voor effect deze elementen dan hadden op de situatie.

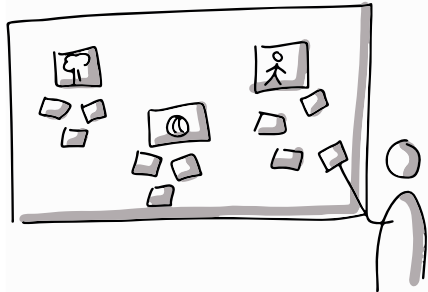
Er is mogelijkheid voor discussie tussen de kinderen om meer informatie te weten te komen.



STAPPEN

- 1 Neem de tijdlijnen van de verschillende kinderen uit opdracht 1 of 2 als startpunt. 
- 2 Laat de kinderen de verschillende elementen uitknippen, opvouwen en in hun eigen bakje doen. 
- 3 De kinderen grabbelen 1 onderdeel uit hun eigen bakje.  Uit hun eigen bakje, omdat zij hierdoor op hun eigen ervaring moeten reflecteren.
- 4 Op de grond staan 3 cirkels om elkaar heen, één kind staat in het midden en stelt een vraag, bijv.: "Ik maak het makkelijker om...."  Er kunnen al een aantal vragen voorbereid worden, de kinderen kunnen ook zelf vragen bedenken.
- 5 Aan de hand van hoe erg hun gegrabbelde element hiermee overeen komt bepaald hoe dichtbij de kinderen gaan staan.  Maak aantekeningen: Wat zijn de gegrabbelde elementen en waarom ze op die plek zijn gaan staan?

22



Het doel van deze opdracht is om erachter te komen wat bepaalde dingen leuk maakt, op deze manier kan je erachter komen waar de behoeften en wensen van de kinderen liggen.

Daarnaast kunnen de kinderen hierbij zelf brainstormen op andere dingen die in dezelfde categorie vallen.

Doordat het over langere tijd blijft hangen start dit misschien ook gesprekken tussen de kinderen en hun ouders over dit onderwerp, waardoor zij op nieuwe ideeën komen.



Terugdenken






Reflecteren

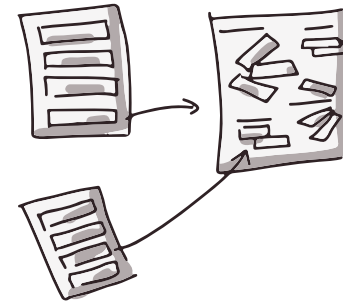


Analyseren

STAPPEN

- 1 De kinderen nemen de positieve elementen uit opdracht 3, 4, 5, 6, 9, 14, 15, 16, 17 of 18 als startpunt. 
- 2 Alle positieve elementen worden op een groot vel op de muur geplakt en de kinderen mogen erbij schrijven wat dit zo leuk maakt. 
- 3 De kinderen gaan andere dingen bedenken met dezelfde eigenschappen. 
- 4 Dit blijft over langere tijd hangen zodat de kinderen altijd dingen toe kunnen voegen.  Laat het hangen tot dat er voldoende dingen zijn verzameld.

23



Het doel van deze opdracht is om de resultaten van opdracht 3, 4, 5, 6, 9, 14, 15, 16, 17 of 18 te gebruiken om conclusies te kunnen trekken.



Terugdenken


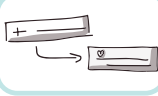

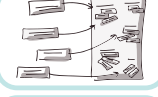




Reflecteren



Analyseren

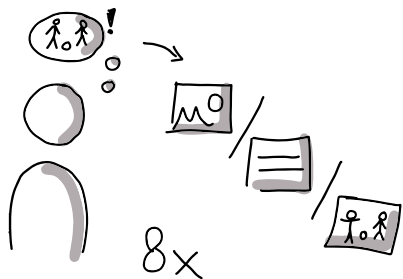
STAPPEN

- 1 Maak aantekeningen van de positieve en negatieve momenten. Wat gebeurd er?  Gebruik hiervoor het notitieblad in bijlage 1.
- 2 Vul de interpretatie kaarten in.  Wat voor wens of behoefte kan je uit deze actie halen?
- 3 Knip de interpretatie kaarten uit en doe alle kaarten bij elkaar.  Ook de kaarten van verschillende kinderen kunnen door elkaar.
- 4 Begin nu met clusteren. Leg 1 kaart op tafel. Pak een 2e kaart, past deze in dezelfde groep of is het een nieuwe groep? Ga door tot alle kaarten op zijn.  Zorg dat je eindigt met minimaal 3, maximaal 10 groepen (clusters). Als het er meer dan 10 zijn, probeer dan groepen samen te voegen.
- 5 Geef elke cluster een naam.  Deze naam zorgt ervoor dat je snel kunt zien wat het onderwerp van deze cluster is.
- 6 Als het van toepassing is, leg verbanden tussen de verschillende clusters.  Noteer de uiteindelijke clusternamen, inclusief verbanden. Bewaar ook de interpretatie kaarten voor als je later terug wilt kijken.

APPENDIX E: EXPLANATION CARDS - DUTCH

In this appendix the explanation cards, used during user-testing, can be found. Since the cards are made for the PE they are in Dutch

01



Het doel van deze opdracht is om de kinderen actief terug te laten denken aan hun ervaring en dit overzichtelijk weer te geven. Dit zal het makkelijker maken om hier vervolgens op te reflecteren.

Doordat de kinderen hun ervaring in 8 stappen omschrijven, moeten zij een selectie maken. Hierdoor kan je erachter komen welke momenten voor hen het belangrijkste waren voor de gehele ervaring.

Dit overzicht kan vervolgens gebruikt worden als basis voor opdracht 2.



Terugdenken



Reflecteren



Analyseren

STAPPEN

- 1

Vraag de kinderen om terug te denken aan een herinnering die zij zelf hebben met betrekking tot het onderwerp.

Door de kinderen terug te laten denken aan een eigen herinnering is het makkelijker om op de situatie te reflecteren.
- 2

Laat de kinderen nadenken over waar dit was, wie er bij was en wat er allemaal gebeurde.

Ook dingen die op het eerste gezicht niet belangrijk lijken kunnen toch een belangrijke rol spelen.
- 3

Laat de kinderen de situatie omschrijven in een stripverhaal, van 8 afbeeldingen, met behulp van foto's of tekeningen.

Door dit te doen moeten de kinderen goed nadenken over welke 8 stappen het belangrijkste waren. Elk kind eindigt met een eigen verhaal.

VOORBEELD

Onderzoeksvraag

“Waar hebben kinderen behoefte aan bij het leren van een nieuwe activiteit?”

- 1

Vraag de kinderen om terug te denken aan een herinnering die zij zelf hebben met betrekking tot het onderwerp.

Een aantal kinderen herinneren hun eerste dansles, sommigen de eerste keer dat zij hielpen met koken en anderen de eerste keer trefbal.
- 2

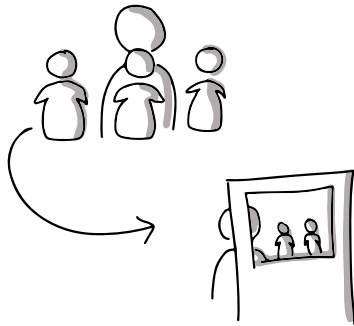
Laat de kinderen nadenken over waar dit was, wie er bij was en wat er allemaal gebeurde.

Er zijn verschillen en overeenkomsten tussen de omstandigheden. Iemand heeft de eerste dansles in een groepsles, iemand anders heeft de eerste dansles via een youtube video.
- 3

Laat de kinderen de situatie omschrijven in een stripverhaal, van 8 afbeeldingen, met behulp van foto's of tekeningen.

De kinderen denken na over wat de belangrijkste 8 stappen waren en maken allemaal hun eigen tijdlijn.

02



Het doel van deze opdracht is om erachter te komen waar de kinderen eventueel bang voor zijn in de situatie of zich zorgen om maken (de schurk). En waar de kinderen behoefte aan hebben, waar zij graag hulp of ondersteuning bij zouden willen hebben. (de superheld)

Zorg dat je het aantekeningen blad van opdracht 3 bij de hand hebt.



Terugdenken



Reflecteren

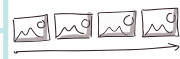


Analyseren

STAPPEN

1

Laat de kinderen de tijdlijn uit opdracht 1 of 2 als startpunt nemen.



2

Laat ze 3 poppenkast figuren maken. 1 die in dezelfde situatie als zij zitten, 1 schurk en 1 superheld.



Elk kind maakt alle 3 de figuren.

3

Laat de kinderen om en om een poppenkast voorstelling geven.



Gebruik opdracht 3 om aantekeningen te maken.

VOORBEELD

Onderzoeksvraag

“Waar hebben kinderen behoefte aan bij het leren van een nieuwe activiteit?”

1

Laat de kinderen de tijdlijn uit opdracht 1 of 2 als startpunt nemen.

1 kind heeft een tijdlijn gemaakt over de eerste keer dat zij hockey heeft gespeeld.

2

Laat ze 3 poppenkast figuren maken. 1 die in dezelfde situatie als zij zitten, 1 schurk en 1 superheld.

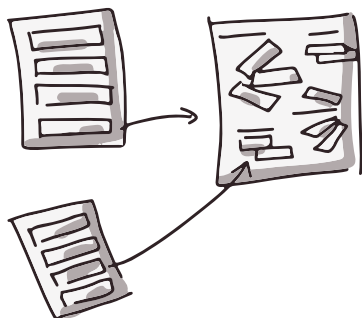
Het kind maakt 3 figuren. Het 1e figuur is degene die voor het eerst hockey gaat spelen, de 2e is een held en de 3e is een schurk.

3

Laat de kinderen om en om een poppenkast voorstelling geven.

In de voorstelling gaat het 1e figuur hockey spelen. De schurk heeft ervoor gezorgd dat de teams door elkaar zijn gehaald waardoor ze meteen tegen het moeilijkste team moet spelen. De held bevriest de tijd en helpt iedereen om de trucjes te leren. Op het moment dat het hele team er klaar voor is gaat de tijd weer verder en verslaan ze het andere team.

03



Het doel van deze opdracht is om de resultaten van opdracht 2 te gebruiken om conclusies te kunnen trekken.



Terugdenken



Reflecteren



Analyseren

STAPPEN

1

Maak aantekeningen van de positieve en negatieve momenten. Wat gebeurt er?



Gebruik hiervoor het notitieblad in bijlage 1.

2

Vul de interpretatie kaarten in.



Wat voor wens of behoefte kan je uit deze actie halen?

3

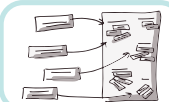
Knip de interpretatie kaarten uit en doe alle kaarten bij elkaar.



Ook de kaarten van verschillende kinderen kunnen door elkaar.

4

Begin nu met clusteren. Leg 1 kaart op tafel. Pak een 2e kaart, past deze in dezelfde groep of is het een nieuwe groep? Ga door tot alle kaarten op zijn.



Zorg dat je eindigt met minimaal 3, maximaal 10 groepen (clusters). Als het er meer dan 10 zijn, probeer dan groepen samen te voegen.

5

Geef elke cluster een naam.



Deze naam zorgt ervoor dat je snel kunt zien wat het onderwerp van deze cluster is.

6

Als het van toepassing is, leg verbanden tussen de verschillende clusters.



Noteer de uiteindelijke clusternamen, inclusief verbanden. Bewaar ook de interpretatie kaarten voor als je later terug wilt kijken.

VOORBEELD

Onderzoeksvraag

“Waar hebben kinderen behoefte aan bij het leren van een nieuwe activiteit?”

1

Maak aantekeningen van de positieve en negatieve momenten. Wat gebeurt er?

Schurk: zorgt dat ze tegen het moeilijkste team moeten spelen.

2

Vul de interpretatie kaarten in.

Interpretatie: Het kind wilt gelijkwaardige tegenstanders, het moet niet meteen te moeilijk zijn.

3

Knip de interpretatie kaarten uit en doe alle kaarten bij elkaar.

Alle kaarten van de verschillende kinderen die meededen worden op 1 stapel gedaan.

4

Begin nu met clusteren. Leg 1 kaart op tafel. Pak een 2e kaart, past deze in dezelfde groep of is het een nieuwe groep? Ga door tot alle kaarten op zijn.

Kaart 1: Het kind wilt gelijkwaardige tegenstanders, het moet niet meteen te moeilijk zijn.
Kaart 2: Het kind wilt graag nieuwe dingen leren.
Kaart 3: Het kind vindt het saai als ze steeds hetzelfde moeten doen.

Kaart 2 en 3 passen in 1 groep, beide hebben ze te maken met variatie in activiteiten. Kaart 1 gaat meer over het instapniveau en hoort daarom in een andere groep.

5

Geef elke cluster een naam.

Bijvoorbeeld de namen; variatie in activiteiten en instapniveau.

6

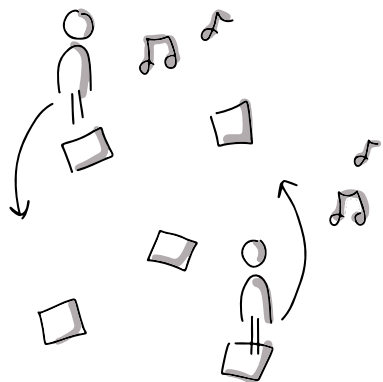
Als het van toepassing is, leg verbanden tussen de verschillende clusters.

De 2 clusters kunnen gelinkt met elkaar worden. De kinderen vinden het leuk om nieuwe activiteiten uit te proberen, maar dan moet het wel op hun eigen niveau liggen.

Notitieblad

NR.	Positief	Negatief	Wat gebeurt er? (Invullen tijdens het notities maken)	NR.	Interpretatie (Achteraf invullen, tijdens de analyse)
VB		X	Ze moeten tegen het moeilijkste team spelen.	VB	Het kind wilt gelijkwaardige tegenstanders, het moet niet gelijk te moeilijk zijn. 
VB	X		De tijd wordt bevroren zodat iedereen de trucjes kan leren.	VB	Het kind wil graag nieuwe dingen leren, maar zonder dat er te veel druk op staat.
1.				1.	
2.				2.	
3.				3.	
4.				4.	
5.				5.	
6.				6.	
7.				7.	
8.				8.	
9.				9.	
10.				10.	
11.				11.	

01



MUZIEK TEGELS

Doel

Groepsgrootte: 4-8 kinderen in duo's.

Het doel van deze opdracht is om de kinderen na te laten denken over wat op verschillende momenten in de situatie een bepaalde emotie kan veroorzaken.

Wat zou je blij/verdrietig/boos/etc. maken in deze situatie?

Hierdoor kan je erachter komen waar ze eventueel bang voor zijn, zich zorgen om maken of waar zij behoefte aan hebben in de situatie.

Waarom voor de SWKGroep?

- Het helpt de kinderen om op een creatieve en speelse manier hun gedachten te uiten.
- Het daagt de kinderen uit om samen te werken.
- Het leert de kinderen om te reflecteren op hoe zij een situatie hebben ervaren en om deze gedachte te onderbouwen.



Vorbereiden



Reflecteren



Analyseren

STAPPEN

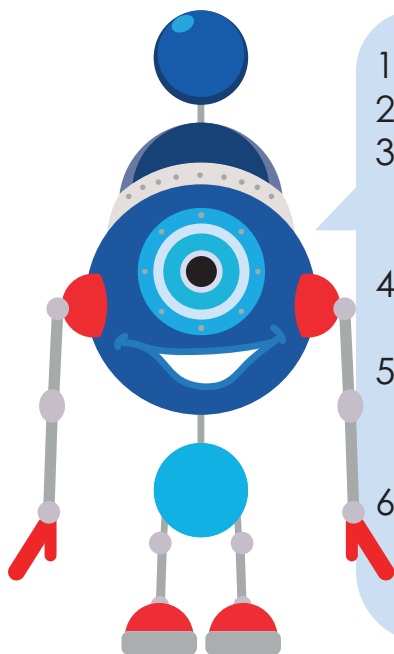
Voorbeeld onderzoeksvraag
"Waar hebben de kinderen behoefte aan als zij op de BSO zijn?"

		EXTRA INFORMATIE	VOORBEELD	
1	Verdeel de verschillende tijdlijn en emotie tegels over de arond, beide op een eigen deel van de ruimte/het plein.		Zorg dat er genoeg ruimte is tussen de emotie kant en de stappenkant, zodat de kinderen in hun eigen deel blijven.	Op het ene deel van het plein liggen tegels met de stappen; Op de BSO aankomen, buiten spelen, eetmoment, activiteiten, opgehaald worden. Op het andere deel van het plein liggen tegels met de emoties; blij, verdrietig, bang, boos, verrast.
2	Laat de kinderen duo's vormen. 1 gaat naar het stappen deel, de ander naar het emotie deel.			Er zijn 3 duo's, van elk duo gaat 1 kind naar de stappen en het andere kind naar de emoties.
3	Zodra de muziek start dansen/lopen de kinderen om hun eigen tegels heen. Als de muziek stopt loopt het kind naar de dichtstbijzijnde, vrije, tegel.		Net zo als bij stoelendans. Er kunnen geen 2 kinderen op dezelfde tegel staan, om te zorgen voor extra variatie in de scenario's.	De kinderen dansen rond de tegels. Zodra de muziek stopt rent 1 kind naar de stap 'buiten spelen' en de parter van dit kind rent naar de emotie 'boos'.
4	Het kind onthoudt de emotie/stap op zijn/haar tegel en rent terug naar hen partner.		Per duo is er nu dus een emotie en een stap binnen de activiteit.	Ieder kind rent terug naar zijn/haar partner. In dit geval rent de gene die bij 'buiten spelen' stond, terug naar zijn partner bij 'boos'.
5	Samen bedenken zij een situatie die, binnen deze stap, deze emotie zou kunnen veroorzaken.		Hierdoor moeten de kinderen goed nadenken wat er zou kunnen gebeuren in de situatie om hen boos, blij, bang, etc. te maken	Ze bedenken een situatie die hen boos zou maken tijdens het buiten spelen. "Als andere kinderen alle kanten gebruiken en niemand anders ermee laten spelen."
6	De duo's maken een tekening van de situatie en presenteren deze, of beelden de situatie uit. Hierna kan de muziek opnieuw gestart worden.		Maak aantekeningen met behulp van het notitieblad en stel de vragen die hier op staan om meer achterliggende gedachtes te weten te komen.	Na het uitbeelden vraagt de PM-er "waarom zou dit je boos maken?" Kinderen: "Het is niet eerlijk als altijd dezelfde kinderen hiermee spelen." PM-er: "Hoe zou jij dit zelf anders doen?" Kinderen: "Door om de beurt met de kar te spelen." De PM-er maakt aantekeningen hiervan op het notitieblad.

Notitieblad

NR.	Emotie	Wat gebeurd er? (Invullen tijdens het notities maken)	Vragen: Waarom zou je je zo voelen?, Heb je dat wel eens meegemaakt?, Wat zou je anders doen?	NR. Interpretatie (Achteraf invullen, tijdens de analyse)
1.				1.
2.				2.
3.				3.
4.				4.
5.				5.
6.				6.
7.				7.

Middag op de BSO



1. Pak een terugdenk kaartje.
2. Kies 1 stap uit de tijdlijn.
3. Kan je in deze stap een voorbeeld bedenken die leuk/niet leuk was?
4. Teken of schrijf wat er gebeurde.
5. Hoe voelde je je? Kies 1 van de emoties die hieronder staan.
6. Lukt het jou om nog meer terugdenk kaartjes in te vullen?!

Emoties



Blij



Verlegen



Bang



Trots



Boos



Geïrriteerd



verveeld



Verdrietig

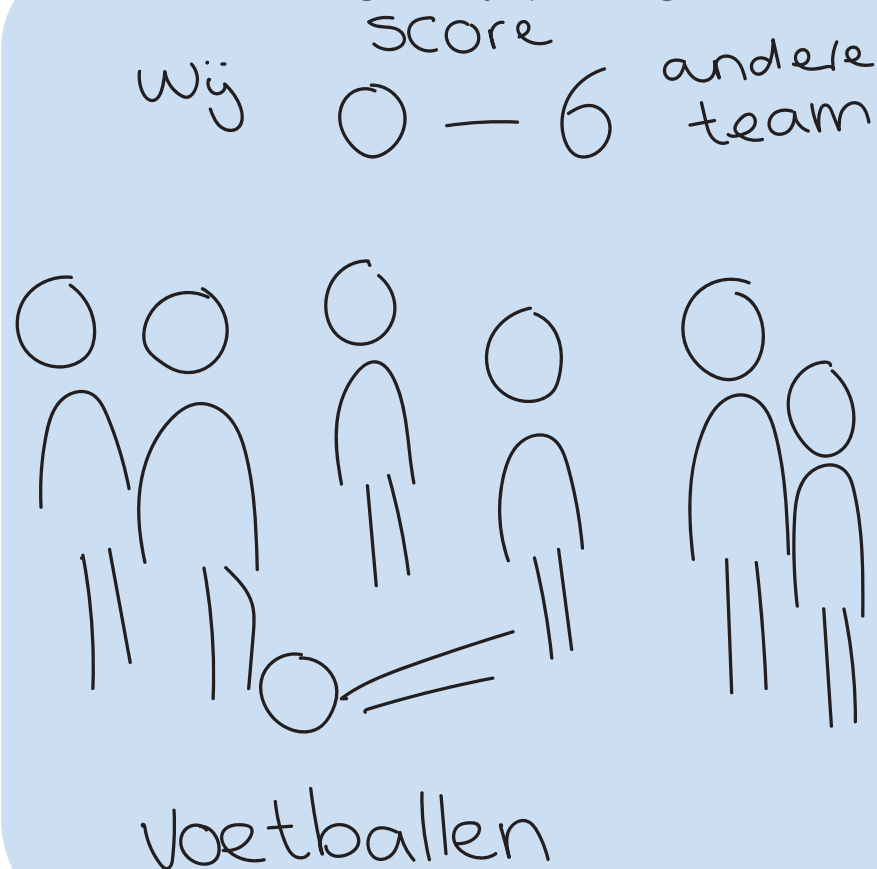
Kijk op de achterkant voor een voorbeeld!

Terugdenk kaart voorbeeld

Tijdens stap 4, Middag activiteit

Gebeurde er dit:

Maak een tekening of schrijf op wat er gebeurde



Hierdoor voelde ik mij verdrietig

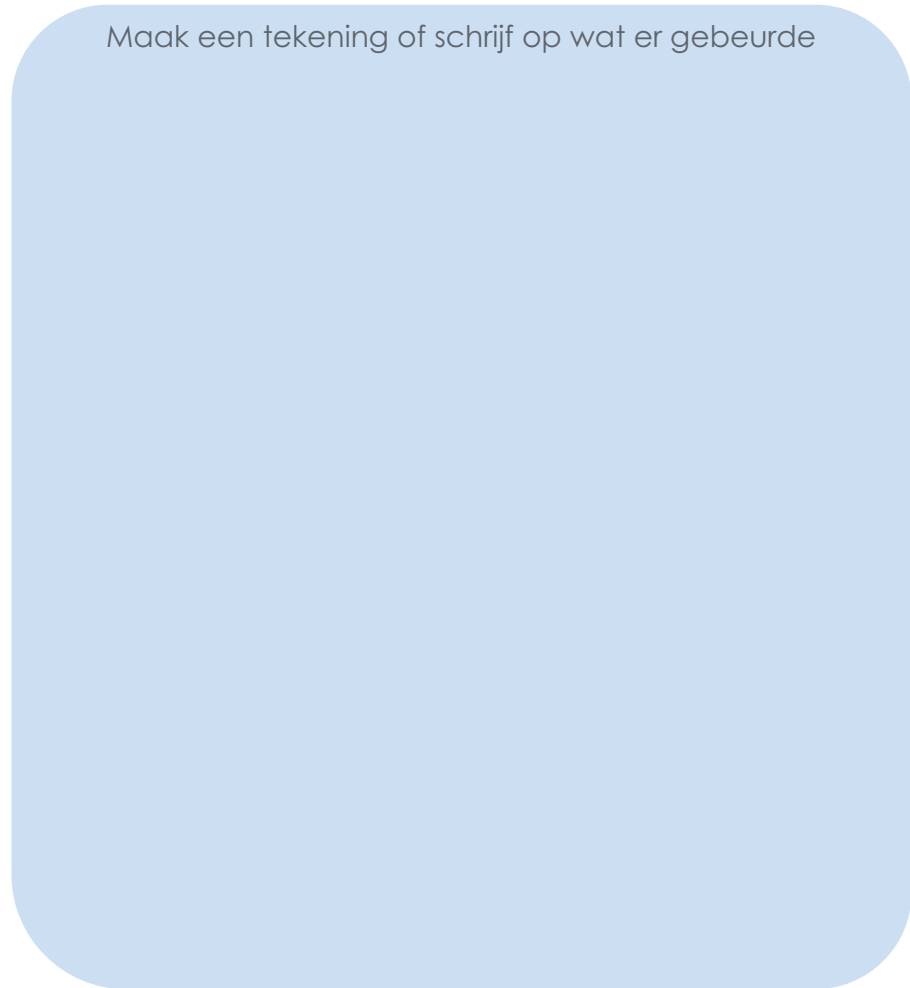


Terugdenk kaart

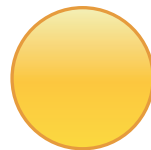
Tijdens stap

Gebeurde er dit:

Maak een tekening of schrijf op wat er gebeurde



Hierdoor voelde ik mij



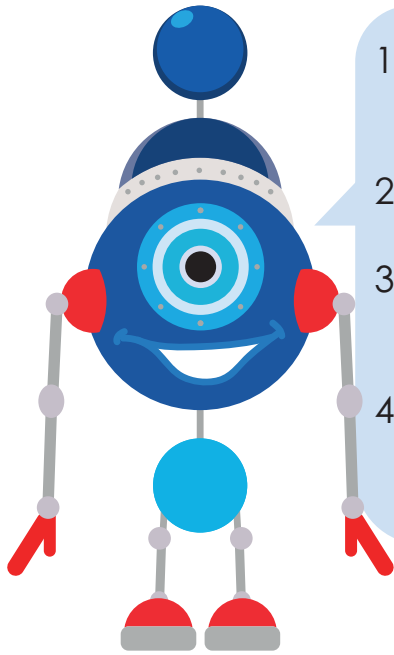
DEZE KANT VULT DE JUF OF MEESTER IN

Wat gebeurde er?

Waarom deze emotie?

Wat is de oplossing? (functies enz.)

Wat maakt dit een goede oplossing?/Waarom is dit belangrijk?



1. Verdeel je terugdenk kaartjes in 2 stapels; leuke en niet leuke momenten.
2. Neem 1 kaartje van de 'niet leuk' stapel.
3. Gebruik de klei om iets te maken wat dit moment beter/leuker zou maken.
4. Als je iets hebt bedacht kan je doorgaan met een volgend 'niet leuk' kaartje.

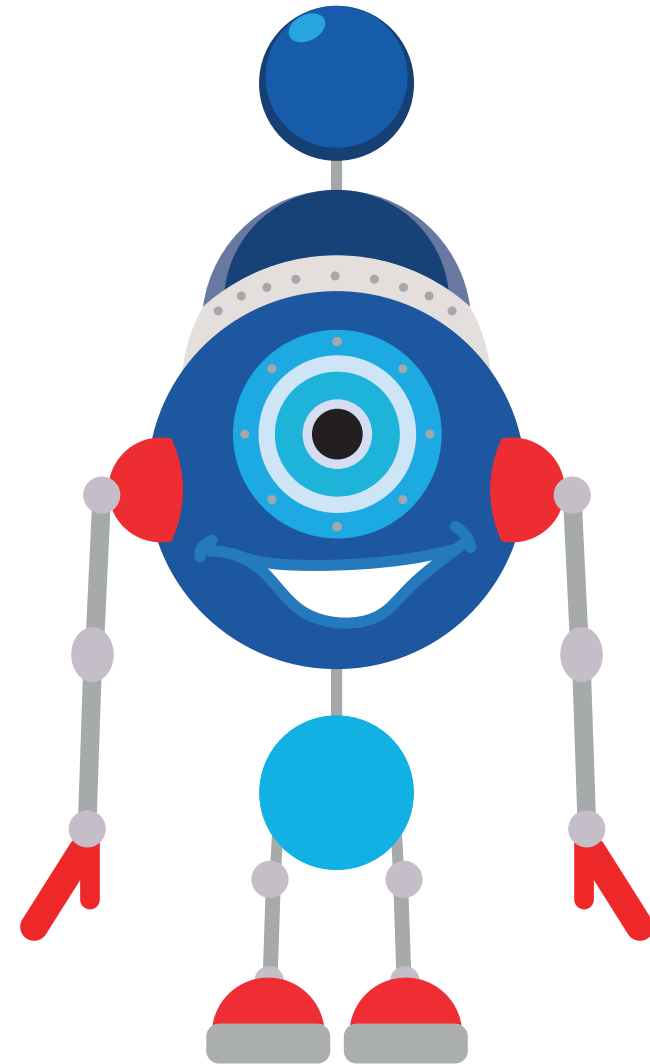
Je mag zelf een oplossing bedenken, het hoeft niet echt te bestaan.

Voorbeeld



Niet leuke moment: We verloren elk potje voetbal van het andere team.

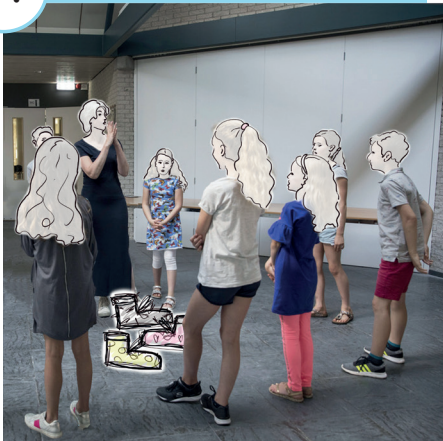
Oplossing: Een voetbal die meet hoe goed elk team is. De voetbal helpt het minder goede team, waardoor beide teams kans maken om te winnen.



In andermans schoenen staan

Het doel van deze opdracht is om erachter te komen wat de kinderen belangrijk vinden en waar zij behoefte aan hebben als zij op de BSO zijn. Met behulp van de opdracht en het aantekeningenblad is het de bedoeling dat de kinderen dieper na gaan denken over wat zij belangrijk vinden en waarom, om op deze manier voorbij de oppervlakkige informatie te komen.

1.



Iedereen staat in een kring, met de schoenen in het midden.

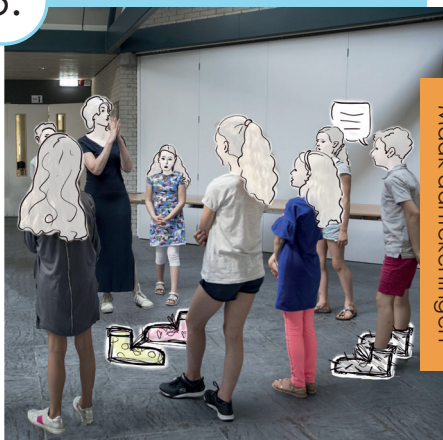
2.



Maak aantekeningen

1 van de kinderen noemt een herinnering aan de BSO die positief of juist negatief was. De PM stelt hier een aantal vragen over.

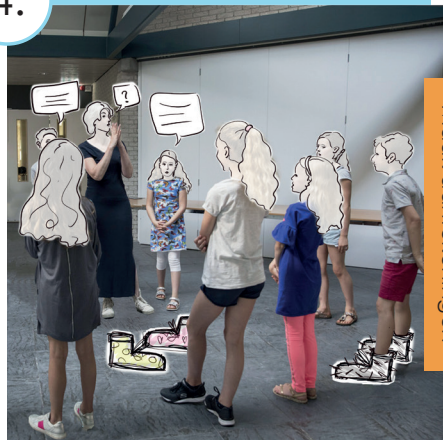
3.



Maak aantekeningen

1 van de kinderen kiest een paar schoenen uit en vertelt wat dit karakter in deze situatie zou doen.

4.



Maak aantekeningen

Daarna wordt dit voorbeeld met de groep besproken en ga je weer terug naar stap 1.

Stap 2 - Herinnering	Stap 3 - Ander personage	Stap 4 - Bespreking
<p>Maak hier aantekeningen van de herinnering die het kind noemt. Waarom is deze herinnering zo positief/negatief voor het kind? Probeer door te vragen.</p> <p>VOORBEELD <input checked="" type="checkbox"/> Positief <input type="checkbox"/> Negatief Handstand maken. Omdat ik een nieuwe trucje heb geleerd. Zodat ik het aan anderen kan laten zien.</p> <p><i>Als de kinderen bijvoorbeeld alleen positieve momenten noemen, laat ze dan eens een negatieve noemen.</i></p>	<p>Maak hier aantekeningen van hoe het kind denkt dat een ander personage in deze situatie zou kunnen reageren.</p> <p>VOORBEELD <input type="checkbox"/> Gemeen <input checked="" type="checkbox"/> Aardig <input type="checkbox"/> Verlegen <input type="checkbox"/> Grappig Deze persoon zou gaan kijken naar de handstand en tips geven om het nog beter te doen.</p> <p><i>Zorg dat de kinderen niet steeds dezelfde karakters kiezen.</i></p>	<p>Is iedereen het ermee eens? Waarom zou dit personage dit doen? Waarom past dat goed bij zijn karakter? Heeft iemand dit wel eens meegemaakt? Wat zou je zelf doen?</p> <p>VOORBEELD Omdat het aardig is om anderen te helpen. En daardoor kan ik beter worden in het trucje. En ik kan een optreden geven, dat vind ik leuk om te doen. Wij geven thuis wel eens optredens voor mijn zusje.</p>
<p><input type="checkbox"/> Positief <input type="checkbox"/> Negatief</p>	<p><input type="checkbox"/> Gemeen <input type="checkbox"/> Aardig <input type="checkbox"/> Verlegen <input type="checkbox"/> Grappig</p>	
<p><input type="checkbox"/> Positief <input type="checkbox"/> Negatief</p>	<p><input type="checkbox"/> Gemeen <input type="checkbox"/> Aardig <input type="checkbox"/> Verlegen <input type="checkbox"/> Grappig</p>	
<p><input type="checkbox"/> Positief <input type="checkbox"/> Negatief</p>	<p><input type="checkbox"/> Gemeen <input type="checkbox"/> Aardig <input type="checkbox"/> Verlegen <input type="checkbox"/> Grappig</p>	
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<p><input type="checkbox"/> Positief <input type="checkbox"/> Negatief</p>	<p><input type="checkbox"/> Gemeen <input type="checkbox"/> Aardig <input type="checkbox"/> Verlegen <input type="checkbox"/> Grappig</p>	