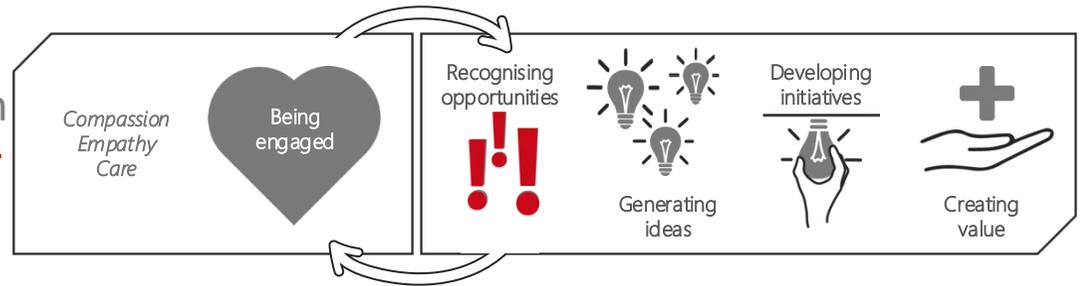


LOOKING HOPEFUL

Recognising opportunities through optimism



age 4 - 6

age 7 - 9

age 10 - 12



50 min



SUITABLE

- To inspire a sense of hope and confidence in meaningful change.

TIPS

- Encourage children to be creative and innovative
- After steps 1 and 2, have the children discuss the results with other pairs to ensure the activity runs smoothly.

MATERIALS

A3 paper, markers or coloured pencils, worksheet 'looking hopeful'

Source: transitionmakers.nl

STEP 1

Explain that every meaningful change (transition) in our society involves **driving forces** (the **engine**, something that enables **positive change** to take place) and **inhibiting forces** (the **brake**, reasons why **change is delayed or does not happen**).

Have the children work in pairs to fill in the engine and brake columns on the 'looking hopeful' worksheet.

STEP 2

Ask the children to rephrase all the inhibiting forces (**brake**) they found in STEP 1 in a positive way in the third column (**accelerator**).

Helpful questions:

- What is the opposite of the brake?
- How can you bypass the brake?
- How can you prevent the brake?

STEP 3

Let the children share their optimistic reformulations with the class.

Encourage the children to identify new opportunities for social entrepreneurship based on the reframing.



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Example

LOOKING HOPEFUL

Context

Children often see delivery services driving around the neighbourhood with parcels for local residents. These often contain clothing that has been purchased online. In a class discussion, the children note that many people around us want to buy clothing that is not (too) expensive. This encourages fast fashion, which is not good for local clothing shops. The teacher talked a little more about fast fashion, including its impact on the environment and on people in manufacturing countries (e.g. transport, price, low-wage countries, rapidly changing collections, bulk production, waste, lower quality, etc.).

STEP 1

In pairs, have the children fill in the 'accelerator' and 'brake' columns on the 'hopeful outlook' worksheet for the meaningful change from fast fashion to sustainable clothing.

Accelerator: more change from fast fashion to sustainable clothing, e.g. buying more sustainable clothing

Brake: less or no change from fast fashion to sustainable clothing, e.g. buying more fast fashion

- What are the reasons for people to buy sustainable clothing? (**driver**)
- What are sustainable clothing companies doing to encourage people to choose sustainable clothing? (**driver**)
- What causes people to continue buying fast fashion? (**brake**)
- What are fast fashion companies doing to keep selling as much as possible? (**brake**)
- What is a reason for people not to buy sustainable clothing? (**brake**)

STEP 2

Ask the children to rephrase all the inhibiting forces (**brake**) positively in the third column (**accelerator**). Use guiding questions (see step-by-step plan) or model using an example if necessary.

Sustainable clothing is often more expensive → Buy second-hand: it is often inexpensive and there are more and more second-hand shops.

STEP 3

Have the children share their optimistic reformulations with the class and identify new opportunities for social entrepreneurship, e.g. *organising a second-hand clothing market for the neighbourhood.*

van fast fashion naar duurzame kleding		
motor	rem	gaspedaal
kopen van duurzame kleding is beter voor het milieu	duurzame kleding is vaak duurder	duurzame kleding is tweedehands prima te betalen
het geeft een goed gevoel (dat je iets goeds doet)	niet duidelijk welke kledingmerken nu echt duurzaam zijn (green washing)	er zijn wel een aantal merken die onderzocht zijn en duurzaam zijn: <u>Veja</u> , Patagonia
als duurzame kleding makkelijk online te kopen is, is het een drijvende kracht	het is nu nog 'normaal' om te winkelen bij SHEIN, TEMU, Primark of andere fast fashion merken	begin bij jezelf: als je het zelf normaal vindt om duurzame kleding te kopen, dan gaan je ouders vanzelf ook mee

meaningful change

engine

brake

accelerator

