

REVERSE PLANNING

Working systematically

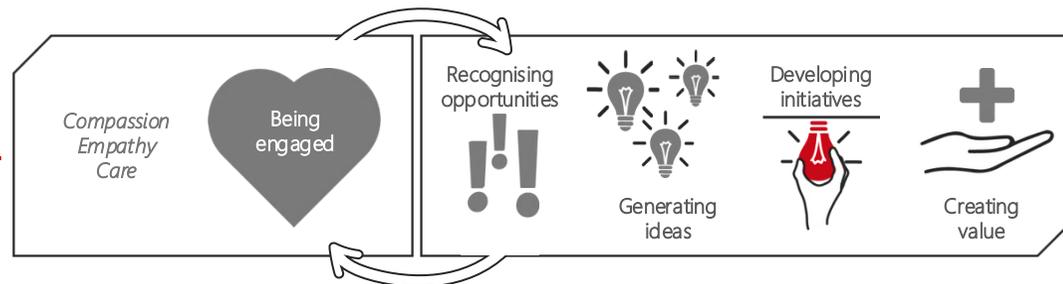
age 4 - 6

age 7 - 9

age 10 - 12



45 min



SUITABLE

- Once an initiative has been chosen.
- to draw up an action plan.
- To learn how to plan.
- To reflect on later.

TIPS

- Complete the reflection exercise for the first time in class under supervision.

MATERIALS

Paper, markers, pen,
worksheet 'reverse planning'

STEP 1

Have the children work in groups to complete a reverse planning exercise (worksheet 'reverse planning'). This involves thinking backwards from the end result in steps to the current situation.

- Write the initiative you have come up with in the cloud in the last column.
- Think one step back: what needs to be done as a final step to make the initiative possible? Fill this in in the penultimate column. There may be several things, so list them one below the other.
- Think one step back: what needs to happen just before that? Fill this in in the previous column.
- Repeat until you reach the 'now'. That is the first column.

STEP 2

Bring the children's thinking exercises together on the board.

Discuss all the steps on the board with the class. Combine any that are similar.

STEP 3

Choose the most appropriate plan of action or draw one up together based on the steps on the board.

Together with the children, determine:

- important milestones and circle them;
- a timeline and add it to the plan of action
- possible obstacles and put an exclamation mark;
- agreements on to-do's and the distribution of tasks.

STEP 4

Hang the action plan in the classroom so that the children can always see the process.

Let the children tick off each step they have taken on the plan and adjust the process if necessary.

Source: -



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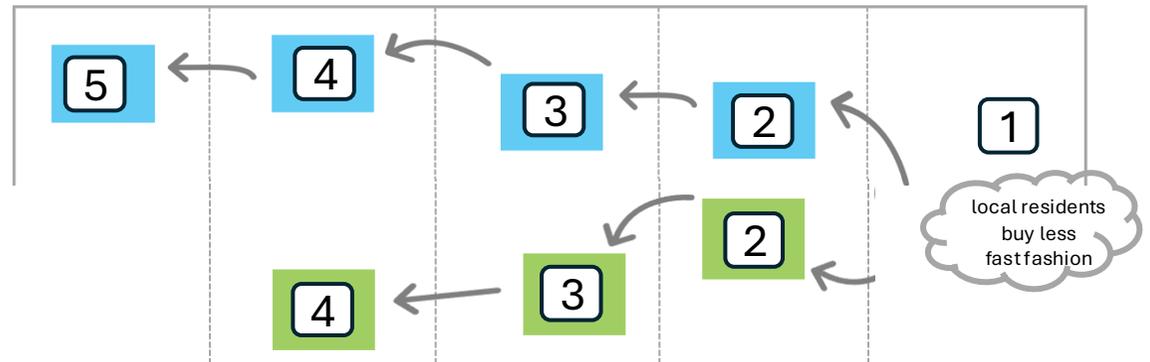
Example

REVERSE PLANNING

Context

Children often see delivery services driving around the neighbourhood with parcels for local residents. These often contain clothing that has been purchased online. In a class discussion, the children note that many people around them want to buy clothing that is not (too) expensive. This encourages fast fashion, which is not good for local clothing shops. The teacher talked a little more about fast fashion, including its impact on the environment (transport, low quality, waste, etc.) and its impact on people in manufacturing countries (low-wage countries, child labour, etc.). The children came up with ideas about opportunities they saw in informing people about fast fashion, but also in how they could encourage people to buy new clothes less often. Now they are looking at how they can turn their ideas into real initiatives.

STEP 1



STEP 2

Write the children's ideas on the board.

Discuss all the steps on the board with the class and combine any that are similar.

STEP 3

Choose the most appropriate plan of action or draw one up together based on the steps on the board. *See example on the next page.*

- Circle important milestones. 
- Mark any potential obstacles with an exclamation mark 
- Add a timeline. 
- Make agreements about to-do's

STEP 4

Hang the action plan in the classroom so that the children can always see the process.

Let the children tick off each step they have taken on the plan and adjust the process if necessary.

Example

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