



## Shape Up – Method Tools

### Vision

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The **Vision phase** that follows the **Investigation phase** aims to develop alternative solutions to the problems selected and investigated. This is similar to the selection phase: one or two sessions with pupils.

Pupils can be encouraged to use different forms of expression to present their visions: drawing, painting, modeling, songs, drama, essays, etc. The influence of the teacher here should be kept to minimum to keep pupils focused on the topic as opposed to daydreaming about other things.

For example:

- An ideal school canteen
- An ideal healthy, tasty school meal

Again, all these products (or a selection) should be documented (take a digital photo, or something similar) and published on the portal. You can interview pupils about their visions.

Moreover, an exhibition could be organised at the school or in the local community (city) to present the investigation findings and the pupils' visions. Also, local newspapers, TV stations, etc. could feature these activities.

**Action** (we will talk more about this in February) will aim to draw closer to these visions and change things.

E.g.

Improve the physical environment of the canteen or improve the food on order.



In summary, it is important to note that all the project phases (**IVAC**) build upon each other and work with the issues that have been selected at the beginning.

None of these processes are fixed and linear: in some cases, children will develop visions and investigations together, or jump from investigation to vision or vice versa, and there is nothing wrong with this.