



PROBLEM SOLVING



7-11 years



Groups of 5 children



LET'S AGREE TO MAKE OUR OWN LOGO



40-50 minutes



The main aim is to develop basic skills for reaching agreements involving listening, coordination, negotiation, decision-making and problem solving skills.

The objectives include:

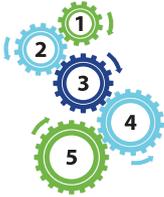
- motivate children to think about themselves as individuals and as a group;
- guide them to identify what represent them and have in common at the same time;
- support teamwork in order to reach an agreement.



List of needed materials :

- Big blank sheets and colours
- Logo examples sheet (see below)





Separate the classroom in groups of 5 children and make them sit around one or two tables (depending on the size) and make sure, as facilitator, the groups are formed by children of different nature and that they are relaxed. Now show them a copy of the Logo example sheet, give them a big blank paper sheet and colours.

You can use the following paragraph as introduction to the activity:

“A logo is a graphic mark, emblem or symbol commonly used by organizations, that is, entities comprising multiple people that have a collective goal or things in common, to aid and promote instant public recognition. Logos are either purely graphic (symbols/icons) or are composed by the name of the organization (a logotype or wordmark).”

Make sure they understand that the logo should represent them as a group inside the school and could be inspired by something they like, see or live together in the school.

How to implement the exercise:

You can give them between 10-15 minutes to draw the logo.

Once the logos are finished, it is time to play a short game, just to give them a break and make them move.

Game: Make the children sit in their usual places. In this game the facilitator chooses a color and a body part. Children must find an object in the room with that colour and then touch the object with the selected body part. For example, if the facilitator calls out orange elbow, children will find an orange object and touch it with their elbow. The slower child in completing the instruction can be asked to sit down. The facilitator continues calling colors and body parts and the last student remaining is the winner.

After the game, make the groups sit again around the table/s and introduce the next part of the exercise. Ask each group to choose a spokesperson that will be the only one allowed speaking in the name of the group.

The spokesperson will show the logo to the classroom while explains the different parts of the logo and what is inspired from.

After the intervention of each spokesperson, they will have to discuss about which logo best represents the classroom as a whole or agree in a combination of them with the aim of getting a final version of the classroom logo. The rest of members of the group cannot intervene in the debate directly, if they want to communicate something all they can do is to deliver a written note explaining what they want the spokesperson to say on their behalf.

After the discussion, the facilitator should ask questions in order to make them reflect and analyze the entire arrangement process (e.g. “What difficulties did you find to create the logo?”, “Do you have things in common?”, “Did you find them easily?”, “Every one in the group agreed with the proposals of the rest?”, “Why?”, “Are we different?”, “Is it good or bad?”, “Does any of the group agreed with the opinion of other even when he/she thought that his/her own proposal was better?”, “Is it easy to understand and assume the ideas of others?”, “Is it necessary listen other’s explanations and ideas to reach an agreement?”, “Did you feel that the rest of the group listened you?”)

Also try to emerge the reflection on how difficult was to play the role of spokesperson and if they were able to meet the demands of the group members. In the same sense, ask the group members to explain how they felt being represented by an only spokesperson and not being able to intervene directly.



Go through all questions. The aim is to make a first approach to the terms of self-reflection, group identity, empathy and tolerance, and help them to understand the importance of listening and respect the contributions of others.

Note: for the upper segment of the age group (10-11) children may be encouraged to find information about the power of symbols, especially in the case of logos, e.g. symbols as vehicles of meaning (As example: each group finds an interesting meaning of a logo they know: in the AMAZON logo, the arrow means from A to Z as they sell a variety of products and the symbol is a curve to mean the satisfaction of the clients) .

Source: adapted from: We all like our logo. ETHIKA project.