

Things I do on my own



<https://www.freepik.com>

AGE	3 – 6 years
VALUE	Independence
MATERIALS	Printed Table of Actions, three colour “coins” made of cardboard/collage or magnets in three colours for blackboard, white papers, colours
DURATION	30 minutes
GROUP SIZE	5 to 10 children
OBJECTIVES	Identify actions that you do on your own In order to understand the meaning of ‘independent’ Describe actions that you do independently in order to recognize your skills in everyday life.
METHODOLOGY	Socratic dialogue
AUTHOR	Petit Philosophy



Copyright ©: Materials may be used in accordance with: Creative Commons Non-Commercial Share-Alike License



Disclaimer

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



STEP BY STEP IMPLEMENTATION

Step 1

The facilitator asks the children to sit in the circle and opens a dialog:

- How did your morning look like?
- What did you do on your own before you came to the class?
-

Children give their answers and if needed, facilitator helps them with additional questions:

- What is a first thing you do in the morning?
- Do you brush your teeth?
- Do you wash your hands?
- Who decides what will be for breakfast?
- Do you make your breakfast?
- Do you decide what you will wear for the day?
- Does somebody helps you put on your clothes?
- Do you pack your backpack for a day?
- Who takes you to the kindergarten?
- What do you do when you get to kindergarten? (If there are some rules like - put your shoes and backpack on the side, wash hands etc., facilitator helps them with an answers).

After a short discussion, facilitator asks the children to think about their answers and find/list the things they did on their own.



Step 2

The facilitator announces a short game and takes out printed Table of Actions.

Table can be pin to a blackboard or if children are sitting on the floor it could be put in the centre of the circle.

The facilitator explains to children that each card in the table represents actions that are done on daily basis. If children can't read, the facilitator asks the children to try and guess which symbols/drawings represents a certain action and helps them with answers

After all children have understood the symbols, facilitator takes three packs of "coins" - symbols. Each pack has his own shape, for example: star, hart and circle (it could be different and mora simple shapes if needed).

The "coins" can be previously made out of the cardboard or stronger collage.

If the facilitator wants to take a longer period of time for this activity, the children can cut the "coins" on their own.

Step 3

The facilitator explains to children that hart coins represent themselves (children), star coins represent adults (parents, grandparents, nanny's etc.) and circle coins represent children and adults together.

The children task is to place a hart coin next to an action they do by themselves (independently), star coins should go next to a actions that adults perform and circle coins should be placed next to an action that children and adults do it together (for example: making breakfast or if children decide on their own what they want to wear but adults help them put on the clothes).

After all children have placed their coins in Table of Action, facilitator starts a discussion with a help of following questions:

- Can you explain your circle coins (one or more) and describe how you do things together with adults/parents?
- Can you explain your hart coins (one or more) and describe how you do those things on your own?
- How do you feel when you do things with no help from adults?
- Is it hard sometime?
- Why?
- Is it ok to ask for help when we get stuck with something?
- Have you ever heard for word independence?

What does it mean? (Facilitator helps the children with an answer.)

- For which action in the table do you want to be more independent – to do things on your own?



- Does it take time to learn new skills? (If the children don't know the word skill, explain to them with understandable vocabulary. For example: Holding a tooth brush and moving it with your hand in a certain way to make sure we washed all of our teeth, that's a skill and we call it brushing.)
- How do we learn new skills?
- Can you explain star coins (one or more) and describe how adults do it independently?
- Do you think that one day you will be doing same things as adults all by yourself?
- Do you think all adults are completely independent – they can do everything on their own? Please explain.
- When you look at the table and the coins would you say you are an independent person?
- Is it sometimes more fun to do things together although you can do them by yourself, like making breakfast?
- Now that you have heard each other's answers, do you want to move your coins differently?

If the children have changed their mind or have understood some action more deeply, the facilitator gives them a chance to move their coins differently and asks them to explain why.

NOTE: All questions can be modified according to age, vocabulary and ability of the group and if a facilitator is working with younger children, some questions can be bypassed or simplified. Table of Actions can be adjusted as well.

Step 4

The facilitator asks the last question:

- Are there any more actions that you do independently but there are not in our Table of Actions right now?

If the children list some additional actions that they do independently, the facilitator gives them a paper and colours to draw that action.

When they are done, children add their action to the table.



Table of Actions

<p>ZÄHNEPUTZEN</p> 	<p>KOCHEN</p> 	<p>GASSI GEHEN</p> 
<p>DAS HAUSTIER FÜTTERN</p> 	<p>ANZIEHEN</p> 	<p>BETT MACHEN</p> 
<p>AUFRÄUMEN</p> 	<p>WASCHEN</p> 	<p>EIN BROT MACHEN</p> 
<p>SAUBERMACHEN</p> 	<p>BLUMEN GIEßEN</p> 	<p>AUFWACHEN</p> 
<p>EINE STRAßE ÜBERQUEREN</p> 	<p>SCHNÜRSCHUH BINDEN</p> 	<p>TISCH DECKEN</p> 



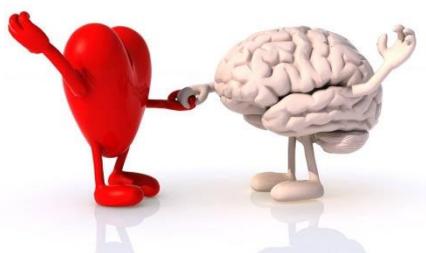
CRITICAL ASSESSMENT

OBSERVED BEHAVIOR	YES	NO	COMENTS
The children understood the game and performed the task independently or with a help from facilitator			
The children understood the meaning of independence			
The children understood that becoming indented takes time and new skills			
The children rearranged their coins in the table at the end of step 3			
The children added additional actions that they do independently			

The most courageous act is still to think for yourself. Aloud.

– Coco Chanel

Self-care Hints for Childcare professionals and teachers:



Stop all the multi-tasking. In today's high-paced world, many of us pride ourselves on being able to effectively multi-task. The truth, though, is that focusing on one thing at a time increases your efficiency and productivity.