



classroom activity - self value



Things I do on my own

AGE	3 – 6 years old
VALUES	independence
MATERIALS	Printed Table of Actions, three colour “coins” made of cardboard/collage or magnets in three colours for blackboard, white papers, colours
TIME	30 minutes
GROUP SIZE	5 to 10 children
OBJECTIVES	<ul style="list-style-type: none"> • Identify actions that you do on your own in order to understand the term independent. • Describe actions that you do independently in order to recognize your skills in everyday life.
METHODOLOGY	socratic dialogue
AUTHOR	Petit Philosophy

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STEP BY STEP IMPLEMENTATION

Step 1)

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

- 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, the facilitator helps them with additional questions:

- What is the 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 help you put on your clothes?
- Do you pack your backpack for the 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., the facilitator helps them with an answers).

After a short discussion, the 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 the printed table of actions.

The table can be pinned 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 the children that each card in the table represents actions that are done on

a daily basis. If the children can't read, the facilitator asks the children to try and guess which symbols/drawings represents a certain action and helps them with the answers.

After all children have understood the symbols, the facilitator takes three packs of "coins"- symbols. Each pack has its own shape, for example: star, heart and circle (it could be different and more 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 the children that heart 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 heart coin next to an action they do by themselves (independently), star coins should go next to an actions that adults perform and circle coins should be placed next to an action that children and adults do 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 the table of action, the facilitator starts a discussion with help of the 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 heart 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 sometimes? Why?
- Is it ok to ask for help when we get stuck with something?
- Have you ever heard the word independence?
- What does it mean? (the 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 takes 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 the 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. The 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 that are not in our table of actions right now?

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

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

CRITICAL ASSESSMENT

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

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

- Coco Chanel



Teachers' Selfcare tips and hints:

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.
