



classroom activity - conflict resolution



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AGE	3–6 years old
VALUES	safety
MATERIALS	chairs or other items that can function as obstacles, blindfold
TIME	30 minutes
GROUP SIZE	10 children
OBJECTIVES	<ul style="list-style-type: none">• Identify everyday situations in which one feels scared.• Identify everyday situations in which feels safe.• Explore the actions one takes to feel safe
METHODOLOGY	experimental learning
AUTHOR	Petit Philosophy

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STEP BY STEP IMPLEMENTATION

Step 1)

Facilitator prepares blindfold (scarf or piece of fabric) and divides children in pairs. First child puts a blindfold over his/her eyes after which facilitator organizes chairs as obstacles in the room from start to finish line.

Step 2)

Another child guides his/hers blindfolded partner through the obstacles by holding his/her hand and giving voice directions as needed. The goal is to come to a finish line without touching the obstacles.

Note: depending on children's capability and verbal skills the guidance can be performed without holding a hand - just vocal and clear instructions (for example: stop, turn left – right, slow down, move forward etc.).

Step 3)

Children need to repeat the same process by switching the roles so that the guide becomes a follower. When a different child is blindfolded, the facilitator rearranges the chairs to create a different path from start to finish.

Step 4)

This step is optional, depending on time and children's concentration. It can also be implemented on the following day.

Facilitator blindfolds one child and with the help of other children rearranges the chairs as obstacles from start to finish (it doesn't have to be a linear path).

This time all children in the group are guiding the blindfolded child one by one. Meaning one child starts to guide, holding the blindfolded friend by his/her hand and after one or two obstacles a second child becomes the guide and so on. The shift of guidance should be performed in silence with no verbal instructions so that blindfolded child doesn't know who is leading him/her at that moment.

The goal is also to reach the finish line without touching the obstacles.

Step 5)

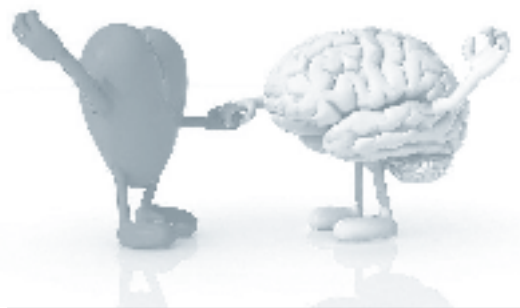
Through joint discussion the whole group reflects on the previous activity as the facilitator asks the following questions:

- Did you like the activity? Yes or no? Why?
- Was it harder to guide or follow? Why?
- When you were following with a blindfold, did you feel safe?
- When you were guiding did you feel confident enough to guide your partner safely?
- In real life who or what makes you feel safe (for example: a person, space, pet etc.)?
- Did you feel scared not knowing where you are going?
- Do you ever feel scared in real life?
- What scares you?
- What do you do when you feel scared?
- If step 4 was implemented, the facilitator can incorporate the following questions:
- Did you feel the difference in guiding styles?
- How did it made you feel not knowing who is guiding you next?
- How do you feel when you don't have control over your next step?
- Did you trust all of your friends that they will help you/guide you to get safely to the finish line?
- Did you like when you were moving faster or slower? Why?

CRITICAL ASSESSMENT

OBSERVED BEHAVIOR	YES	NO	COMMENTS
Children were able to safely guide their partner around the obstacles.			
Children were able to reflect on „safety“. They explored when they feel safe or scared in everyday life.			
Children were able to express themselves in the group discussion.			

*For safety is not a gadget but a state of mind
- Eleanor Everett*



Teachers' Selfcare tips and hints:

Stress can make everything feel urgent, which makes it hard to decide what to do next. Step out of the swirl by sitting still long enough to take a nice full breath, in and out. Then ask: What do I most need right now?