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AGE	3 – 6 years
VALUE	Safety
MATERIALS	Chairs or small pillars, blindfold.
DURATION	30 minutes
GROUP SIZE	10 children
OBJECTIVES	Identify everyday situations in which one feels scared. Identify everyday situations in which one 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

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

Step 2

The second child needs to guide his/hers blindfolded partner through the obstacles by holding his/her hand and giving a 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 rolls so that the guide becomes a follower. When different child is blindfolded, facilitator rearranges the chairs to create different path from start to finish.

Step 4

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

The facilitator blindfolds one child and with a 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 once child starts to guide, holding blindfolded friend by his/her hand and after one or two obstacles the second child takes the guides 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.

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

Step 5

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

- Did you liked the activity? Why yes or no?
- 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 felt 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 felt 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?



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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 a control over your next step?
- Did you trusted all of your friends that they will help you/guide you to get safely to finish line?
- Did you liked when you were moving faster or slower? Why?

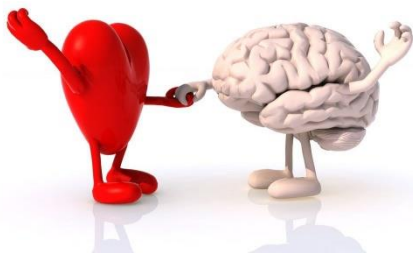


CRITICAL ASSESSMENT

OBSERVED BEHAVIOR	YES	NO	COMENTS
Children showed interest in activity.			
Children were able to safely guide their partner around the obstacles.			
Children were able to reflect on topic of safety.			
Children were able to express themselves in group discussion.			
Children explored when they feel scared or safe in everyday life.			

For safety is not a gadget but a state of mind.

- Eleanor Everett



Self-care Hints for Childcare professionals and teachers:

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?