

## I will wait for my turn



[https://www.freepik.es/vector-premium/conjunto-metodo-aprendizaje-basico-ninos-lindos-felices\\_5844482.htm](https://www.freepik.es/vector-premium/conjunto-metodo-aprendizaje-basico-ninos-lindos-felices_5844482.htm)

AGE	3 – 6 years
VALUE	Self-control
MATERIALS	Small geometric figures (or similar)
DURATION	30 minutes
GROUP SIZE	Up to 20 children (small groups)
OBJECTIVES	Children learn to wait for their turn, as a form of regulating their conduct.
METHODOLOGY	Game, practical actions
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## STEP BY STEP IMPLEMENTATION

Self-control could be defined as the capacity to be able to direct our own conduct in a desired direction, and from this point of view, it is related to practically any human quality.

A child from zero to six years old has not developed the self-control of his conduct, because in the first years s/he acts by impulse and following his immediate desires, s/he finds it hard to inhibit his/her conduct and when told "don't do it" s/he will be disinterested or negative, to the point that many adults will think that it is an answer of deliberate disobedience. But this is not like that; it is only because his development does not yet allow her/him the voluntary control of her/his conduct.

So that the child manages to control her/his conduct in a voluntary way several acquisitions in the development of the psychological processes are needed, for example, the understanding of the adult language, which will help her/him to regulate his behaviour.

It is necessary to work self-control to prepare the child to enter primary school, it is necessary to teach her/him that s/he has to wait for his turn in a queue, to teach him/her that everybody cannot speak at the same time. It is very important that s/he learns to prioritize and to fulfil some tasks and works over other more pleasant things for her/him, for example, play. S/He must also learn to listen attentively.

The self-control of the conduct can be worked in all the activities that the child carries out either in the school or at home, and every opportunity is good to do it.

### Step 1

The facilitator explains the game and its rules to the children.

*"Jumping spaces"*

#### **Organization:**

Facilitator has to form several groups in rows, with the same number of children, placed behind an exit line; two meters in front of this s/he sets the finish line.

In front of each group s/he draws, in the space framed by the two lines, small shapes (circles, triangles, squares), one close to the other, so that the children can jump over them.

#### **Development:**

Facilitator will call the first child of each row who will jump with both feet between the spaces and without stepping on the figure. When arriving at the finish line s/he will seat and wait for the rest of his/her team to do the activity.



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Rules:

- The winning group will be the one that does the activity better and arrives first.
- It is not possible to start to jump until the prior classmate has not seated.

Step 2

The children play the game, and facilitator tries to make them adjust to the rules so that they do not skip them.

Step 3

The class has a conversation to evaluate the game, in which facilitator will help the children to draw their own conclusions.

Here the facilitator will try to emphasize that the person that does not know how to wait will always lose the game, this happens in many things in life to people who hurry and later things do not come out well for them, besides it being a violation of the others' rights.

The winners will be stimulated, as a group that not only did the needed movements well but because they knew how to wait for their turn.





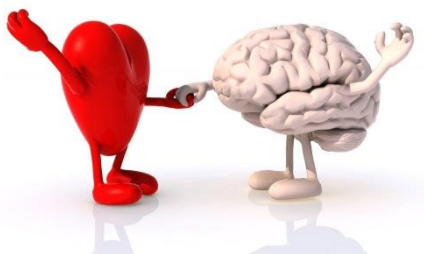
## CRITICAL ASSESSMENT

OBSERVED BEHAVIOR	YES	NO	COMENTS
The children fulfilled adequately the rules of the game.			
The children needed help to adequately fulfil the rules of the game.			
The children understood that one has to know how to wait.			
The children needed aid to understand that one has to know how to wait.			

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*A child can teach an adult three things: to be happy for no reason, to always be busy with something, and to know how to demand with all his might that which he desires – Paulo Coelho*

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### Self-care Hints for Childcare professionals and teachers:

STOP! One of the most helpful actions you can take in the moment of stress is to pause, evaluate your mental state, and pull yourself out of a heightened state of anxiety and back down to a calm, clear-minded base.