



SELF-CARE



7-11



2 - 10



40 min



MEET MY TOYS AND MEET ME



- Investigate one-self in dialogue with others.
- Discover together the main thoughts and feelings towards better understanding of the self.
- Share your ideas with others in order to promote self care skills, relationship with others and with oneself.

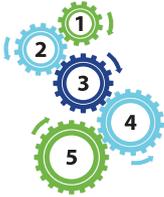


This activity should be announced beforehand to children, since they need to bring their favourite toys with them.

Facilitators should make sure that children do not forget it.

Facilitators will also need:

- writing paper for children;
- pens and crayons;
- desks for the pair of children to sit next to.



Before the activity: ask children to bring their favourite toys with them, and if possible remind them not to forget it.

Introduction: Greet the children and ask them how they are doing that day. Announce them if they brought the toys, and commend them for completing that first task. Now you can start with the activity.

Divide the children into pairs, if possible pair those who do not know each other that well. Children should take a moment to know each others' name, to settle down and to have enough space so that the pair should talk to each other in a relaxed atmosphere, if possible it would be best that they face each other next to a desk, which they will later need.

Each child should then shortly present their favourite toy to their partner. Ask them to only tell the basic things, like: "This is my teddy Tom, it is my favourite toy because...". After they exchange a sentence between each other, they will do a short interview, in which one child asks questions about the toy, and the other replies, until they have both exchanged roles within 5 minutes activity. They should also write down some of the questions and answers.

Some of the examples for questions are the following:

Where did you get the toy?
Why does it mean so much to you?
Do you like my toy?
How do you play with your toy?
Do you like sharing your toys with others?

This is the Meet my toy part of the activity. After they are done, the facilitator can take a few minutes so that the children can show some of the toys to the rest of the group, and share how they felt while interviewing and being interviewed.



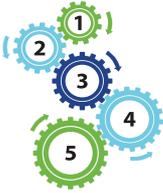
After that, the "Meet me" part of the activity begins, in which children will continue with the investigation, but now conducting the interview about themselves.

Two key questions are the focus of the interview: Who am I? and What are my good and my bad sides?

You can propose more relevant questions to be asked, like:

Are you stubborn?
What do you do when you get angry?
What do you want to be when you grow up? Why?
Do you laugh a lot?
What things make you happy?
How often do you do them?

By doing this part of the interview, we want to make children aware of who they are and what they are like and why it's important to know themselves in order to take care of themselves in a new way.



This interview also may last up to five minutes, and is followed by a discussion about their answers. In this main discussion facilitator needs to motivate children to speak more about themselves and who they think they are, what they want to be and to bring awareness of their own selves and how it could be taken care of in regards to their understanding of themselves and what they strive for, what they want at that age.



Children may give examples of what it means to have good and bad sides, what it means to act in a good or bad way and which is the desired behavior in different situations. They could also recommend to each other what to do in those situations, or how to act according to their own opinion.

This discussion also depends on the facilitator's abilities to ask relevant questions which are open and engaging, which motivate children to think and to further understand their actions and relationship towards their own self. At their age they should have already mastered many of the self-care activities referred to hygiene or some other basic tasks, so the development of the "Self" in relation towards others in the group and the "Self" as part of the group needs also to be addressed and valued. Talking to others about mentioned issues helps them better understand such relations.

In order to conclude the discussion, the facilitator might propose a summary of the discussion in a way that every child thinks of one word by which they would describe the discussion, which offers them a chance to conceptualize and engage into thinking process about everything they have heard.



And in order to conclude the activity, the facilitator offers children a paper and crayons to draw a self portrait depicting their feelings about the activity, by which we will have immediate feedback of how this activity affected them.

We could suggest them to draw themselves as happy, satisfied, confused, maybe angry or displeased, but emphasizing that they should be honest and draw a portrait as they see fit for the end of the activity, finally showing to the rest of the group and explaining their drawing