



Practical Life Lesson 3

I CAN DO IT
**Let me do it
myself**



Lesson 3

The Practical Life Exercises Lesson

The lessons should be given by first introducing the child to the work cycle by showing each step very slowly, pause at moments as if there is some magic appearing any moment. This usually attracts the child and they pay full attention to the demonstration. Carry out the exercise in silence so as not to distract the child. Isolate each step and cut down the movements to the barest minimal. Analysing the movements needed to perform the activity is very important. Also provide a control of error whenever possible.

Elementary Movements and Preliminary Activities

1. Class room conduct

How to talk in the classroom

Set a good example for the children by always talking politely and softly: listen to them, be positive and clear. It is important to hold conversations with the children this helps their language development and confidence.

Let them know that there is a voice meant for indoors and another for outdoors.

Teach them the song "Indoor Voice" sang to the tune of "London Bridge"

Indoor voice they stay inside, stay inside, stay inside,

Outdoor voice, they stay outside, they stay outside

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How to walk in the classroom

Again be the one to set a good example, walk calmly and slowly, and avoid hurrying. Allow each child to take his time, even if you are in a hurry, be fast but do not fuss.

Tell the children not to run indoors and teach them a song with the same tune as the one above for walking:

Walking feet they stay inside, stay inside, stay inside

Running feet, they stay outside, they stay outside

How to carry a chair

Materials:

Child sized classroom chairs, should be strong but light in weight.

Objectives:

- To teach children how to carry a chair safely
- To teach the child how to control and rearrange the classroom
- To develop gross motor skills
- To help the child develop independence

Presentation 1: Moving the chair to a different position

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- This can be done as a group presentation.
- Ask the children to sit, listen and watch carefully
- Stand at the side of the chair
- Bend down and put the right hand at the back of the seat, tucking your fingers right underneath the headrest of the chair
- Put the left hand at the side of the chair, tuck the fingers just below the seat, lift up and move the chair to another place in the classroom.
- Bend your back and put it down quietly.
- Now ask the children to pick up, put down or move their chairs.

Presentation 2: Tucking a chair under the table

- Invite the children to sit on a chair at the table, and to listen and watch carefully.
- Stand behind the chair, placing both hands at the side of the chair, lift up and push the chair in and under the table.
- To tuck the chair out, place both hands at the side of the chair, tilt it back, lift a little bit and pull out.
- Ask the children to tuck in and tuck out their chairs at the table.

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The children will soon be able to re-arrange the classroom for group presentation as at when needed. This gives the class a sense of order and the children become independent and capable of manipulating their environment.

Walking the Line

Description of exercise: There are several exercises that the children learn to do over a period of time in this activity. They include:

- Free walking on a line
- Heel-to -toe walking
- Walking while carrying an object
- Walking with a basket on the head
- Walking carrying a bell
- Walking carrying a weight
- Walking with a glass of water

Materials:

- Draw a line on the floor, wide enough to allow a child to place his feet comfortably on it.
- A flag
- Basket
- Bell
- Weight attached to a string
- Glass filled with water

Objectives:

- To refine the child's sense of balance
- To improve the child's poise
- To develop the child's awareness of his body
- To improve the child's concentration and co-ordination of his movement

Control of Error:

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The line provides a guideline for the child, and will vary depending on which exercise the child is doing, e.g. the noise of the bell, basket falling off the head, water spilling from the glass, etc.

Presentation:

Get the children to stand on the line, space them out at equal distances and then show them how to walk along the line, placing the whole foot on it, both heel and toe should be on the line. The child will need to make an effort to keep his balance when he moves forward like this because he would naturally feel like he is falling.

Once the child gets use to this form of movements and becomes confident, encourage the child to move slowly taking smaller and smaller steps until he is walking heel-to-toe along the line. This will help the child balance well and develop close attention and concentration.



Gradually introduce the variation exercises to help further development of skills.

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- **Holding the flag:** It should be held up high so that the child walks with head up not looking at his feet. So the child is paying attention to two things and not just one, that is walking the line and holding the flag high not letting the hand drop
- **Carry a flat basket on the head** without holding it with the hands.
- **Give the child a weight tied to a string.** The child must not allow it to swing; child must therefore control his hand movements.
- **Water in the wine glass** should be filled to the brim and it must not spill.
- **The bell** should be carried upright and must not make a sound while walking.

Display all these objects on a low table so that the children may choose the ones they want to work with.

The Silence Game

Exercises include:

- **Whispering names**
- **Whispering directions**
- **Opening a door silently**

Materials:

You may wish to use a Silence Board, this is a simple sign with "Silence" written on one side and a picture depicting peace and quiet on the other. When the children see this they would associate it with the time for the Silence Game.

Objectives:

- **To develop the child's auditory sense**
- **To become aware of the sounds in the environment.**
- **To help develop self control**
- **To introduce the concept of unity amongst the group of participants.**
- **To help develop spiritual awareness**

Presentation:

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First ensure that the children understand what silence means.

Maria Montessori did this by bringing to the classroom a baby for the children to observe, the baby was still did not move or make a sound. The children observed and they tried to remain still and silent achieving a much quieter environment.

Do not play this game in order to get peace and quiet in a noisy classroom. In order to play this game a child must be able to keep still.

The Game:

- First calm down the class by getting them to sing some songs, start with a quick tempo song and gradually slow the tempo down and level of sound until almost silence is achieved.
- Ask the children to close their eyes and listen to the sounds around them
- Ask them what they can hear
- You can tell them you hear feet moving, or heavy breathing, the children will soon understand that to get silence they must be very still.
- Once its all silent tell them that you are going to play “The Silence Game-Whispering names”
- Call out the names of each child one by one starting with the quietest, tell them to get up quietly and come to you. You are hidden in a corner behind the class. The goal is for each child to listen attentively keeping very quiet, and quietly arise and walk over to you without breaking the silence. All children should be called, if one does not hear their name, call a few others then call the child again. Listening is also a very important component of this game, so they need to listen very carefully.
- Once the children understand the exercise introduce them to the Silence Board, which they can use whenever they want to play the game.

Silence Game- Whispering Directions

- When there is complete silence, whisper a gentle order to the children, “Stand up, walk about for a few minutes on tip-toe, and then return to your seats in silence.”
- The children will execute this directive as one unit, with minimum noise.

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Silence Game- Opening a door silently

- You may incorporate this into the first exercise “Whispering Names”
- Stand outside the door, whisper the child’s name through a window. The child hears his name called, gets up and goes to the door, opening it silently in order to go out to you.

Note: Silence in this manner helps to control movement as the child learn gradually to remain completely immobile, this is a quest that interests the child, and are happy to find the means to obtaining perfect silence.

Area 2 – Care of Self

Dressing Frames – Large Buttons

Materials:

Two flaps of cloth with four buttons and four corresponding buttonholes on a wooden frame.

Objectives:

- To teach the child how to do and undo buttons
- To help develop the child’s eye-hand coordination
- To develop the child’s fine motor skills
- To develop concentration
- To develop independence
- To satisfy the child’s need for order.

Control of Error:

There is only one hole opposite each button if a mistake is made the end result would be so obvious.

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Presentation:

- Show the child where the material is kept on the shelf carry to the workstation and name it.
- Show the child how to undo the buttons, starting from the top, hold the edge of the button hole with the left hand's thumb and index finger, hold the button with the right hand's thumb and index finger, tilt and push the button through the buttonhole.
- Repeat this for all the buttons
- Once completed fold back the two flaps so as to clearly demonstrate that the function of the buttons is to hold two pieces of cloth together.
- Then bring the flaps back together again and starting from the top show how to do up the buttons
- Hold the button with the left hand's thumb and index finger, hold the buttonhole edge with the right hand's thumb and index finger, opening the buttonhole gap. Tilt and slip the button through the buttonhole from the bottom till the button emerges to the top.
- Repeat this for all the buttons
- Invite the children to take turns working on the frame
- Complete the work-cycle by returning the frame to its proper place after the exercise.

The children can repeat this exercise whenever they wish.

Blowing the nose

Materials:

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- Box of tissue paper
- A dustbin

Objectives:

- To teach a child how to blow the nose
- To develop eye-hand coordination
- To develop the child's fine motor skills
- To help develop the child's concentration
- To help develop the child's independence
- To develop the child's self esteem

Presentation:

This exercise can be done as a group presentation

- Place a box of tissue paper on a table and a dustbin nearby, tell the children "You know that sometimes when the weather gets cold we can get a runny nose and we need to keep it clean. So today I am going to show you how to blow your nose."
- Show them how to pull the tissue out of the box by pulling just the tip of the piece jutting out of the box.
- Fold the tissue into a quarter, cover one nostril with the tissue paper using the index finger on it, and then blow the nose.
- Wipe with the thumb holding the tissue paper.
- Fold tissue and dab the front part of the nose with the tissue paper.
- Throw it into the dustbin.
- Tell the children that they should throw the dirty tissue into the dustbin themselves.

The children should take turns in blowing their noses.

Control of Error: Visual, if child has properly cleaned his nose he would look normal to on-lookers

Care of nails

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Materials:

- A nail clipper
- A dustbin

Objectives:

- To teach a child how to take care of their nails
- To develop the child's eye-hand coordination
- To help develop the child's fine motor control
- To help develop the child's concentration
- To develop independence
- To develop self-esteem

Presentation:

This exercise can be done as a group presentation. Gather the children together seating on chairs in a horseshoe formation. Tell them how to keep their nails clean and to cut them regularly with a nail clipper. Show them how to cut the nails with the clipper straight so as to prevent ingrowths.

Area 3 - Care of the environment

Sweeping and dusting

Materials:

- A broom
- Dustpan and Brush

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Objectives:

- To teach how to use the broom, dustpan and brush
- To develop eye-hand coordination
- To develop the child's concentration
- To develop the child's independence
- To develop the child's self esteem

Control of Error: Visual. Draw a circle on the floor

Presentation:

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- Show the child where the materials are kept
- Carry to work station and teach names of materials with the Three Period Lesson
- Explain that the broom is used to sweep the floor, the brush is used to sweep the table and the dustpan is used to collect the rubbish.
- Draw a circle on the floor and place scraps of paper in the circle. Show how to sweep from outer to inner of the circle till the scraps of paper are piled up in a heap in the centre of the circle.
- Scoop the scraps into the dustpan by using the broom to sweep it into the dustpan.
- Next place scraps of paper on the table, then place the dustpan against the edge of the table and use the brush to sweep the scraps of paper of the table into the dustpan.
- Let the children take turns doing this exercise. When the exercise is completed, show them where to place the materials

Explain to the children that they are free to repeat this exercise whenever they wish or are necessary.

Classroom Skills

Sharpening pencils



Materials:

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- Pencils
- Sharpener
- A dustbin

Objectives:

- To develop eye-hand coordination
- To help develop fine motor skills
- To develop independence
- To help develop the child's concentration
- To develop self-esteem

Presentation:

- Show the child where the materials are kept
- Bring to the worktable and show the child how to sharpen the pencil.
- Take pencil and insert into sharpener and turn the pencil. Show the child how much to sharpen and throw the left over bits from sharpening into the dustbin.
- Tell the children that sharpening the pencil too sharp is dangerous and it may break easily.
- Encourage the children to keep the pencils and colour pencils kept in the class sharpened at all times.

Use of a ruler

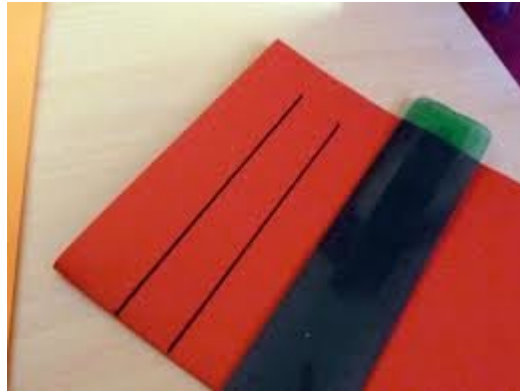
Materials:

- A ruler
- A pencil
- A piece of paper

Objectives:

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- To develop eye-hand coordination
- To develop independence
- To help develop fine motor skills
- To develop concentration



Presentation:

- Show the child where the materials are kept
- Then show the child how to draw a straight line with the ruler. You may also show child how to draw different geometric shapes
- Complete the work cycle by returning the materials to the shelf.

Tracing

Material:

- Tracing paper
- A picture
- A pencil

Objectives:

- To improve eye-hand coordination
- To develop fine motor skills and
- To help the child in figure recognition

Presentation:

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- Show the child where the materials are kept
- Place a tracing paper on top of the picture you want to trace, use paper clips to hold the tracing paper and picture together.
- Then show the child how to trace the picture.
- Invite the child to do the same and return the materials to the proper place after completion

Keeping a work folder

Material:

- A folder
- Completed work small
- Completed work large

Objectives:

To help develop a sense of order

Presentation:

- Show the child how to open the folder, slip the piece of small completed work into the folder
- Fold the large piece of completed work in half and then slip it into the folder
- Then show how to fold it.

Each child should have a folder, which they either take home daily, weekly or at the end of the term. These folders should form the bulk of work to display and show parents on Open House days.