

## **AUTONOMY.**

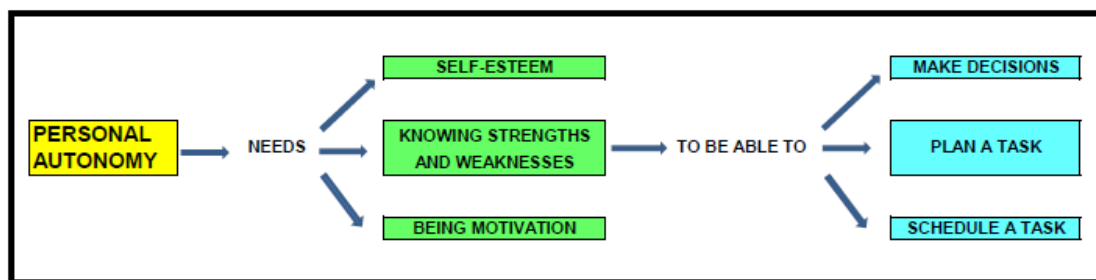
In general, we can define autonomy as the state of existing or acting separately from others. There are several types of autonomy and the most important are the following:

Autonomy types:

- Personal autonomy: is the capacity to think and decide for oneself, it means the ability of making decisions for yourself, such as, going to the cinema instead of going to library.
- Moral autonomy: is the capacity to deliberate and give oneself the moral law instead of following the guidelines of others. For example, the ability of judge of rightness or wrongness of the actions of others and our own.
- Political autonomy: which is the property of having one's decisions respected, honoured and heeded within a political context. Political autonomy exists when a group of person or a territory are self-governing thus not under control of a higher level of government. For instance, a democratic country where the government is elected by the free vote of the people.

We are going to focus our attention in personal autonomy and how a person develops it from his/her childhood.

## **PERSONAL AUTONOMY.**



Having personal autonomy implies having self-esteem, knowing your strengths and weaknesses and being motivated to be able to decide for yourself. In order to decide you needs to be self-confident otherwise you will be a dependent person because you will have no confidence in yourself (self-confidence) and you believe what others tell you. You must know your strengths and weaknesses to know what are you able to do or not. If you are enough motivated you become a lazy person without interests so you will not make any decisions.

## **MAKE DECISIONS:**

As children develop skills and abilities related to psychological needs for self-expression and competence, they will claim areas related to the exercise of these abilities. In children, concepts such as personal freedom and its associated rights conflict with the concerned parents' opposition and sometimes even overprotective. We cannot expect children to be totally independent but we must be aware that young children, soon after one year of age, must resolve the conflict between autonomy and shame and doubt. Children who do not develop autonomy are liable to remain dependent on adults or to be overly influenced by peers.

This phenomenon is called "mistaken behaviours" and children who fall into it may feel doubtful of their abilities and be unable to take the risks they need to learn or challenge themselves to achieve at ever higher levels. They may feel hostility toward adults who allow them little freedom to choose.

Providing choices for children throughout the day is beneficial even crucial to their development, it is a fundamental aspect of high-quality early childhood curriculum. They will have to make lot of choices in their life so it is good for them and their autonomy to learn how to do it. Learning to be autonomous and self-reliant takes time and practice. When children make choices they practice the skills of independence and responsibility.

Self-esteem grows when we successfully do things for ourselves. A child who has a solid sense of self-worth can make a poor decision, evaluate it calmly, rethink the situation and make a different choice.

Making choices is part of problem solving. When given choices, children are more motivated and creative and they create new combinations of ideas and materials. They became more responsible because when they make a decision they have to accept the consequences.

Each of us must deal with situations in which we have no choice, for instance we have to obey laws so do the children with their class rules and they have to learn that sometimes they have a choice.

## **WHAT IS PLANING?**

Planning is the thinking skill that helps an individual develop strategies to accomplish goals. It helps a child to think about how to complete a task before attempting to begin it. For example, Planning is utilized when a child sets out to complete an art project by first deciding what art supplies they will need, carefully assembling and arranging these supplies, and then taking a step-by-step process for completing the project.

It is the key thinking skill in allowing students to set strategies, prioritize actions, and accomplish goals. Planning skills are needed for social activities such as extending invitations to friends for a play date and for school-related tasks such as writing an essay, conducting research, and presenting a final project.

Kids with good Planning skills:

- Combine school and social activities without getting overwhelmed by stress.
- Tend to be good at scheduling activities.
- Can anticipate the tools necessary to successfully complete a task.
- Prioritize their activities effectively.

Kids with underdeveloped Planning skills:

- Encounter problems in step-by-step processes.
- Experience difficulties in setting priorities and goals.
- Tend to complete their homework at the last minute.
- Tend to jump into activities without reading the directions.
- Can be overly absorbed in the present moment.

These are some general strategies and ideas for helping kids to improve their Planning skills:

- Create a master calendar of events to help you plan ahead and should include important events, meetings, games, and deadlines.
- Create checklists of items needed for various activities and events. For example, a checklist for baseball practice might include a bat bag, baseball bat, glove, hat, cleats, and water bottle. These lists can be posted in your room or where the equipment for a given activity is kept.
- Plan a day trip or outing, and assist them in identifying what will be needed for the event. For example, if you want to go to the zoo, it could be a good idea to print out a zoo map from the computer, and prioritize the exhibits that you would like to see when you get there.

- Make homework a part of your family's regular routine by establishing a consistent schedule. If necessary, divide homework time into two blocks (one after school, one after dinner), and identify what you hope to complete during each block.

Planning is an integral thinking skill for many of the sciences as well as literary subjects. It is an important skill for completion of long-term academic projects. Planning becomes an increasingly crucial skill as students move into higher grades, as they must juggle multiple classes and exams together with a variety of short, and long-term projects.

#### Reading

- Planning helps students understand what they need to read in order to learn about a particular subject.
- Reading directions prior to starting a task is an important planning activity.

#### Mathematics

- Planning skills help when thinking ahead about the type of problem that needs to be solved.
- Planning is helpful for determining the steps necessary to complete complex word problems.

#### Writing

- Planning skills are vital for pre-writing tasks such as brainstorming, outlining, and using graphic organizers.
- Planning helps students to think ahead about they intend to write and how they will present the material.

### **SCHEDULE:**

Keeping a schedule for your day will help you manage your time more efficiently. You can get more done and are less likely to forget tasks or become sidetracked. Although it may seem simpler to take things on as they come, you may find yourself overwhelmed, disorganized, and forgetting things. Making and keeping a schedule can take a little getting used to, but soon you'll be glad you did--it will help you decrease your stress and make you feel more in control of your life. Scheduling your day allows you to self-regulate and track your own behaviour by keeping records of what you need to do and have done.

### **HOW TO SCHEDULE YOUR DAY:**

#### **1-Obtain a calendar or planner.**

Make sure the calendar has appropriate space for you to list your tasks. A notebook can also be used. Choose whatever best suits your wants and needs. Do not try to have one planner for work, one for school, etc. Everything should be in one place.

#### **2- Organize your tasks.**

Organizing and colour-coding your tasks will also help you visualize and understand where a lot of your time is going. You might see, for example, that there is a ton of red (work) and green (housework) on your schedule, but very little pink (exercise). Noticing the dearth of exercise might help you get motivated to try to schedule more time for it.

#### **3- Prioritize your tasks.**

It's important you determine which tasks are most important and should be done first and which can wait.

#### **4 - Mark your prioritized tasks.**

Once you've decided how to prioritize your tasks, mark them down on your schedule. You can go through your daily schedule and write "A" next to important items that must be done first, "B" next to items that must be done before tomorrow, "C" next to items that must be done by Friday, and so on.

#### **5 - Schedule a time for each task.**

Write how long you expect to spend on each task.

#### **6 - Add time cushions to your schedule.**

Always try to overestimate how long something will take by a few minutes. These extra minutes will add up and provide a cushion which can help you avoid being late or falling behind.

#### **7 - Leave space in your schedule.**

Keep some free space at the bottom of your schedule for low priority items or things coming up later in the week. These are low priority tasks that you'd eventually like to get done but are not pressing or tied to a specific deadline.

### **KEEPING TO THE SCHEDULE:**

#### **1 - Check your calendar/planner.**

Make it a habit to check your calendar every morning and night to prepare for the day ahead. Each day you should also schedule a few minutes to review what needs to be done for the day and to add new things or check old things off. You can use the alarm on your phone or computer to remind you of certain tasks or appointments.

#### **2 - Complete your tasks in order of priority.**

You have already designated your priorities in your schedule, so do them first.

#### **3 - Adjust your schedule as needed.**

Sometimes things happen and you need to make adjustments. Move flexible items or those that are less important to another day should a scheduling emergency, complication or conflict arise.

#### **4 - Check off tasks that are completed.**

Remember to transfer items not done today to tomorrow's schedule.

#### **5 - Reward yourself!**

It's important to give yourself some positive reinforcement after you've completed your tasks and kept to your schedule.

#### **6 - Assess and make adjustments as needed.**

It's important to check in every once in a while and figure out whether your schedule is working for you. Are you seeing mostly check marks next to tasks and generally feeling positive and productive? If you answer "yes", then your schedule is likely working well for you but if you answer is "no" you must readjust your schedule to fit you.