

CHALLENGE

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In the free practice of exploration and play are included all the activities in which the children test their limits in the frame of a risk that, usually, would worry an adult. In this situations, which have types, intensity and limits decided directly by the kids, the level of trust/distrust in respect to the fear and the anxiety gets tested: climbing, jumping down, running fast, sliding head first down the slide ecc.

It's always an innate push, brought out by the trust in our abilities and the fearlessness of assuming concrete responsibility tied to the assessment of ourselves and what we can do. A tendency to explore risk and danger in order to comprehend it and to control it, like you would do with a new object: from here the impulse to play with danger being far and than closer to safety is born.

This senso-motory activities, pushed by the feeling of pleasure in the action in and of itself, are oriented towards a challenge against ourselves and they develop the consciousness necessary to avoid danger or to deal with it in the future.

The consciousness of this two limits is important for the child in relation to the acquiring of real self-worth, but it becomes harmful when the adult puts a stop to it with the theory of "you cannot do it, you shouldn't even try".

The child needs to try, because it is different hearing someone telling you "you won't be able to do it", instead of thinking about your limits after having tried: in the first case distrust and sadness are brought to the child, in the second one you'll help him gain a serene consciousness of himself that does not ruin the trust in his ability but puts temporary limits to it.

Once precise behavioral rules are set, the adult needs to trust the child, to consider him or her able to provide for themselves to the end of their possibility. The observation brought along in preschools shows that children, once they are conscious of their limits, do not push them until they realize they are grown up enough to overcome the obstacles that had stopped them before and they can thus set new and improved limits.

it is a real education to the exercise of prudence, in which the children learn to control their actions and impulses with a serene consciousness of danger, doing activities moving through danger and avoiding it.

Playing with danger, together with the necessary presence of the adult, presents the child to the zone of the proximal development (Vygotskij), where they can learn the correct things for their real potential.