

# Identity

## Supporting perseverance

---

### Transcript of video

This video is available from [www.qcaa.qld.edu.au/kindergarten/qklg/learning-development-areas/intentional-teaching/identity](http://www.qcaa.qld.edu.au/kindergarten/qklg/learning-development-areas/intentional-teaching/identity).

Mel Tompkins Kindergarten teacher	We've been doing lots of balancing with the blocks lately. These are the photos that [Carter] printed out the other day. Did you see these?
Aaron Child	I see [Carter's] photo.
Mel	You see them? He and [Henry] were making with the blocks. [Stephanie], what were you balancing?
Stephanie Child	The blocks.
Children in unison	The dominos.
Mel	The domino blocks. What were you doing this morning, [Aaron]?
Aaron	I was making a chain reaction.
Mel	A chain reaction, with the little domino blocks? Are you going to help me with the marbles later? Do you want to do one? Maybe we could work here with Oliver. Do you want to ask Oliver? You say can I have a turn?
Fateh Child	Can I have a turn?
Oliver Child	No, thank you.
Fateh	He said no.
Mel	He said no?
Fateh	No.
Mel	Well, what are we going to do now?
Fateh	Saying please.
Mel	You could try saying please.

Fateh Please.

Oliver [We need it.]

Fateh No.

Mel No? What else could we try?

Fateh I [unclear] this one.

Mel You could try this one. You could ask Aaron, seems to be building. You say excuse me, Aaron.

Child 1 Ms [Mel], why is there bells here now? Why is there bells.

Child 2 [I don't want to play with this one.]

Mel No, thanks. Oh, no. Would you like to try and find some pieces so you can build it?

Fateh [Nods]

Mel All right. We need to look for ones like this. Fantastic. Then you need to build — have a look at Oliver's — you build up with the blocks. So, put these ones on the floor.

Oliver Can you please help me?

Mel What do you need help with?

Oliver I need one of those.

Mel What colour?

Oliver A big block.

Mel Which colour?

Oliver Orange.

Mel They're all different. Orange?

Oliver [Unclear]

Mel It's a bit wobbly to one side. Try it with your marble and see what happens. What do you think you need?

Oliver A small one.

Mel Do you want to try it first? Remember though when it comes out,

watch where it comes out and what's going to happen.

- Fateh Excuse me, [unclear].
- Mel Uh-huh, yep. You can use that one. So, bring it over here. Why don't you sit, sit on the blue so that you can work it out, so you've got enough space, because if you don't have enough space ...
- Oliver Can I please have one purple part [unclear]?
- Mel A purple. [Fateh.] So, then you put the block on top like this.
- Fateh [No, you mean there.]
- Mel But you need — what's missing? Where's the marble going to go? What's missing?
- Fateh This one.
- Mel That one? What about the one in between? You might have to look in the other basket on the shelf. Go and choose a piece that will go together.
- Fateh Yeah.
- Mel Is it working?
- Oliver Yes.
- Mel Did you find one? Good, okay. [Monica], can you just watch. Fateh is going to build here. Can you just be careful where your feet are?
- Fateh Put it there?
- Mel See if it works.
- Mel Put it here, see if it will work.
- Fateh Oh.
- Mel That didn't go the right way.  
All right, watch. We want this side to be up, so we need some more pieces in here. Can you find some purple pieces? Purple ones.  
You've added more to it.
- Ellarah Yes, because I asked [Lauren] and I said to ...  
Child

Mel Oh, I think you need to flip it around. See how it fits together? If you flip it around it will fit together. Sorry, [Ellarah], did you work out your problem?

Ellarah No, because I didn't have a toy.

Mel You didn't have one?

Mel [reflecting] So I try and offer a lot of support by positioning the children where they can easily access and work together, so knowing who needs more support or who needs — or who can play by themselves and have lots of problem-solving skills. I suggest where they can set up their play spaces or redirect them to a place where they can get more support.

So there's lots of learning in the marbles. There's a lot of independence and perseverance, so it's a very challenging resource, especially as you build up there's starting pieces and then you have to problem-solve it and work out which pieces fit together and really look at where it goes. So there's lots of critical thinking happening and lots of problem-solving.