



The concept of collectivism arises from the social theory that defends that the interest and the well-being of the group are more important than the interest and well-being of each individual in particular.

In order to educate the children in this feature of their personality, so important in education for peace, there are diverse routes, one of the most important is collective work that makes it possible to develop responsibility and collectivistic feelings.

An important aspect in these activities is the planning of the tasks and the coordination of actions on the part of the children. For this, opinions will be requested about what they are going to do, how they are going to do it, so that they distribute the tasks and everybody is occupied and they share in it.

A way to organize work consists of having everybody do the same activity with a common aim, for example, to elaborate a greeting card to give to their classmates on the day of their birthdays.

Another more complex variant to organize the collective work can be, for example, before the coming of a birthday, to invite the children to think what we could make to decorate the classroom. The children must participate with diverse proposals as far as cleaning, and decorating.

When finalizing it is important that the children value the results of the work done and emphasize the work of each one in this achievement, since all have to take part in the proposed task, so that they later experience the joy of having fulfilled what they set out as a common effort.

# Activity no 1

## "A meeting in the forest"



### Summary of the activity:

The educator will narrate the story "A meeting in the forest", he will analyze the story with the children, later a collective task will be suggested that will culminate with a collective party in the class for the children who celebrate their birthday in the month.

### Objectives:

- That the children feel satisfaction in working for the group.

### Procedures:

- Conversation
- Practical Actions
- Questions and answers

### Material Resources:

Cardboard, coloured paper, watercolours, temperas, glue, stickers.

## Development of the activity:

### 1<sup>st</sup> Part

The educator will narrate to the children the story, this can be done in a quiet area outside of the early childhood center.

*"A meeting in the forest"*

*Once in the forest the animals had a meeting, because they had to work very hard for the cold winter that was approaching.*

*Some animals went to the lion that was chairing the meeting, and they told him that they very were worried because the winter would soon come and they did not have a house where to take refuge of the snowstorm.*

*"That has to be solved", the lion said. We all are going to reach an agreement to make the houses for the fellows who do not have one, we will work hard, day and night because we already have the winter approaching, and to cut the trees will give us lots of work. In addition we have to gather provisions because we will not be able to leave our caves for a long time.*

*The bear said, "I do not have any problems because I will spend it sleeping, I will not work for anybody, I do not need to protect myself from the cold winter because that is why I have a cave and my body protected with a good fur, that is the problem of those that have that necessity."*

*A monkey screamed, "I will gather banana to feed us all", and the beaver "I will cut trunks and branches but the woodpecker can also work together with me."*

*The fox that was seated on a tree trunk said: "If the beaver and the woodpecker help us, it will not take so much."*

*The woodpecker who was in a separated corner as if the meeting was not with him shouted in a bad-temper: "Do not count on me, I have to make my own house that was knocked down by the wind, and with that I have enough!"*

*And a great rumpus was formed, in such a way that the lion said: - "Listen to me all, if we carry on like this, the winter will arrive and we will not be prepared to face it. Remember that there is strength in union, we must be united and work collectively, and in this way we will achieve much more, working alone as the woodpecker wants, we will never manage to advance as we can if we work together."*

*But not even with these words the lion managed to unite the animals and the time and a day passed, in the middle of the discussion it started to snow and during many days it snowed non-stop. What happened then?*

*you can imagine. A great tragedy! Many animals died, even the woodpecker, and others got so weak that it was sad to see them shivering with cold. And only those that were united with the lion survived the cruel winter ".*

## **2<sup>a</sup> Part**

The educator will talk with the children about the attitude of the characters of the story and he will ask the following questions:

What do you think of the conduct of the bear?

What do you think of the conduct of the woodpecker?

Is it correct what the lion wanted?

Why did the lion say that there is strength in union?

What would have been the correct attitude of the animals of the forest?

As a summary of the conversation they will talk about the selfish attitude of the woodpecker and the bear, and the collectivistic attitude of the lion, the beaver, the fox and the monkey will be praised.

They will clarify the words of the lion when he said that there is strength in union.

## **3<sup>rd</sup> Part**

The educator promotes a meeting in the classroom to speak about what was done previously. He asks: Do you remember what the lion said in the animal meeting?

The educator will leave the children to express freely. Later he says to them that as they already know that there is strength in union, then, they are going to unite all their efforts with the purpose of decorating the classroom for the celebration of the collective birthdays, and he will name the children who celebrate in that month.

A collective work is organized. A group will take care of the organization and the cleaning of the room.

Another group has to take care of the preparation of the decorations, such as garlands, paper chains, drawings for the walls, etc.

A third group will make: caps, invitations for the party, markers, drawings and cards for the honoured children.

Once they finalized, there will be an evaluation of the work done, and the results that they have obtained collectively.

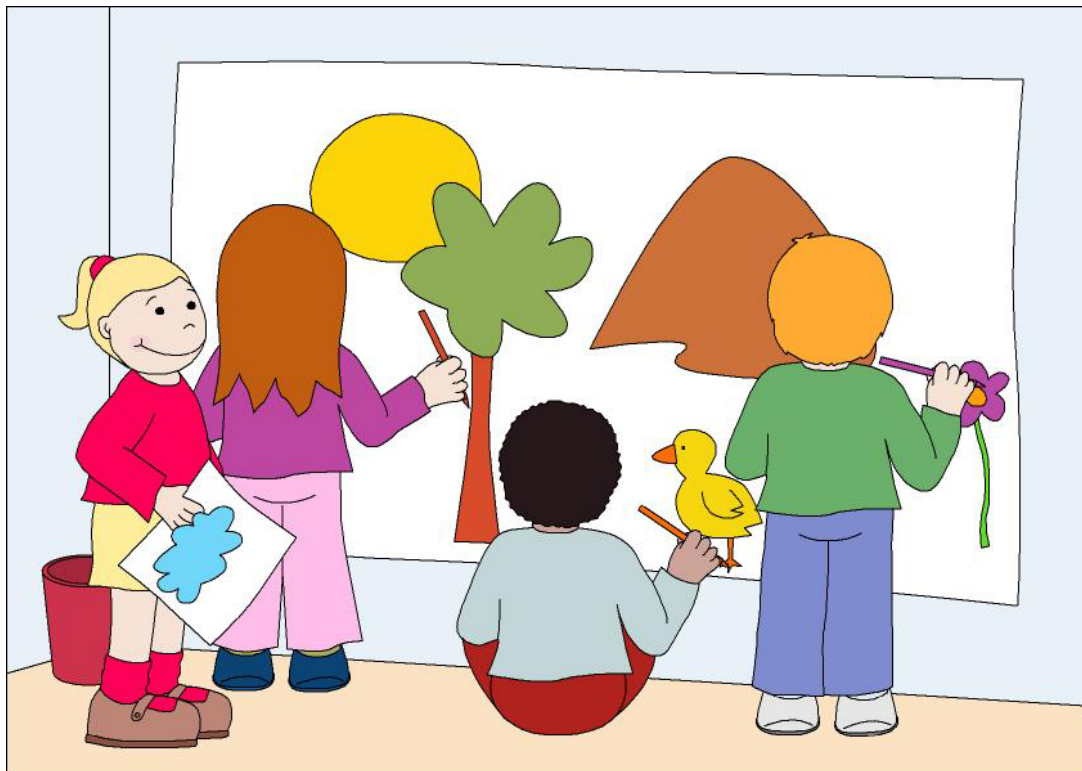
#### 4th Part

Party for the celebration of the collective birthday, the parents will be invited. The children guided by the educator will make an evaluation of the work done by the group for the celebration to be very pretty.

<b>CRITERIAL ASSESSMENT</b>			
<b>Observed conduct</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
In the answers to the questions it is observed that they understood the message of the story.			
They needed help to understand the message of the story.			
They had expressions of satisfaction for the work done.			
They did the assigned task well in the collective work.			
They needed help to take the assigned task to the end.			

## Activity no 2

### “The children paint”



#### **Summary of the activity:**

The activity is a painting workshop, where the children will make a poster or a mural to decorate the class. In the first part of the activity the educator proposes to make the poster or mural, and individual drawings for those children who do not participate in the great drawing. He will explain the objective of these drawings and how they are going to do it. In the second part the children draw and the third part will consist of the inauguration of the mural and the exhibition of the selected individual works.

#### **Objectives:**

- That the children manage to coordinate their actions to paint as a group a painted mural.

#### **Procedures:**

- Observation
- Practical Actions

**Material Resources:**

Paper, pencils, temperas, watercolours, tape, and other materials of plastic arts.

**Development of the activity:****1st Part**

The educator will invite the children to paint in a group a great mural that will be put on the wall to decorate the classroom.

They will draw about the theme: "The birthday of my friends". The young painters must reach an agreement on what each one will paint and in which part of the paper they will do it.

The children who do not want to paint in the mural will do it in individual papers that will also be exposed (those that are selected).

The educator puts on the floor, or stuck with tape on the wall at the height of the hands of the children a great piece of paper.

It is important that everybody knows that the objective of this painting is to decorate the classroom for the celebration of the collective birthday.

**2<sup>nd</sup> Part**

The children paint and the educator will help those who need it; he will mainly make suggestions to them so that their drawings turn out fine, and so that they can coordinate the work well.

The children will evaluate and select the best works that were done individually.

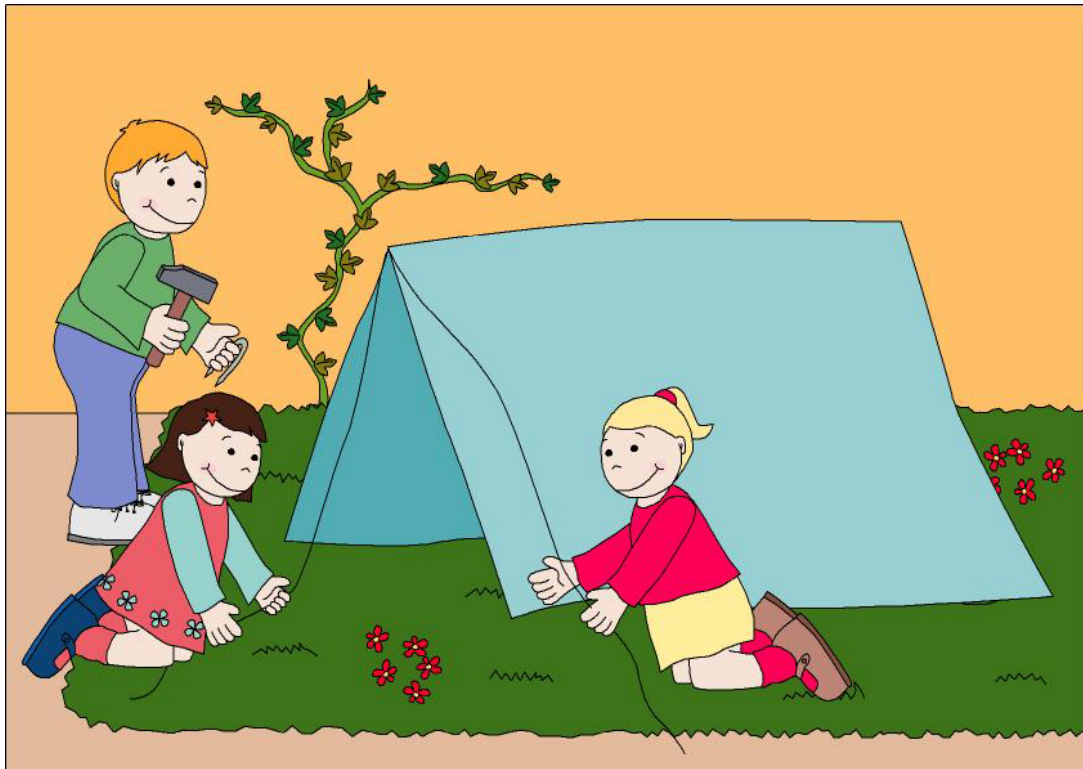
**3rd Part**

Mural inauguration. The educator explains that this pretty mural is the product of the effort of a group of children and he says the names of those that have painted to decorate the classroom in the collective occasion of their friend's birthday. He will also make reference to the drawings that were presented individually by other children and which were selected for their exhibition, and he will give thanks to those who made an effort so that the classroom is very pretty. It is possible to give flowers to the artists.

<b>CRITERIAL ASSESSMENT</b>			
<b>Observed conduct</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
They knew how to coordinate well their actions.			
They needed help to coordinate their actions.			
They felt satisfaction and pride for the work done.			
They were organized in groups to carry out the tasks.			
They spoke about the group work.			



## Activita no 3 "The mini camp"



### **Summary of the activity:**

This activity is a mini camp. All the children will work organizing it, for this the tasks will have to be distributed so that everyone must contribute with something. They will prepare all the necessary things: several tents, the food, etc. Once they are camped, activities of singing and dancing will be organized. The camp can be in the garden of the school or in a nearby place where the educator designates, and that is easy to reach and with no risk for the children.

### **Objectives:**

- To develop in the children experiences about life in group.
- That the children enjoy an activity in group.

### **Procedures:**

- Conversation
- Stroll
- Practical Actions
- Recitation
- Narrations or stories

**Material Resources:**

Tents for the camp, torches, lights, food supplies, hammocks, canvas sacks, broom, water containers, first-aid kit with medicines, radios, cassette recorder, camera etc.

**Development of the activity:****1st Part**

The educator invites the children to go camping, and he orients them about the objects of personal use that they have to bring. The children will agree on the objects of collective use that they will need.

Tasks for the organization of the camp will be distributed, so that all the children have something to do.

**2nd Part**

The camp can be held in the garden of the school. The educator distributes the tasks among the children so that some of them take care of keeping the place clean, others of the order, others of the first-aid kit, etc, so that all have a responsibility to fulfil.

During the camp the children will sing, dance, recite, tell stories, play games, etc.

**3<sup>rd</sup> Part**

Once the camp is finished the children will talk about what happened in the activity in the classroom. The educator will suggest that they speak about:

- What was the thing they liked most
- What they have observed
- The facts that happened
- That they tell their anecdotes

The activity will finalize with an evaluation by the children of the work of each one to achieve the success of a fun camp.

<b>CRITERIAL ASSESSMENT</b>			
<b>Observed conduct</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
They knew how to coordinate the tasks for the activity.			
They needed help to coordinate the tasks for the activity.			
They fulfilled with satisfaction the assigned task.			
They enjoyed the camp.			
They helped each other in the accomplishment of the tasks of the camp.			

## Activity no 4

### "Everybody's vegetable garden"



#### **Summary of the activity:**

It is about the children seeding, watering and cleaning the weed in the vegetable garden, so that later they gather the harvest and all eat the vegetables that they planted; they will also recite verses about the vegetable garden.

#### **Objectives:**

- To have the children coordinate their actions with the purpose of obtaining a useful result for the entire group.

#### **Procedures:**

- Practical actions
- Questions and answers
- Conversation
- Collective Work
- Songs

**Material Resources:**

Tools to work in the vegetable garden: rake, watering cans, etc.

**Development of the activity:****1st Part**

The educator explains to the children that the work consists of watering the plants and cleaning the weeds. He will ask the children:

- How are we going to organize ourselves to do this work?
- How are we going to do it?
- What do we need?

He will let the children participate and later he will teach some verses to them, with the intention that they repeat them during the collective activity in the vegetable garden.

**2nd Part**

Before doing the work the educator explains about the vegetables and their importance for health, stressing that taking care of the vegetable garden is important to be able to gather the harvest of the seeded vegetables soon and to eat them.

The children will recite the verses they learned, later they will water and clean the vegetables of the garden.

He will let them know that in the future when the harvest is ready, like the peasants do, they will gather it. In order to be able to be gathered quickly seasonal vegetables and of a short cycle will be used.

**3rd Part**

This part will be made after the collection of some of the vegetables planted in the vegetable garden and taken care of by the children.

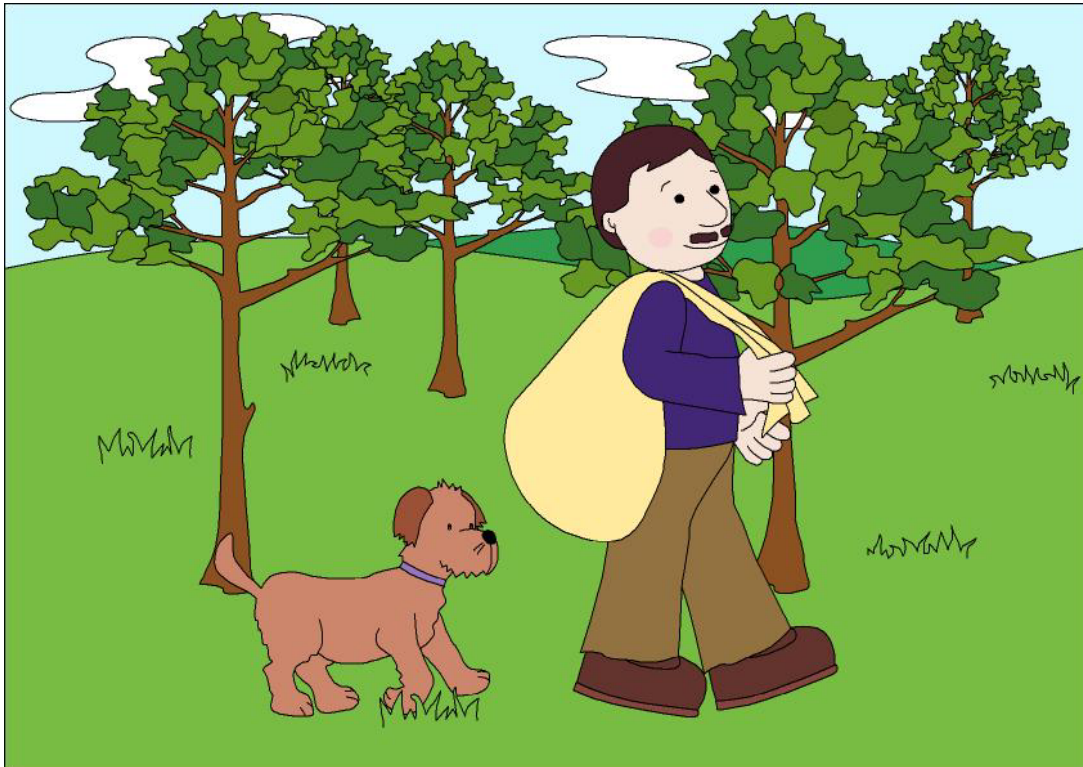
To pick those vegetables that can already be eaten. The educator will prepare with the help of the cook or of a mother, a rich vegetable plate so that the children taste them.

The educator summarizes the activity emphasizing that what they are eating is product of the work of all.

<b>CRITERIAL ASSESSMENT</b>			
<b>Observed conduct</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
They organized well the work in the vegetable garden in an independent way.			
They needed help to organize the work.			
They worked well in the vegetable garden until the end.			
They felt joy and satisfaction with the work done.			
They recited with enthusiasm the poem.			
They helped each other during the activity.			

## Activity no 5

### "Everybody's house"



#### **Summary of the activity:**

Narration of the story "A house for everybody". Conversation about the story. Finally, constructions will be made so that the little animals can live in them.

#### **Objectives:**

- To stimulate the development of collectivistic feelings in the children.

#### **Procedures:**

- Narration
- Conversation
- Questions and answers

#### **Material Resources:**

Pictures, builders' games, a group of little animals toys.

## 1st Part

Narration of the story:

*"A house for everybody"*

*"Tralalá, tralalá, tra, , , , lá ", in this way, with a cheerful and melodic voice uncle Pepe with a great sack of heavy fabric on his shoulder hummed a little song among the flowers and the great trees and after him a playful small dog that accompanied him to all parts. (Picture of Pepe with a sack on his shoulder and his small dog following him).*

*When he had already walked a lot he sat to rest. A mouse passed by, he stood up and continued his way followed by his faithful small dog: but oh, the good Pepe left behind the sack of heavy fabric between the branches of an orange tree. (Picture of an orange tree with a sack next to it).*

*Suddenly a jumping rabbit passed by and got into it and said:- How well I feel here, so I will stay here. (Picture of a rabbit inside the big sack).*

*A small lizard also passed that way, and removing her red handkerchief from her neck, she asked:*

*\_ Who lives here?*

*\_ The jumping rabbit. Who are you?*

*\_ The small lizard with a red handkerchief. Let me in. (Picture of a small lizard wearing a red handkerchief)*

*\_ How nice it is here! So I shall stay here.*

*The Cló Cló hen later passed that way. (Show a picture of a hen)*

*\_ But, who lives here? the hen asked*

*Voices could be heard that answered as a choir:*

*\_ The jumping rabbit, the small lizard with a red handkerchief, and you, who are you? The Cló Cló hen, answered, Let me in. Here it is very nice, I will stay here with you.*

*The sack looked like a very large tent now, there were already three animals living there. (Show the picture of an open sack as a tent with the little animals inside)*

*The afternoon came and when the sun hid by the horizon, a dove passed by (Show a picture of a dove).*

*\_ Who lives here?*



*\_ The jumping rabbit*

*\_ The small lizard with the red handkerchief.*

*\_ The Cló Cló hen*

*Who are you?, they asked.*

*With its smooth voice it said: I am the dove and looking inside the sack said \_ How nice it is to live here! So I shall stay here.*

*The flowers of the orange tree perfumed the atmosphere and within the sack they all distributed the work, the Cló Cló hen cooked together with the small lizard of the red handkerchief, the jumping rabbit cleaned gladly and the dove brought the food.*

*After doing all the work they met to talk or to sing, the Cló Cló hen accompanied with its guitar the song of the dove, while the small lizard of the red handkerchief and the jumping rabbit listened to it and clapped to the music.*

*Suddenly, the playful small dog and uncle Pepe showed up among the trees in search of the forgotten sack. Surprised the uncle watched inside it and saw everything so organized and clean that he said to them:*

*I would stay and live with you because I see that you live so content and happy, but I have to go on a long way away, although I am going to leave the sack to you so that you keep living in it*

*The Cló Cló hen took her guitar and sang a pretty song so everybody was very content and sang and danced gladly. (Show the picture of the little animals singing and dancing and the hen playing the guitar).*

## **2nd Part**

The educator will encourage the children to express their ideas about the narrated story. And later he will ask:

How do you help your family at home?

Do you distribute the tasks or it is only mummy or daddy who does everything?

Did you know that the work at home must be a collective work where everybody does something in benefit of the family?

### 3rd Part

The educator will tell the children: Like the little animals in the story, I brought a group of little animals that do not have where to live and you, as you are good children, are going to construct a house to them.

The educator will invite the children to construct together a great house or a great building with its fences and bridges. They can also make caves so that the little animals can live.

The children will be given a group of little animals so that they have an idea of the size of the house or cave that they must construct so that everybody fits.

They will agree on the part that each one will construct and the place where they are going to do it.

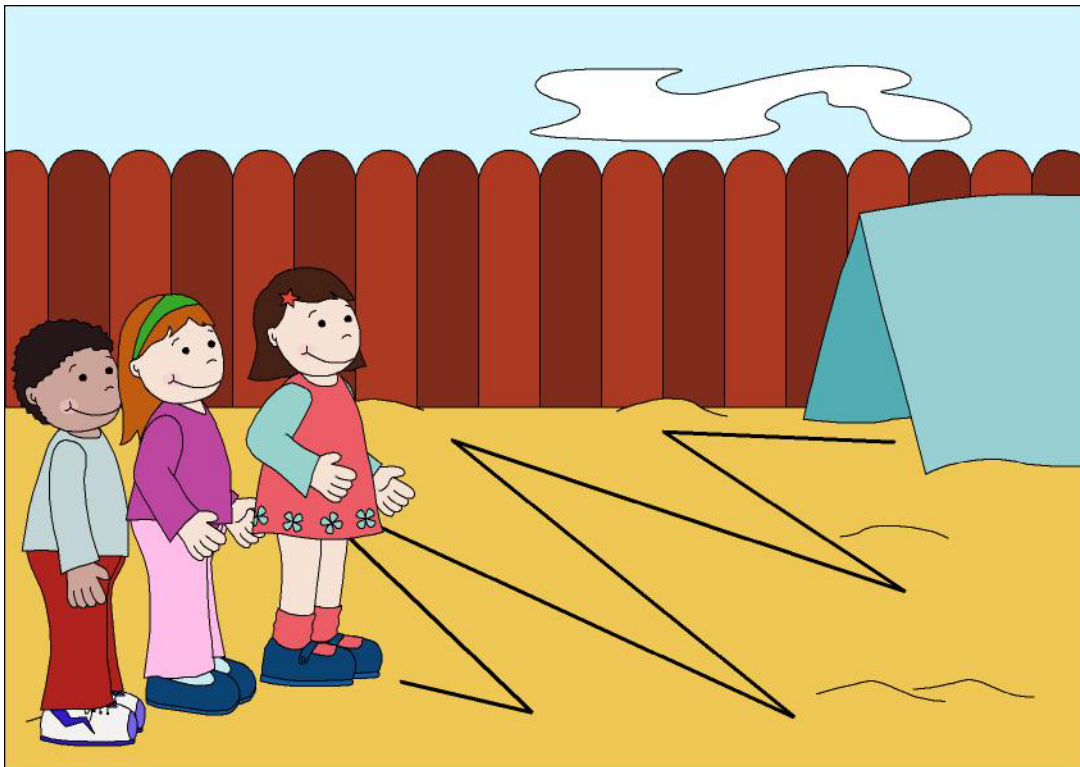
When they have finalized they will evaluate the work done and the educator will summarize the activity. It is important that he emphasizes how, coordinating the operations to work as a group, they have obtained a pretty result that will be very useful for the little animals.

<b>CRITERIAL ASSESSMENT</b>			
<b>Observed conduct</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
They coordinated well their actions.			
They needed help to coordinate the work.			
They made pretty constructions and they worked in an independent way.			
They needed help to obtain an end result.			
They felt satisfaction for the work done.			

## Activity no 6

### Critical experience for the evaluation of the block

### "We play together"



#### **Summary of the activity:**

This is a game of movement called: "Everybody's house". A tent and a zigzag line painted on the floor will be prepared in the outside area that the children must cross to arrive at everybody's house.

#### **Objective:**

- To have the children coordinate their actions and movements for the achievement of a common aim.

#### **Procedures:**

- Game

**Material Resources:**

Little flags of two colours: red for a team and blue for the other, coloured chalks to draw the lines on the floor, a tent.

**Development of the activity:****1st Part**

The educator will explain the organization of the game and its rules.

**Organization:**

Two teams will be formed: the red and the blue one, both with the same number of children. Each team forms a row, in front of each row, and with a distance of four or five meters, there is a zigzag line drawn on the floor on which the children must run in order to arrive at a tent that is "A house for everybody" where there will be baskets with red and blue little flags, one basket for each team.

**The rules of the game are:**

- The row that finishes first will be the winner
- The children will leave one by one and they can only leave when his team mate in the row has arrived at "Everybody's house" and he makes a departure signal to him with the little flag of the colour of his team.

**2nd Part****Development of the game:**

When told, the first child of each row will leave running on the drawn lines. When arriving at the end and entering everybody's house, he will take a flag of the colour of his team and he will signal it to his classmate who will leave running, and like that until the row is finished.

**3rd Part**

The winning team will be awarded. Next a meeting will be held to evaluate why this team won. Before the answers the teacher will ask what we could have done so that all the children are winners. The intention is to place the children before the dilemma to select between "anything" (little spirit of collectivism) or to promote the mixing of the groups and to make new competitions (collectivist position).

After the new game is played, the educator will tell the children that he congratulates them for the effort made, he will give greeting cards, markers, pencils, watercolours, story books to the winners and a congratulation for all the

children who worked positively for their team, that this is how they must always work, looking for the collective good of all.

<b>CRITERIAL ASSESSMENT</b>			
<b>Observed conduct</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
They coordinated well their actions and movements in an independent way.			
They needed help to coordinate their actions and movements.			
They felt satisfaction for the activity done.			
They made an effort so that their team won.			
Before the critical dilemma they chose to mix themselves and to make new teams.			
They enjoyed altogether for the collective effort made.			