



Freedom is the natural faculty that man has to work in one way or another, or not work, this is why he is responsible for his actions; it is the state or condition of the person that is not enslaved. It is to act with disembarassment, frankness, easiness, liberation. It also means a natural disposition to do something with skill.

It is the responsibility of the school to form the men of tomorrow, this is why we must know clearly and precisely: How is the citizen that we want to form going to be? The educational activities are programmed on this model.

Children will have to know that many men have fought and others will continue fighting so that they, their families and all the citizens of their country enjoy freedom today.

It is necessary to teach the child from an early age what it means to be a free man, woman or child. To teach him so that he acts according to what freedom offers him, not to be scared to express himself, to demand his rights, to speak frankly with liberty.

But it is also necessary to teach him to understand that acting with freedom means also to consider the others, and that one is only truly free when one acts for the others' well-being.

Activity no 1

"The liberators"



Summary of the activity:

The activity begins by presenting the subject through an explanation, later we will speak on the content in order to make the narration of a story in which we describe the life or actions of a liberating hero, preferably from the community or the country, although he can also be universal, finally the children will draw pictures related to the story.

Objectives:

- To develop in the children knowledge on the liberators.
- To give notions on what freedom is.

Procedures:

- Conversation
- Narration
- Investigation
- Stroll

Material Resources:

Representative pictures of scenes of the selected hero, art materials: pencils, paper, temperas, brushes, etc.

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

The educator will explain to the children why a man or woman is called a liberator, for example, because he is the soldier who fought in some of the liberating wars of independence in America or he is a veteran of one of the emancipation wars.

The educator will show pictures, he will speak of some of these patriotic people and will tell facts, feats, and anecdotes of these liberators.

2nd Part

The educator will lead a conversation with the children with the following questions:

Why did these men and women fight?

Why do we call them liberators?

Why must we always remember these men and women?

What do you understand by freedom?

3rd Part

We will tell the following story:

"He was called Liberator"

"There was once a good looking and brave soldier who fought for his mother country without rest, next to his brave brothers, brothers yes, although not of blood, because the men in the war take care of and defend themselves as brothers who fight do.

Together with his companions he fought in the flat lands and mountains, crossing seas and rivers, so that his mother country could be free and happy.

*How the enemies feared him, because he was a truly brave man.
How his feats were told and how everybody spoke of his kindness.
Yes, due to his great feats he became a general.*

Ah! He always rode a horse, and he was known as the General of the white horse.

Well, that striking soldier had a very brave horse, so brave that once it saved his life.

One day, when he was far from his troops, the General of the white horse was surprised by his enemies that shot at him trying to kill him.

But his brave horse raised itself in two legs, gave a great whinny and it covered him receiving the bullets. Hurt as it was he let its rider mount and it escaped running very quickly until he arrived next to the rest of the troops.

When the general was together with his men who received him full of joy, he dismounted and he told them:

Heal the horse. I do not want it to die! It saved my life; he affectionately passed the hand through its back and said: From today on you will be called... Liberator!

Did you like the story?

In our country there have been very brave men and women who have fought for the freedom of our mother country.

4th Part

The educator will tell the children: Now we will draw and model the liberating horse. We will also construct a pretty stable for it.

CRITERIAL EVALUATION			
Observed conduct	Yes	No	Comments
They understood the message of the story.			
They needed help to understand the message of the story.			
They knew about the conduct of the liberators.			
They needed help to learn about the conduct of the liberators.			
They were interested in making drawings, models and constructions about the characters of the story.			

Activity no 2 "The monument"



Summary of the activity:

The activity consists of a visit to a monument or statue of a liberating man or woman. The children will deposit flowers on it.

Objectives:

- To help the children feel emotions and experiences when learning about the life and works of some liberating men and women.
- That they behave with respect and solemnity before the monument of a liberator.

Procedures:

- Observation
- Conversation
- Questions and answers
- Visit

Material Resources:

Natural or artificial flowers.
Drawings done by the children.

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

First we will explain to the children that the objective of the visit is to see a monument made for the liberator and to take him flowers and drawings, they are told how to behave during the visit, fundamentally with the solemnity that this patriotic person deserves.

2nd Part

We go on the visit and once at the monument the educator will speak to the children on the life and works of this character, he reminds them how he is called, why he is a liberator, in which war he participated and why a monument was made for him.

3rd Part

There will be a conversation on the visit in which the educator will let the children express their experiences on the visit, the emotions felt in front of the monument, the knowledge of his work and basically, why he fought: the freedom of his country.

CRITERIAL EVALUATION			
Observed conduct	Yes	No	Comments
They showed positive emotions during the visit.			
They behaved in a solemn way during the visit.			
They were interested in hearing the liberator's life.			
They showed elementary notions of what freedom is.			
They expressed favourable behaviours for freedom.			

Activity no 3 "Let's paint freedom"



Summary of the activity:

We will recite a poem and the children will make drawings illustrating their feelings, finally there will be an exhibition with all the works.

Objective:

- To bring up in the children positive emotions about freedom.
- To reinforce the notions on freedom.

Procedures:

- To recite
- To draw
- To share and to explain the works

Material Resources:

Paper, colour pencils, watercolours, brushes, and other art materials.

Development of the activity:

1st Part

The educator talks with the children in the classroom or in a calm place outside the classroom and he recites a poem about "Freedom".

The educator will explain to them that many people paint freedom as something very pretty, because everybody wants to be free and to be able to paint the sky, the light, the sea, everything that is around, everything that is beautiful and that we should not be forbidden to paint what we want which means freedom.

2nd Part

The children will do their drawings on freedom; they will paint freely what they want, what freedom means for them.

Later each child will explain why he drew freedom in that way.

3rd Part

Consists of the organization of the exhibition, in which we will show all the works of the children.

Finally other classes will be invited to the exhibition.

CRITERIAL EVALUATION			
Observed conduct	Yes	No	Comments
They showed positive emotions during the activity.			
They made good drawings related to freedom.			
They knew how to suitably explain their drawings on freedom.			
They needed help to suitably explain their drawings on freedom			
They made positive verbal manifestations with respect to freedom.			

Activity no 4

“The animals also want to be free”



Summary of the activity:

This is a motion game of children hunting animals but these do not let the children catch them and run from one side to the other.

Objectives:

- That the children get sensitized about the freedom of animals.
- To make them understand that freedom is for all the living beings.

Procedures:

- Game

Material Resources:

Hunters' accessories (net to hunt butterflies, a cage to hold birds), the children can also have costumes of different animals.

Development of the activity:

The educator will explain to the children that the animals also like to live freely. Later he will explain the game to the children.

Organization of the game:

The game will have to be played mainly outdoors. The children will form two circles holding hands. In the centre of one of them there will be a child who will be a butterfly and in the centre of the other there will be a child who will be a little bird and outside there will be hunters. The persecuted and hunter roles must be exchanged.

Actions:

The round begins, the circle where the butterfly is will sing a song.

When the song is finished they stop and the child who is in the centre will leave the circle and then one of the hunters will chase him, the butterfly child returns to the circle he enters it and everybody closes the circle so that the hunter cannot enter it.

The other circle will do the same but using a different song.

Rules of the game.

1. - The child who lets himself be hunted will leave the game.
2. - The winning circle will be the one where less children were hunted.

CRITERIAL EVALUATION			
Observed conduct	Yes	No	Comments
They were sensitized in favour of not hunting the animals.			
They knew how to explain why we should not deprive the animals of their freedom.			
They needed help to explain why we should not deprive the animals of their freedom.			
They made verbal manifestations to not catch animals in their daily life.			

Activity no 5

Critical experience for the evaluation of the block

“What would you do if...?”



Summary of the activity:

This is a critical experience to evaluate the block; the children are presented a group of situations so that they say what they would do in the situations presented.

Objective:

- To verify if the children have understood the importance of living in freedom.
- To verify if the children have learned to admire and to respect the liberators.
- To verify if the children have understood the importance of expressing themselves and of acting with freedom.

Procedures:

- Stories

Material Resources:

Cards or pictures with drawings of the situations of the stories.

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

The educator will read to the children several stories so that later he asks them what they will do before that situation.

1. - If in the garden of the house you see one cheerful butterfly flying happily and freely among the flowers, what would you do? would you try to hunt it or would you observe it admiring its colours and you would let it continue flying?

2. - A little bird with a broken wing arrived at Pedro's garden, the child took hold of it, healed its wing and he locked it in a cage. Would you do the same thing as Pedro? What would you do?

3. - There were two men speaking very loudly in the underground. One of them was saying very bad things of a brave soldier who fought for the freedom of his mother country, then one lady who heard them told them that we should not talk badly about our liberators, that these men should be admired and respected because many of them have given their life so that everybody would be free. Would you do just like the lady or you would not say anything because it does not interest you? If you decide to say something to them, what would you say?

These are only some examples, the educator can create other situations.

2nd Part

The educator will let the children express their criteria, so that they reach their own conclusions, and later the activity will be summarized emphasizing the correct performance in each case.

CRITERIAL EVALUATION			
Observed conduct	Yes	No	Comments
The answers given to each one of the situations do not reflect that they have understood the importance of living in freedom.			
They needed help to understand the importance of living in freedom.			
They have learned to admire and to respect the liberators.			
They have understood the importance of expressing themselves and of acting with freedom.			
They needed help to understand the importance of expressing themselves and of acting with freedom.			