

It is said that order is the methodical, arranged and harmonious disposition of things, it is an established rule by nature for the development of facts and phenomena. Also, order is related to peace and tranquillity.

Arranging is, therefore, to put in order, line up, classify, arrange, forward and direct to an end, and in mathematics, to arrange the terms so that its degrees decrease or increase constantly.

Order is everywhere in human things, and allows us to save effort and energy: a disorganized thing functions a lot worse than an organized one. An organized child is a calm child, that follows a method when doing things, that organizes his activity.

The small child tends to be disorganized, because he doesn't understand that things have to be done in a certain way. It is the function of education to progressively arrange his conduct, to bring him harmony, peace and good disposition towards things. His life has to have order too. This is expressed by a time schedule, in an organized regime of daily life that helps him to have emotional stability.

The child must also learn that things have an order, from the creation of a poem, to the composition of a song, just like telling and narrating. It is because of this that we have to teach activities that bring about the need to use an arrangement or understanding of the order of things.

The basis of discipline is order: things have to be done in a certain way, it saves effort and earns adult approval, because a disorganized and bad-mannered child

doesn't deserve praise; something that is indispensable for the formation of an appropriate self-esteem.

It is necessary to organize the child's life at school, give him an order to his life and actions within a feeling of independence that we also need to provide, making possible for the child to have a socialized behaviour and good rapport with others.

Activity no 1

“The disorganized kitten”



Summary of the activity:

The activity starts with a conversation to make children aware of the content and evaluate the level of understanding they have about what order and arrangement are, then in a second part a story will be told, in the third part there will be an evaluation, and the activity will conclude with an art activity on the subject.

Objective:

- Teach the basics of the importance of order to children.
- Evaluate the level of understanding on this skill.

Procedures:

- Conversation
- Narration
- Practical activities

Material resources:

A story, illustrations of the plot, art material (paint, pencils, paper, temperas, felt-tip pens, etc.).

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

The teacher introduces the subject in a casual meeting with the children, asking questions to initiate a conversation on the subject, for example:

Do you know what order is?
 What does to put in order mean?
 Is it good or bad to be organized? Why?
 What happens if we are not organized in class?
 Who considers himself organized?

After commenting on the answers, probably concrete, of the children, the teacher will try to make them understand that order is something consubstantial in life, and that everything, from eating to composing music, has an order.

2nd Part

The selected story will be told, with the proper intonation and emotion. The teacher will be able to use the illustrations, as support:

“The disorganized kitten

It is a story about a very playful kitten who lived with his mom in an enormous clothes' warehouse. He was grey with white and black stripes, and had green eyes. His mom called him Playful Little kitten.

Mom was busy all night hunting mice, there was no mouse that escaped her, besides that was her job in that enormous warehouse.

When playful little kitten started to become a big large cat, mom sat with him and told him:

“You have to learn to hunt mice. For this you have to follow an order: first you learn to sharpen your nails, then how to approach the mice without them seeing or smelling you, later how to trap them, and at the end, how to defend yourself against the dogs if one surprises you when you are hunting.

The order of things didn't please him a lot, and when his mom called him to teach him how to sharpen his nails, he answered:

"I already know this, mom".

A few days later his mom wanted to teach him how to approach, unnoticed, the mice, but Playful kitten wanting only to play, said:

"I already know this, mom".

Days later his mom tried to demonstrate to him how to hunt a mouse, and again, Playful kitten said:

"I already know this, mom".

Finally, on a good day she proposed to show him how to escape from the dogs and again, he answered:

"I already know this, mom", and he went to play as always.

"You are a know-it-all, mom said, losing her patience, so I won't try to teach you anything else, but we will see how you manage, because you are big enough and it is time for you to go out by yourself. Soon I will have other kittens and I will have to take care of them.

At that time Playful little kitten got worried, but he thought after:

"Go! Mom said this to scare me", and as always, he went running to play.

That night, Playful little kitten didn't see his mom. The morning came and he looked here and there for her, but he could not find her. In the afternoon he found her in a big box with three newborn kittens.

"Mom, Mom" he said very quietly close to her ear, I'm very hungry, because I haven't eaten since yesterday.

"But, mom answered, how is that? Is it because you couldn't trap a single mouse?"

And Playful little kitten with his head down, because he was embarrassed, answered to her: -"It is because each one of them escapes from me."

"But, mom answered, weren't you the one saying that you already knew it all and didn't want to learn the order of things that I wanted to teach you?"

"Yes, mom, but the truth is that I said that because I wanted to play"

"And what are you going to do now?"

"If you let me, I will learn when you start teaching my brothers."

And from that time on everybody is surprised to see mom with three tiny little kittens and a huge one, teaching them everything that a cat should know. And when she was asked, she always answered:

“This is because my oldest child didn’t learn the order of a cat’s life, remained without knowledge, because he only wanted to play. And now he realizes how foolish he was, and he wants to know how a cat must be.”

3rd Part

In a circle, the children with the teacher will make an analysis of the behaviour of the playful kitten, seeking conclusions about:

1. The necessity of learning in order to know things.
2. To learn that it is necessary to follow an order, first the easiest and after the most difficult thing.
3. It is good to be organized.
4. The disorganized one is always looking for trouble.

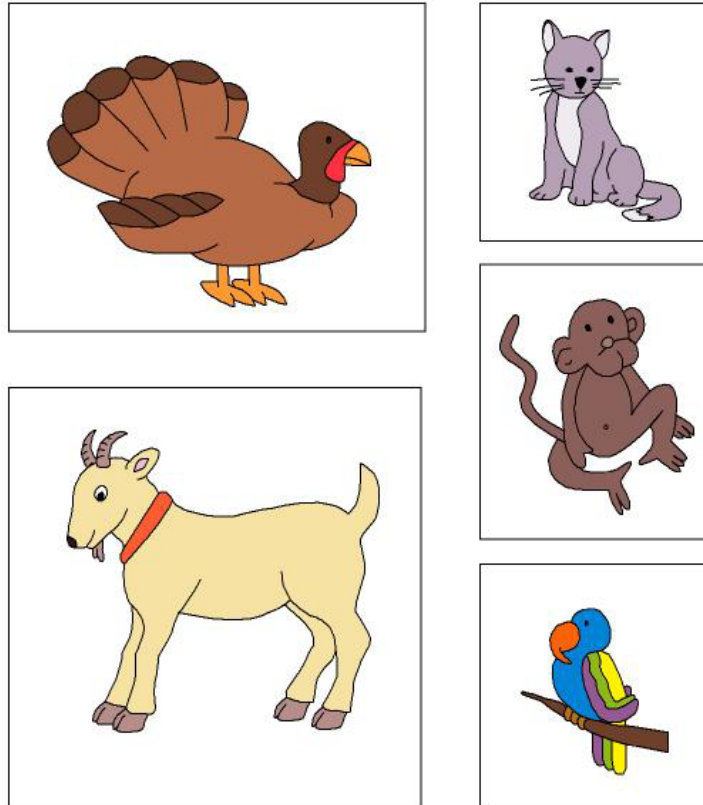
4th Part

After discussing the story, the teacher will invite the children to draw scenes from the story of the disorganized little kitten, and of other stories that they remember. These drawings can be, afterwards, gathered to be exhibited in class.

CRITICAL ASSESSMENT			
Observed conduct	YES	NO	Comments
They showed a basic understanding of the meaning of order.			
They needed help to relate to the order in the story.			
The were capable of repeating part of the story with certain order.			
They understood the reason why the little cat of the story is disorganized			
They made comments about arranging things.			

Activity no 2

“An order for everything”



Summary of the activity:

The teacher will read a poem about animals that requires a specific order to learn it. In the first part the teacher will indicate this important aspect and will ask their opinion, in the second part the poem will be read, and in the third part the meaning will be studied.

Objective:

- To help children to understand that things have an order.
- To demonstrate the connection between order and the poem.

Procedures:

- Conversation
- Reading of a literary text
- Joint analysis

Material resources:

Poem and sheets of the animals that take part in it.

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

In a meeting the teacher reminds the children the moral of the story about the disorganized cat and asks them about the matter:

Do you believe that to learn how to hunt it is necessary to follow an order?

In what other things is it necessary to follow an order?

What happens if an order is not respected in a poem?

What do we need to do to learn the order of a poem?

After listening to the children's opinions, the teacher reads them a complicated poem, the order is not followed and nobody can understand what the poem intends to say.

2nd Part

Reading of the poem:

A relevant poem about many different animals is read.

3rd Part

The teacher can read the poem. Then he analyzes with the children the order of the verses and what they mean in the poem. He can ask questions such as:

Why do you believe there is an order in this poem?

What happens if you don't follow the order?

Can the poem be expanded?

What do we have to do to expand the poem?

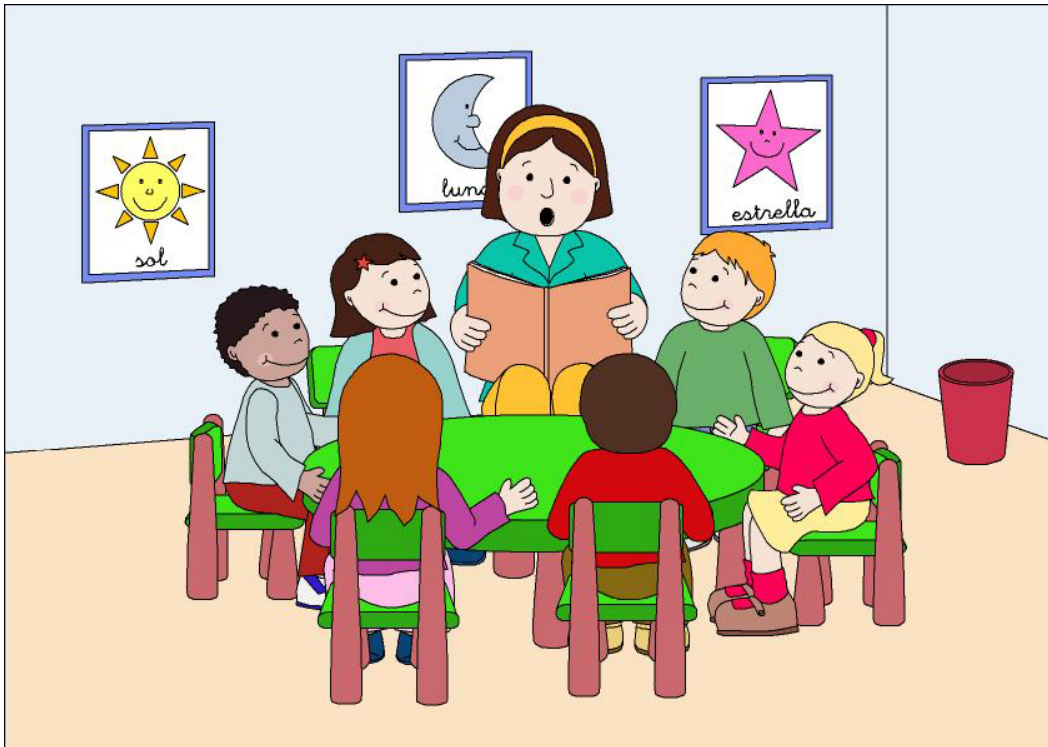
After the discussion, animal characters can be added to the poem, to demonstrate that if the order is followed the poem keeps its sense and sonority.

This poem can have music and be converted in a competitive game in which the person that can keep the order wins, and those who make mistakes when repeating the poem lose the game.

CRITICAL ASSESSMENT			
Observed conduct	YES	NO	Comments
They know how to explain why the story has an order.			
They needed help to understand the order of the story.			
They can add more animals to create new verses.			
They needed help to follow the order when reading the story.			
They manifested interest in being organized.			

Activity no 3

"Where is the order?"



Summary of the activity:

In the first part, the teacher tells the children that the main objective of the activity is to evaluate the elements of order in nature. In a second part he reads poems related to these facts, and finally a dynamic session takes place to verify what was said.

Objectives:

- To determine the level of understanding of order in some facts of daily life.
- To demonstrate order in nature.

Procedures:

- Conversation
- Reading of poems
- Questions and answers

Material resources:

Poems already used in class, illustrations of the facts presented in the poems.

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

The teacher presents the content of the activity through questions he asks to the children to awaken their curiosity regarding the subject. He can start this phase by saying:

“We have already seen that to learn well it is necessary to follow an order, even when saying a poem. But, have you asked in which other things there is also always an order?”

The teacher will let the children express themselves freely, and then he proposes that in nature everything has an order and for that he is going to read them poems that demonstrate this.

2nd Part

The reading of short poems where the order of nature is indicated. The teacher asks the children to observe where the order was given, then to analyze it. The teacher may write the poems or use some poems from literary authors.

3rd Part

The teacher in a group meeting starts the analysis of the poems, trying to have the children reach their own conclusion. For that he may ask questions like the following:

What do the recited poems talk about?

Do you believe that the year has an order? and the week? and the day?

What happens if we exchange that order, like Wednesday coming before Monday?

In what other things in nature can we find an order?

Is it good that nature has an order?

Finally, the teacher will summarize the children's criterion to set the basics on the necessity of an order in nature, that all these facts happen in order, and that when the order changes, there are problems.

CRITICAL ASSESSMENT			
Observed conduct	YES	NO	Comments
They noticed that the poems have an order.			
They needed help to understand the order in the poems.			
They related the order to the facts of nature (year, week, day).			
They suggested new facts that are presented in order.			
They manifested interest in being respected as organized.			

Activity no 4 "Amambrocható"



Summary of the activity:

The activity consists in a game of movement, and to be successful it is necessary to follow a certain order, specified in the rules. In the first part, the teacher analyzes with the children why there is an order, in a second part they learn the lyrics and the song, and in a third part they play the game.

Objective:

- To demonstrate to children that there is an order.
- To make them follow the order of the rules in a game.

Procedures:

- Conversation
- Game

Material resources:

They are not indispensable, but drawings of the objects of the profession indicated by the children can be incorporated.

Development of the activity**1st Part**

Another side of the subject is presented to the children. For this, there will be an initial conversation, with the help of questions.

“You have seen how we can find order in many things of nature. Today we are going to see that also games follow a certain order and that if we don't follow it, the game does not work well. We have selected the “Amambrocható” game, we will learn the melody and the lyric. Also, how it is played and what actions to do, and once we know them, we will play following the instructions.

2nd Part

The teacher explains the rules of the game, how they must be placed, what actions have to be done, among others, emphasizing the maintenance of order, what it is said in the text, in order to play the game well.

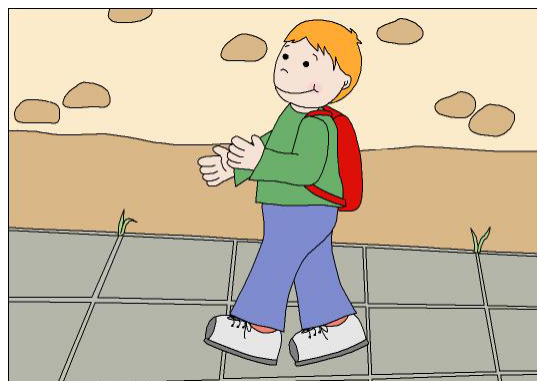
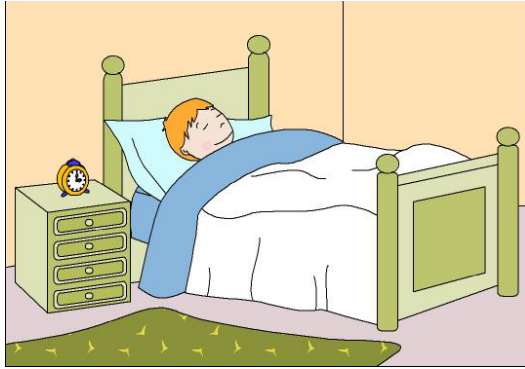
Then, they learn the lyric and the melody: The educator teaches a song.

3rd Part

They play the game.

CRITICAL ASSESSMENT			
Observed conduct	YES	NO	Comments
They noticed the order of the game and assimilated its rules.			
They needed help to understand the order in the game.			
They played the game with the appropriate order.			
They suggested new children and professions in the order presented in the game.			
They knew help to organize themselves for the game.			

Activity no 5 "Organizing cards"



Summary of the activity:

This is a didactic game in which it is necessary to place cards following the order of the child's daily life activities. In a first part, the teacher explains the content and the rules of the game. In a second, the children play the game, and at the end they evaluate the results of the activity.

Objective:

- To teach children how to use order to solve a task.
- To demonstrate that in daily life activities there is an order.

Procedures:

- Game
- Conversation

Material resources:

Deck of cards showing daily life activities.

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

The game is explained to the children. They have to solve a task: they have to put in logical order a deck of cards that is given to them, and the cards represent daily life scenes.

The deck of cards will have up to five scenes, and the number will match the age of the children, three for the youngest children group, and up to five, for the older children groups.

Example of a deck of cards:

1. Child asleep in bed
2. Child waking up to the sound of an alarm clock.
3. Child brushing his teeth in the bathroom.
4. Child having breakfast.
5. Child going to school.

The rules of the game are:

- Teams will be formed in small groups.
- All the different series of cards will be placed in a big box (no more than four series).
- After the signal, the teams will get the cards and arrange the scenes of the series.
- The fastest team to arrange the cards in the right sequence will win.

2nd Part

They play the game. The teacher will let the children work by themselves and he will have a paper with comments he can check if relevant. Among those he will evaluate:

Whether the children show organization in their team work.

The number of attempts they do to arrange the cards.

Whether they often change their work strategy.

Whether they give up on the task and it is necessary to encourage them to continue.

Whether they show signs of boredom or absence of interest.

Whether there are signs of anxiety to finish.

3rd Part

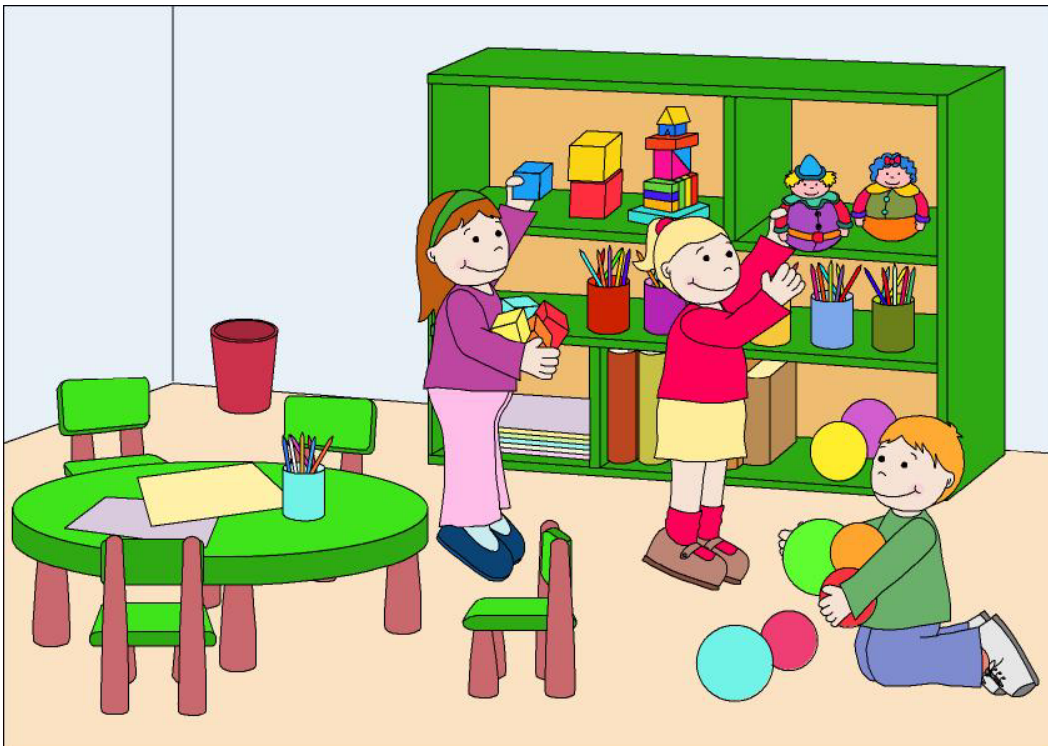
The analysis of the series will be done and the winners will be announced. The teacher has to summarize this activity by emphasizing the importance of order in daily life activities.

CRITICAL ASSESSMENT			
Observed conduct	YES	NO	Comments
They tried finding the solution until they could arrange the cards.			
They didn't find the solution and asked for help immediately, although they stayed with the activity.			
They were interested, but became bored quickly and gave up on the task.			
They solved most of the series.			
They showed disorganized behaviour during the activity.			

Activity no 6

Critical experience for the evaluation of the block

“Let's organize the class”



Summary of the activity:

The teacher will show the children how to organize the play area of the classroom.

For this, three areas will be selected that could be: the fine arts, library and music areas. In the first part, the teacher explains the activity, divides the children into teams and assigns the tasks; in a second part, the children execute the given task, and in a third part they analyze the procedures used for each group and the winners are determined.

Objective:

- To determine the assimilation by the children of the basics of order.
- To evaluate their organization for the execution of the task by the group.

Procedures:

- Conversation
- Practical actions
- Examples

Material resources:

The materials of each area, cleaning material.

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

Previously, the teacher will have removed all the objects and materials of each area, and will place them separately in a different part of the classroom, trying to have the same number of objects in each one.

Then in the assembly he explains to them:

“During the weekend, the classroom was fumigated and because of that I had to gather all the furniture and material of the classroom. We have already reorganized part of it but we are still missing three play areas. To do this we have to create three teams, one for each area, each team will first agree on how they are going to do the task, and then they will do it”.

After dividing the teams, the teacher will let them organize their activity. During this preparatory phase he will evaluate:

- Whether the children distribute the tasks or they wait for the activity.
- Whether they agree on the order of doing things (model the task).
- Whether they don't know what to do.

2nd Part

Completion of the task. During this, the teacher will abstain from participating or directing, letting the children act by themselves and solve their own conflicts. He will intervene only if necessary.

During the course of the task he will observe the teams working and will take notes:

1. Whether they follow the plan they had previously foreseen.

2. Whether they have no common idea, and each one does whatever he wants.
3. Whether conflicts for the disposition or possession of objects arise.
4. Whether they show interest and concentration in what they are doing.
5. Whether they comment among themselves how to arrange things during the task.
6. Whether they get distracted by other stimulus not related to the activity.

3rd Part

In the group, they will discuss which team has done the best work and which one is the winner. To reach this verdict the children have to explain why they consider the team winner or loser.

In the case of a tie, an external judge may be asked for a vote. (A teacher from another class that evaluates which area is better organized).

The teacher will reinforce the basics of order and how following it facilitates actions and leads to success.

CRITICAL ASSESSMENT			
Observed conduct	YES	NO	Comments
They were capable of organizing themselves to complete the task.			
They didn't find a way to agree on how to solve the task.			
Many conflicts appeared during the execution of the activity because of the task itself.			
They showed assimilation and knowledge on the necessity of order to do things well.			
They showed an organized behaviour during the activity.			
They showed an organized behaviour in other daily life activities.			