

Solidarity is a personal value, which expresses the purest manifestations of men and women as social beings. In a collectively or social group, solidarity is the capacity of performing as a whole in a group. It is a term that denotes a high degree of integration and internal stability; it is the limitless and total adhesion to a cause, situation or circumstance, which implies to assume and to share the benefits and the risks. The notion of solidarity is against the conception of man's nature based on hostility and competition; for that reason it is indispensable that it is contemplated in the development of the child as a future man of peace.

It is a bond that unites men and countries so that the well-being of some determines the wellbeing of the others. A supportive man or woman is the one who is tied or united with others by communal interests and responsibilities.

In pre-school we can set up the premises for the development of solidarity, and for this it is necessary to teach the children to their mates in difficult times, to feel happiness with the successes of others and sadness for the problems that happen to their mates. Moreover, we can teach them to be sensitive towards the youngest and the elderly, and that in other parts of the world there are children, men and women that need our help, that countries should help each other to be able to live peacefully.

Activity no 1 "Friends of the world"



Summary of the activity:

In this activity we will observe photos, pictures, or other materials that reflect the customs, clothes, language of other boys and girls of the world, particularly those from where some of the children may come from. A video projection with dances or any other topic referred to the way of life in other countries will be shown, and there will be a workshop where the children will draw, cut out and paste clothes, accessories and representative objects from several countries.

Finally there will be a festival where the boys and girls will recite poems, tell stories and perform dances from other countries with typical dresses and in which the parents will participate.

Objective:

- To develop in the children knowledge about the culture, the work, the customs and the way of life of people from different countries.

Procedures:

- Conversation
- Explanation
- Observation
- Videos
- Poems

Material Resources:

Videotape or a compact disc (CD), photos, pictures, scissors, glue, stickers and materials that serve to decorate the classroom (little flags, color paper), the national flag and flags from other countries. Typical dresses from other cultures, songs, handcrafted objects that reflect the customs and idiosyncrasy of other towns of the world; as well as items produced in other countries and that are used in our country.

We also need sound and video equipments or a computer.

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

The class will watch a video or look at pictures or photos of magazines, with the objective that the children learn and become interested in the life of people from other countries (in their work, climate, culture, etc.).

The educator can select the material about other countries, taking into account the following aspects:

- The main work of the people from this country or countries.
- Their culture.
- Songs, dances and typical clothing.
- Main agriculture and basic products.

2nd Part

The educator will talk with the children about what they saw and he will speak about the main city and the flag of that country, the language and culture of the country (to familiarize them with the typical dress of the country, with some art objects, with the typical music and dances, the characteristics of the country's nature, etc.).

It is also important to talk with the boys and girls about the things or items of personal use, or the household things, or the things of social use in the community,

also the things to eat that are consumed in our country and that come from these countries, in order to reach the conclusion that other people work a lot so that we can have or consume those products.

3rd Part

It consists of a workshop so that the children guided by the educator make accessories, drawings, models that will reflect the clothes or way of life of other children from the world, for example, the children from the Eskimo towns, those from the cold countries, from the tropic, the African children, Arabs, etc.

4th Part

Finally there will be a festival in which the parents will also participate, for which the children will decorate the classroom and create a special atmosphere, later they will recite, dance and sing songs from other countries dressed in typical costumes from those regions.

CRITERIAL EVALUATION			
Observed conduct	Yes	No	Comments
They gave their opinions on what was observed about the life of other countries in the world.			
They have expressed appreciation of the culture, way of life, etc. of other countries of the world.			
They showed interest in learning more about what they have observed and listened to about people and children from other cultures.			
They showed a desire to cooperate with the children or people from those places.			

Activity no 2

"How can we be supportive?"



Summary of the activity:

The boys and girls will dramatize the story "Under a mushroom", first they will learn the story, later they will dramatize it and later they will talk about the dramatized facts.

The teacher can adapt the story for this dramatization and change the number of characters or the type of animals to be portrayed, although all the animals must be small.

Objective:

- To develop in the children feelings of solidarity towards other people.

Procedures:

- Listening
- Dramatization

- Observation
- Conversation
- Questions and answers
- Learning the story

Material Resources:

Color papers, watercolors, brushes, temperas, fine cardboard, glue and all the necessary things to make the decoration of the stage. Costumes for the different little animals from the story (ant, mouse, butterfly, etc.).

Development of the activity:

1st Part

The educator will select the children who are going to play the characters of the story. He must consider that each one of the children can represent the character which he has liked most.

The story will be read to the children who are going to act it as many times as it is necessary for them to know it perfectly and learn well the character that they are going to dramatize, which has been identified by each one. The educator will try to dress up the children with the typical elements of their characters (antennas, paper wings, etc.).

2nd Part

The class will prepare the stage for the drama according with the atmosphere of the story, in this case there must be fine strips of papers hanging that resemble rain falling, a mushroom, some plants, etc. In addition, we have to keep in mind that all the audience should see the stage well.

3rd Part

Dramatization of the story "*Under a mushroom*".

Before beginning the dramatization the educator will explain to the audience what they are going to see, and tell them that they must pay a lot of attention because later they will have to answer questions on what they have seen and listened.

The educator will tell the story:

"Once upon a time there was an ant. One day, the ant was walking in the forest and it started to rain very hard."

Ant: - Where can I find a shelter?

"Then, the little ant saw a beautiful mushroom and it ran under it to wait till it stopped raining".

"But the rain was harder and harder. After a while a butterfly with soaked wings arrived, it was so wet that it could no longer fly, it crawled under the mushroom and said":

- Ant, ant, let me find shelter under the mushroom! I am all wet, I am cold and I cannot fly.

The ant answered: - There's not enough room and we will be very tight but it does not matter, because we will be in good harmony.

"The butterfly and the ant sheltered themselves under the mushroom while it continued raining more and more. After a short while a small little mouse arrived running and said":

- Let me stay under the mushroom! I am all soaked.

The ant and the butterfly answered: - Well, there is almost no room for you, but it does not matter. We will squeeze ourselves just a little bit so that you can fit in!

"The rain was stronger and stronger, it seemed that it was not going to stop any more and just then, a wet and shaking dove arrived".

- All my feathers are wet, my wings are tired... Let me get dry and rest under the mushroom until it stops raining!

The little mouse answered:- But the thing is that there is no more room here.

And the little dove begged them: - If you would squeeze just a little bit...

Then the little mouse said: - It is ok, let's all squeeze just a little bit more, look how wet is our little friend.

"Then a hare arrived running and said: - Please, hide me because the fox is chasing me.

The ant told the others: - Poor hare! We are going to squeeze in just a little bit more. (The children squeeze a little more and the hare goes under the mushroom).

"They had just finished hiding the hare under the mushroom when the fox arrived running, and sniffing the air around furiously it said: - Have you seen the hare? Are you sure that she is not hidden here?"

And the butterfly answered: - How could it hide here if there is no room?"

So, the fox looked around grumbling and left.

"Finally it stopped raining and the sun shone again in the radiating sky (the rain leaves and a shining sun comes into the scene, all the children leave the mushroom very happy).

Surprised the ant wonders: - How is it possible? When it began to rain only I fitted alone under the mushroom, and then there was room for the five of us.

"At that moment, a frog that had seen everything from a nearby place came up to the mushroom laughing and croaking and told them: - My friend ant, don't you realise that the magic is in solidarity? When we help each other everything is solved!"

(All the children must look towards the frog and nod)

"Finally all looked at the mushroom and understood why, at the beginning, the ant could hardly fit and, nevertheless, at the end the five little animals had managed to go under the mushroom."

4th Part

After the dramatization of the story, the educator will ask the following questions:

Which characters in this story are supportive? Why do we say that they are supportive?

What would you do if another child was getting wet under the rain and you had an umbrella?

Why did the frog laughed at the ant? What didn't the ant understand?

The educator will help the children who need it with support questions so that they are able to express their ideas about the subject.

The activity will be concluded giving the children the possibility to talk about some supportive attitudes of their little mates, friends, neighbours, relatives, etc.

CRITERIAL EVALUATION			
Observed conduct	Yes	No	Comments
They identified the characters with supportive conducts.			
They knew how to explain why the animals were supportive.			
They showed in their answers to the question "What would you do...?" a supportive attitude.			
They suggested acting as the supportive animals.			
They expressed desires to repeat the activity.			

Activity no 3

"We are going to help other children"



Summary of the activity:

The children will collect toys, objects, empty medicine bottles. They will do drawings, mold figures with plaster, clay or plasticine for the children in other countries.

Objective:

- To develop in the children positive emotions when helping the children from other countries.

Procedures:

- Gathering materials
- Elaboration
- Observation
- Demonstration
- Conversation

Material Resources:

Photos or pictures of volcanoes, storms, etc., toys, empty food and medicine bottles and cases, etc. Color pencils, paper to draw, plaster, mud or clay, color papers, etc.

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

The educator will tell the children that there are countries that undergo natural disasters like cyclones, storms, earthquakes, tsunamis, etcetera and after these disasters they need to be helped with medicines, foods, clothes, toys etc.

He will show pictures and photos of volcanoes or storms, tidal waves, etc. to them (They do not have to be photos that show catastrophic situations which can be traumatic for the children).

Later he will suggest the things that the children can bring to help the children from those places.

2nd Part

The class will gather things that the children can bring from home, which they will organize themselves and place in boxes. (They can be symbolic and not real things, for example, empty medicine bottles, etc.); but although they are not the real thing it is necessary to give much importance to what the children bring and they will be kept in a suitable place until the educator finds a destination for them.

3rd Part

There will be an art session to make drawings, model figures, repair toys, etc.

The educator will help all the children to do something, he will demonstrate what to do, if necessary, until everybody produces something.

There will be an exhibition with these works which will be titled "For the children in other countries". We will invite the parents and the children from other groups to visit it.

4th Part

The class will make a summary of the activities, where the children and the educator will evaluate the results, they will talk about the necessity to help these

countries and the supportive attitude that they have had collecting and making things for those children.

CRITERIAL EVALUATION			
Observed conduct	Yes	No	Comments
They showed interest in completing the task assigned.			
They showed desires to make something for the children from these towns.			
They expressed positive emotions and feelings on what they did.			
They tried to bring objects to help the children from other countries.			
They cooperated in the assembly and in the exhibition expressing solidarity.			

Activity no 4

“Who are you and where you are from?”



Summary of the activity:

This activity consists of putting together a jigsaw puzzle. The figures portrayed are allegorical of the cultures of other countries of the world.

Objective:

- To consolidate the knowledge on people, objects and landscapes from other countries, with which the children are already familiar with from previous activities.

Procedures:

- Recognition
- Practical Actions
- Combination part-whole
- Game

Material Resources:

Several puzzles which the educator can make from pictures and pages from magazines of which he will cut in several pieces (4 or 5 at the most) and will stick to a cardboard so that it is easier for children to manipulate them.

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

The educator will explain the game and he will remind the children about what they have seen and spoken about in previous activities about friends around the world.

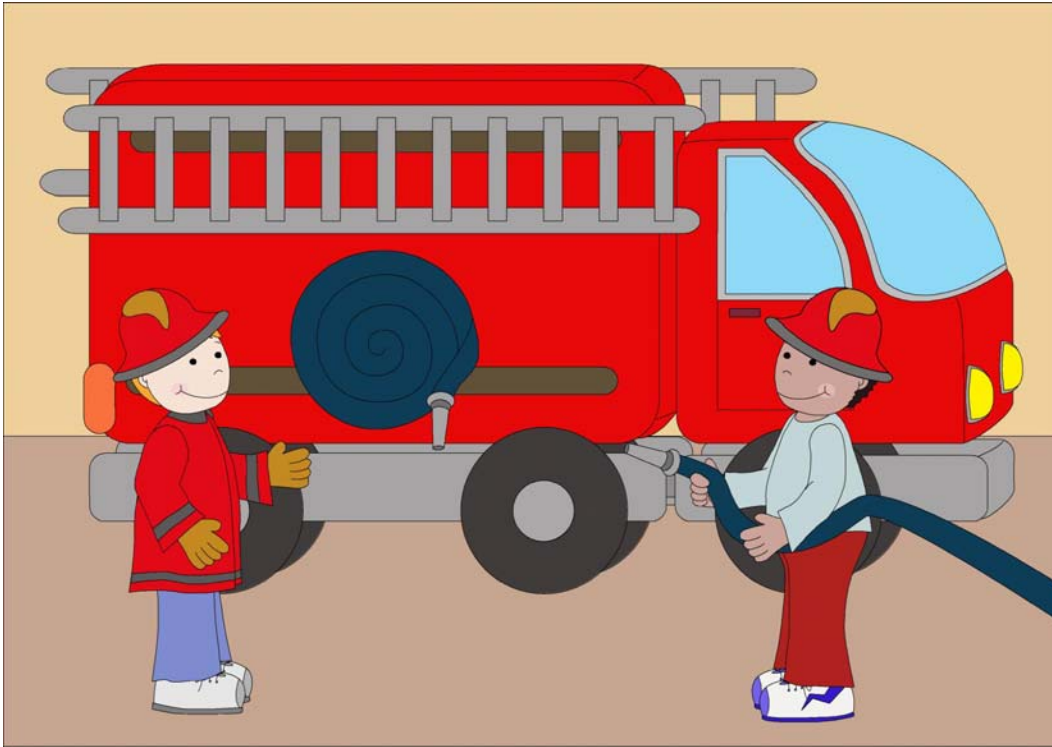
In addition, he will explain that the winners will be the children who manage to do more puzzles and name what country do the objects or people who appear in them belong to.

He will put on the tables several simple puzzles for the children to piece together. The puzzles will have representations of people dressed in typical clothes from their country, typical dresses, goods, landscapes, etc. from other countries (which they have seen in previous activities).

2nd Part

The children will do the puzzles. Once the game is over, the educator together with the children will determine the winners, but in addition he will talk with them about why one has to be supportive with the people from other countries and how to provide solidarity through our good actions towards others and how we can live peacefully by being supportive.

Activity no 5 "The Fire Brigade"



Summary of the activity:

This is a visit to the fire brigade to learn about its activities, its teamwork. To talk with the men who work as fire-fighters to learn what they do.

Objective:

- That the children know the supportive attitude of men who risk their lives for others.

Procedures:

- Observation
- Conversation
- Practical Actions

Material Resources:

Pictures or photos of fire-fighters rescuing people, extinguishing fires, etc., a fire-fighter's outfit, toys that represent equipment and accessories that the fire-fighters use to develop their work. We will place them in a play corner.

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

A few days before the visit the educator will arrange it in a fire station near to the school, he will ask one of the workers to speak with the children on what they do and show their gear to them, always taking care that there are no dangerous situations for the children.

2nd Part

There will be a preparatory conversation about the visit, in which the educator will tell the children about the fire-fighters, their actions, the gear that they use for their work in order to save people's lives and goods (houses, cars, etc.). This conversation can be done showing pictures or photos or videos, he will tell the children when they are going on the visit and what they will see in it.

3rd Part

The visit: in it, the children will observe the fire brigade, a display of the equipment with which they work, and they will talk with one or several of the workers.

4th Part

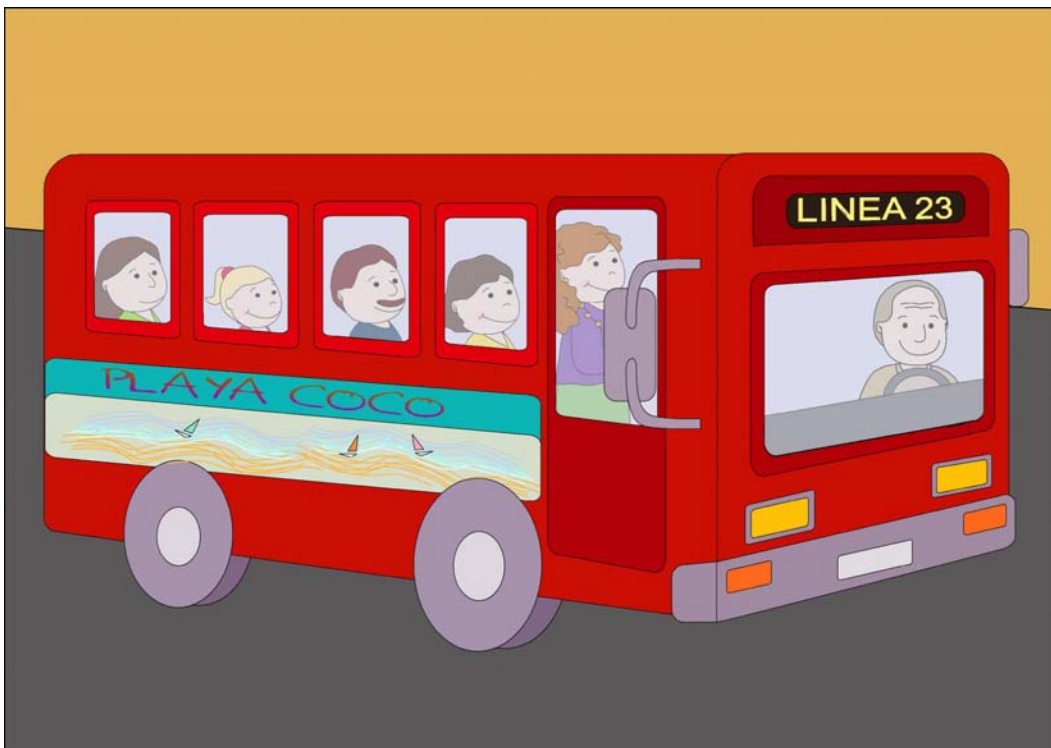
Later in the classroom we will talk about what they saw and listened in the visit to get to know what these men do to save lives, even risking their own and decided if this is a supportive conduct.

The children will be invited to take part in a role play with the argument: The fire-fighters work. The children will get dressed up as fire-fighters and will have available for the game some toy equipments and materials that the firemen use.

CRITERIAL EVALUATION			
Observed conduct	Yes	No	Comments
During and after the visit they showed interest in the feats of these men and women.			
They linked the knowledge acquired in the visit to their free games.			
In other activities or games they talked about the supportive attitude of the fire-fighters or expressed some clear ideas on the matter.			
They only expressed some vague notion on the supportive attitude of these men and women.			

Activity no 6

Critical experience for the evaluation of the block "A bus ride"



Summary of the activity:

To complete the block of activities, the educator can run an activity to place the children in a special situation to evaluate those aspects of the block that need to be verified.

Objective:

- To verify if the children have acquired any knowledge about how and why they have to act in solidarity with other people.

Procedures:

- Observation

- Questions and answers
- Practical Activity
- Game

Material Resources:

- Several chairs and a hoop that will serve as a steering wheel.
- Pictures to be placed in the game to create an atmosphere.

Development of the activity:

The activity is organized placing several chairs in rows with the children seated as in a bus; at the front end one of them will play the role of the driver. The educator can prepare the scene simulating a bus stop.

Once the children are organized the educator will tell them: -"We are on a bus full of people, what would you do if...."?

- At the next bus stop a grandmother gets on and there are no empty seats left.
- If at the next bus stop a blind person who cannot see the steps of the bus is going to get off.
- If one lady carrying a baby in her arms gets on.
- Another lady who is pregnant gets on.
- Several small children and their mother get on.

Once the answer in each of the situations is given, the child will explain why.

The educator can modify or change these situations according to what is more pertinent and necessary to work with his group of children.

To end the activity the teacher will start a conversation with the children on the answers given by them in each of the situations and will summarize explaining the correct attitude in each case and why.

This situation will serve as a general tool to evaluate this block of activities.

CRITERIAL EVALUATION			
Observed conduct	Yes	No	Comments
They have enriched their notions on solidarity.			
They knew how to explain what supportive conducts are.			
They only have some notions on solidarity.			
The answers given to the presented situations show they know how and why to act in a supportive way with other people.			
They needed much help to be able to explain what is the correct behaviour in each situation.			
They acted in a supportive way during the game.			