



The formation of this value is essential in peace education, since it is about men and women, boys and girls learning to work together with one another with the same aim.

In order to lay the foundation of this value in the boys and the girls, it is necessary to teach them to do many and varied actions, such as to help one another, to know how to coordinate actions for a joint task, to help others to carry out a common aim, to feel collective joy for the achievement of a result, to defend their classmates and to help them when they face difficulties.

Cooperation and mutual help have to be taught from the very first stages, because the child, due to his typical egocentrism tends to want everything for himself and not have to share it with anybody, but when he begins to carry out actions that benefit others, his initial egocentrism gives place to a gregarious and cooperating conduct.

The reinforcement of an adult of the favourable behaviours to a relation of mutual help among children is one of the main elements in the emergence of emotions that accompany encounters, and the young child, in order to obtain the adult's approval, shows little by little more and more of those behaviours that are reinforced to them as positive in their relations with others, such as mutual help.

The model provided by the adult is another crucial element, because the child will tend to imitate what he sees the adults doing, so to the extent in which they favour cooperation and help to others, the child will tend to imitate those conducts at first, and then to develop them on his own.

However, the educator's daily work to form this value in children is not easy, and it requires a lot of patience and understanding, and at the same time a great knowledge of the children's characteristics at this age.

When the adult reinforces the behaviours of mutual help among the children, he encourages them to repeat them and to adopt them as part of their habitual behaviour.

Activity no 1

“My friends' birthday”



Summary of the activity:

In the first two activities the children will work collectively to clean and decorate the classroom and the toys. In the third, they will make caps, decorations, bags for sweets and treats for the celebration for the children who turn years that month. The party will be the fourth activity.

Objective:

- That the children learn to coordinate their actions in joint activities.
- That they feel satisfaction for the accomplishment of collective works.
- That the children learn the importance of mutual help.

Material resources:

Scissors, glue, colour pencils, colour paper, cardboard, temperas, watercolours, stickers, rags to clean, bucket with water.

Procedures:

- Conversation
- Observation

- Explanation
- Demonstration
- Practical Work
- Elaboration

Development of the activity:

1st Part

The educator will explain to the boys and girls the objective of this collective task and will distribute assignments choosing one for himself, so that everyone, children and educator work together. In order to distribute the tasks he will consider the skills needed to complete it successfully.

The tasks are distributed in small groups so that a group of boys and girls will clean the leaves of the plants, another one the shelves, a third one the toys, for example, each child will be given two or three toys to clean, to wash and dry and to put away, with everyone being responsible for a task. Another small group will organize the corners, etc. They can also run tasks where mutual cooperation is essential, like to move a small and light table, to lift the toy box, to organize the classroom, etc.

2nd Part

Once the work groups are formed and the tasks are distributed the cleaning work will begin. During the work the educator will give the necessary help and indications so that all work in a coordinated and cooperative way.

When all the groups have finished, the educator together with the children will look around the classroom and will evaluate the work done. In order to help the children in this evaluation, he can ask them the following questions: what did they do? With whom? What is the result of the cleaning work? What has still to be done? etc. It is important that the usefulness of this work is emphasized, the help that has been given to the group and the importance of the cooperation and mutual help in benefit of all.

He will also explain that through this work we can have a very pretty classroom and that it will be necessary that everybody cooperates so that the class always remains clean and pretty, for example: by not throwing papers or waste to the ground, cleaning and clearing our work table when we end an activity and in this way we will be helping the educator and the person who cleans our classroom.

3rd Part

We will explain to the children that the objective of this work is to celebrate the collective birthday and for this everyone has to work together to decorate the classroom and to make gifts for the classmates who turn years.

The educator will name the children who will be turning years in this month.

The children, helped by the educator and distributed in small groups, will make decorations and little flags for the classroom; others will make invitation cards, greeting cards, bags for sweets, celebration caps, drawings, etc., gifts for the honoured ones and other things to be used in the party.

The educator should distribute the tasks so that the children can obtain good results by coordinating their actions and giving help, for example, some cut out, others paste, others draw, etc.

When the task is done, there will be an individual and collective evaluation guided by the educator, in which the children will express their criteria on the work done and where what was learned in this and in the previous activity on the importance of doing this type work with the help and cooperation of all will be consolidated.

It is important that at the end of the activity the educator stresses that when we work together we can obtain very pretty things.

4th Part

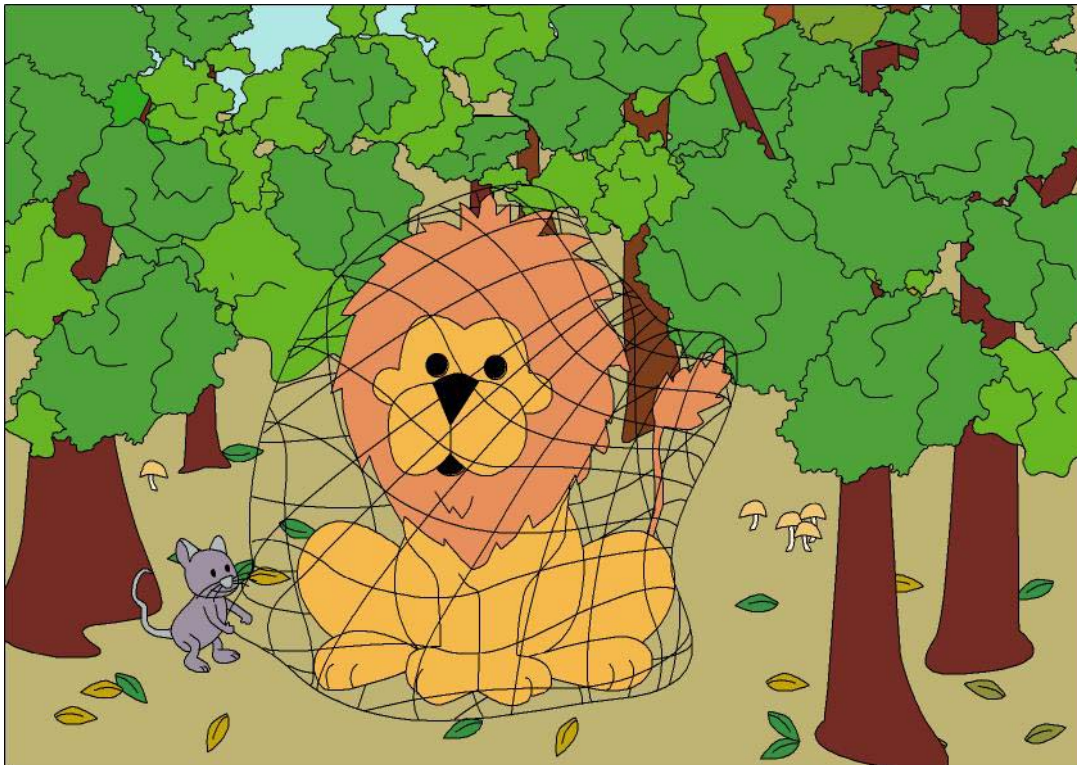
The collective birthday will be celebrated and the parents will be invited to participate.

Once the party is over, we will talk with the parents and the children mainly about what they did for the successful accomplishment of this activity, an opportunity will be given to the children and the parents to express their ideas about everything they have done.

CRITERIAL EVALUATION			
Observed conduct	Yes	No	Comments
They were able to coordinate their actions to complete the task.			
They fulfilled the assigned tasks until the end.			
There were conflicts during the completion of the tasks.			
They were glad with the results of their work.			
They understood the importance of cooperation and help.			

Activity no 2

“The importance of help to live peacefully”



Summary of the activity:

After reading a fable we will have a conversation with the children, during which they will answer the questions asked by the educator about what happened to the characters of the fable. Later the children will talk about their experiences on the subject of cooperation and mutual help.

Objective:

- To develop in the children knowledge on the importance of mutual help and why it is necessary to live peacefully.

Procedures:

- Conversation
- Observation
- Questions and answers

Material Resources:

Book of fables and pictures

Development of the activity:

1st Part

Reading of the fable "*The lion and the little mouse*"

There was once a little mouse that lived near the den of a very fierce lion. One day, by accident, he woke up the lion while he was sleeping.

The lion caught the mouse and quickly put him in his mouth, in order to eat him. The terrified little mouse, asked the lion:

"I beg you, Majesty, do not eat me up, if you let me go I will be eternally grateful, I swear; moreover to help others, even if they are as small and defenceless as I am, I will give you a delight in your heart!"

"Listen, listen...." roared the amused lion, "Perhaps you want to help me to hunt or do you prefer to roar in my place?"

The confused little mouse stammered: "In truth, Majesty, I...."

The lion exclaimed: "It is ok! You are a lucky little mouse, today I feel generous, and I will set you free!"

Days, weeks and months went by, day after day went by, and a good day hunters that wanted to capture a lion appeared in the forest. To do this they placed traps here and there.

The lion fell into a trap and became a prisoner in a thick and resistant net. He tried with all his strength to free himself, and to break the net that had trapped him, but his effort was useless. Oh, poor me, he said, I cannot escape!

Finally exhausted, he accepted his destiny, roaring in pain and desperation. At that moment he heard a little voice that said to him:

"Majesty, I see that you are in difficulties! Perhaps I can help you! I will nibble the rope that has trapped you until I manage to release you!"

The little mouse worked quickly, he nibbled and nibbled, until he broke the strong ropes of the net and, in a short while, the lion was again free.

Then, the touched lion thanked his friend and said to him:

"I'm glad to have a friend like you, who has come to help me when I needed it!"

As he reads the story, the educator will show the pictures that he has prepared.

2nd Part

After reading the fable and showing the pictures, the children will be asked about the characters of the story, on the message in the fable, in order to verify if they have understood it.

From the answers that the boys and girls give the educator will start a conversation with them on the importance of help, in this example it is possible to make comments on how the little mouse saved the life of a bigger and stronger animal, like the lion. How it was better for the lion to be peaceful with the little mouse. How important it is for everybody to live peacefully. To emphasize that even the most ferocious animals can live peacefully.

3rd Part

Finally the educator will give the boys and girls the possibility to tell their own experiences on the subject and how good it is to live peacefully with others.

It is important that the educator emphasizes the importance of giving help to live peacefully, and as in any given moment we can need help and receive it from someone we had not even imagined, as it happened to the lion of the fable.

CRITERIAL EVALUATION			
Observed conduct	Yes	No	Comments
They understood the message of the fable.			
They expressed with their experiences that they have understood the importance of help.			
They knew how to relate the importance of giving help to live peacefully.			
They suggested ways to help themselves mutually.			

Activity no 3 "The family"



Summary of the activity:

This is a role play with the argument of "The family" and the participants will be all the boys and girls who wish to take part in it.

Objective:

- To help the boys and girls to understand the need for the members of the family to help each other mutually in the household tasks.

Procedures:

- Game
- Conversation
- Practical Observation

Material Resources:

A play corner with all the necessary things for the children to play house or the family, that is: furniture, articles for the kitchen, cleaning articles, etc.

Development of the activity:

1st Part

There will be an initial conversation to ask who wishes to spend a day in the house, and once the group is formed, they will choose all the necessary toys and attributes for the game, which will be within reach of the children.

In the course of this conversation the educator will ask the children questions so that they describe the role they are playing and guide them in the development of the household tasks in the family, and how they cooperate in them.

2nd Part

The game will begin and during its development, the educator will take part in an indirect way to make suggestions that help maintain the argument alive, to enrich the actions needed to develop it and also to obtain good interrelations among the children. He will also help solve any conflict that comes up and will demonstrate to the children who need it how the members of the family can be helped mutually in the household tasks.

3rd Part

The activity will conclude with a final conversation, in which the boys and girls together with the educator will evaluate how they played, especially in the actions of mutual help between the different members of the family. We will give examples of the positive actions as well as of the negative ones without saying the name of any child in particular, but to the role that was portrayed, for example, - daddy helped mummy to cook, or - the child did not want to help his little brother to pick up the toys, etc.

Finally the educator will summarize the conversation stressing the need to help among the members of the family, so that everybody lives happily and peacefully.

CRITERIAL EVALUATION			
Observed conduct	Yes	No	Comments
They carried the argument of the game to the end.			
They developed the actions corresponding to the role carried out, performing actions of help and cooperation.			
During the interrelations with the other children in the game, they showed gratefulness for the help received.			
There were conflicts arose during the game that were solved satisfactorily.			
They needed the educator's help to solve the conflicts arisen during the game.			

Activity no 4

“Helping someone in hardship”

Summary of the activity:

This is a motion game in which the children will have to cross a circuit to help a hen and its chicks harassed by an evil fox.

Objectives:

- To develop in the children emotions of joy as they help others.
- To develop motor abilities such as keeping balance and jumping.

Procedures:

- Game
- Practice

Material Resources:

A wood plank, chalk to paint on the ground, dry leaves or branches of plants that do not offer danger for the children, a crate of approximately 40 or 50 cm. of height, bags of paper or fabric.

Development of the activity:

1st Part

Firstly the educator will explain the game and he will explain the following situation to them:

There is a hen that is being harassed by a fox and she cannot go out to look for food for her small chicks. To solve this problem she asks the other animals of the corral for help. They must go through a very dangerous way, in order to hide from the fox and bring food for the chicks. The educator shows the children the circuit which they must go through and the actions that they will have to do to pass the obstacles that they are going to find.

Next he will tell the players the rules of the game:

- Only the children who have crossed the complete way and have done all the required movements to pass the obstacles can have access to the food, those who do not do so will be caught by the fox and they cannot continue. Each child can only bring a bag of food.
- On the way back to the hen house with the food, the children will not be chased by the fox.

- The winners will be those children who manage to take the food for the chicks crossing the circuit, performing the necessary actions to pass the obstacles and that are not caught by the fox.

2nd Part

Once the children are situated in the game, the different roles are distributed, one will play the role of the fox that runs after those who go in search of food for the chicks and harasses the hen and her children, another one will be the hen that is together with her little sons in the nest, and several children will be the chicks who will have to remain in the nest (a circle painted on the ground) that they cannot leave because they could be caught by the fox. The rest of the children will be the other animals that go through the circuit one by one to bring the bags of food which will be placed at the end of the circuit.

These roles will have to be alternated so that everyone can play a different character and do the different movements.

3rd Part

After distributing the roles and each participant is in place, the game will begin with the threats of the fox to the hen house, later the hen asks for help and the other animals start to leave to cross the circuit that will have a line drawn on the floor which they must follow while walking, later they will climb onto a crate of 40 or 50 cm. of height and they will jump, later they will walk on an inclined board and then, they will crawl under weeds or branches, until they reach the bags with food and they will have to take them to the hen house through the same way.

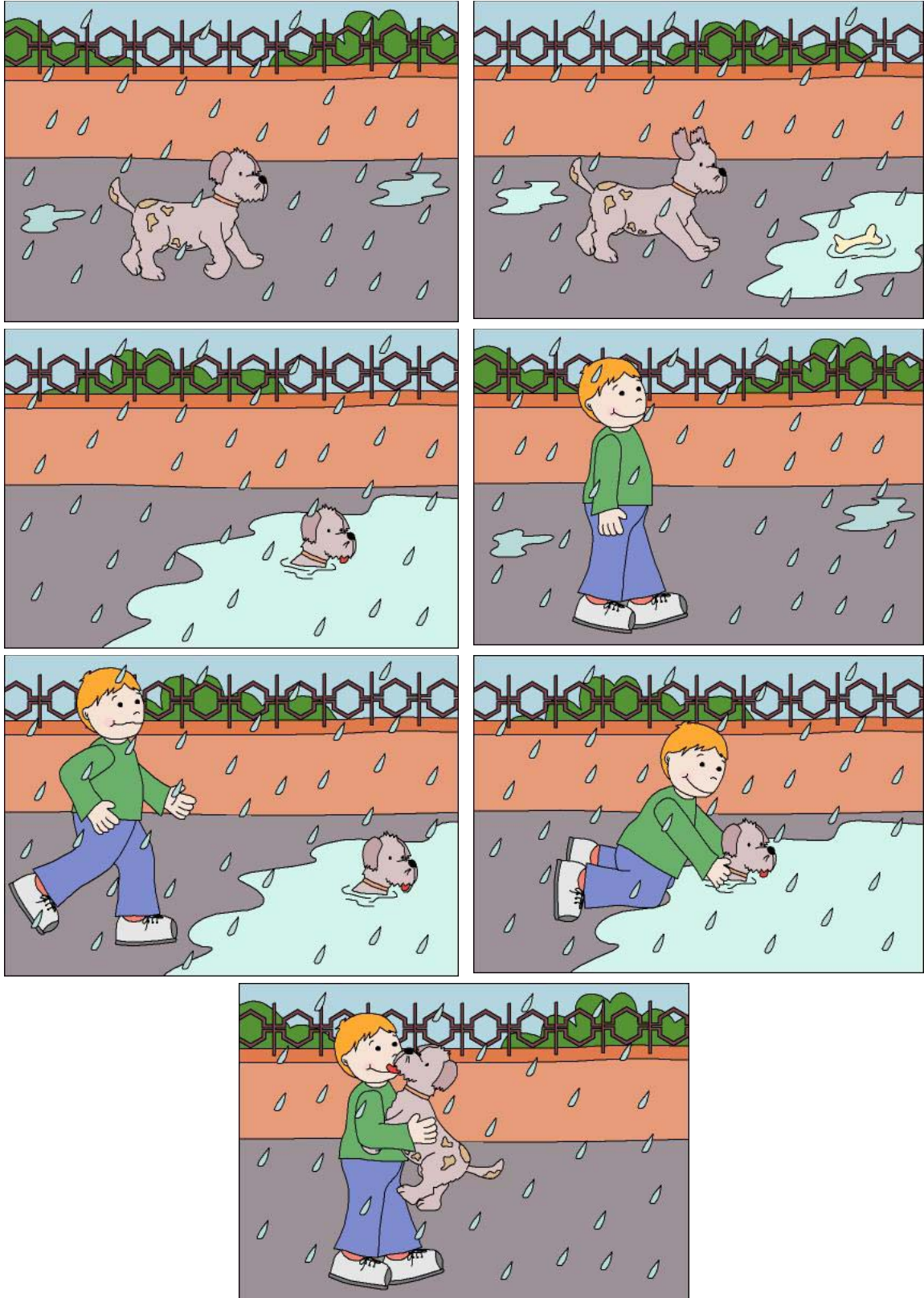
4th Part

The activity ends with an evaluation in which we tell the children that they are all winners, because they had a beautiful gesture when they helped the hen, and that this is the way it should be with everybody.

We will discuss the attitude of the fox because he did not let the hen live peacefully and take care of her chicks.

CRITERIAL EVALUATION			
Observed conduct	Yes	No	Comments
They carried out the required motor actions.			
They needed much help to carry out the required motor actions.			
They showed joy and satisfaction in giving help.			
They were indifferent about giving help.			
They followed the rules of the game.			

Activity no 5 "Ordering my cards"



Summary of the activity:

This is a game in which the child must order a series of cards with a specific sequence determined by the actions shown in them: They will make up a story about the cards later.

Didactic objective:

- That the children recognize the value of helping others.

Procedures:

- Game
- Serialization
- Observation
- Conversation

Material Resources:

The educator can create any sequence of actions, as long as in the same ones the need for help is illustrated. It will have 7 cards (at most), for example:

Card No. 1 A small dog walking along a street under the rain.

Card No. 2 The dog tries to get a bone that is floating in a large pool of water.

Card No. 3 The dog falls in the pool and is in danger of drowning.

Card No.4 A child walking along the same street.

Card No.5 The child running towards the pool where the dog is drowning.

Card No.6 The child saving the dog.

Card No.7 The happy dog, licking the child's face who has a great expression of joy on his face.

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

The educator will direct the children to put the cards in the order in which the events must have happened and after they have achieved this he will ask them to tell a story on what they see in the cards, following their order. He will give help to those children who need it.

He will explain the rules of the game that will be:

- The winners will be those children who manage to put the cards in a logical order and that make up a coherent story, following the order that was given in the cards.

2nd Part

The children will work with the cards. In this example one assumes that the order is 1-2-3-4-5-6-7, but if some child gives another one that is also logical and makes a good story on the base of his sequence, it will be considered as correct.

To conclude the educator will emphasize the value of giving help at moments of hardship, if we helped ourselves and we did not fight, we would live peacefully and save many lives as the child who saved the dog.

CRITERIAL EVALUATION			
Observed conduct	Yes	No	Comments
They ordered the cards correctly.			
They made up creative stories.			
They reflected the value of giving help in their stories.			

Activity no 6

“A stroll around my school”



Summary of the activity:

The children will take a stroll around the different rooms of the centre: classrooms and service areas, during it they will observe the work that the educational and service personnel carry out, they will talk with all the workers, finally the teacher will talk with the children about what they observed and listened to in the visit.

Objective of the visit:

- That the children know the usefulness of the work of the staff in their centre and how they can collaborate with these people.

Procedures:

- Conversation
- Observation
- Stroll

Material Resources:

Photos can be taken of all the people who work in the centre carrying out their works.

Development of the activity:

1st Part

Before the visit we will talk with the children about what they are going to observe in it. We will prepare the staff who will receive the children so that they explain and show the work they do.

2nd Part

Visit where they will develop the following activities:

To learn about the activities of the people who work in the kitchen (At no time the children should enter, they will just stop at the door and the cook will explain what they do because they cannot be exposed to any risk). The cook will speak to them about the importance of his work and the rest of the personnel who work with him, also on the need for the children to eat all their food so they can grow healthy and happy.

The children will observe the work of the service personnel who clean the center and talk with these workers to learn about the importance of this work and how it is necessary for the children to collaborate to keep their centre in order and clean.

The children will observe how the educators take care of, attend to and teach the children of the younger groups and talk with them about how the older children can help the younger ones.

3rd Part

In the days after the visit the educator, with the help of photos, will talk with the children on what they observed, about the work of these people and the help that they gave to the children so that they can grow healthy and happy; as well as the attitude of cooperation that they must have towards these people.

CRITERIAL EVALUATION			
Observed conduct	Yes	No	Comments
They expressed and imitated in their games and activities what they observed in the visit.			
They showed conducts of respect and cooperation towards other people's work (to take care of the cleaning of the centre, etc.).			
They recognized the help that the workers from their school give to the children.			

Activity no 7

Critical experience for the evaluation of the block

“What would I do if...?”



Summary of the activity:

We will create a critical situation in which the children will portray characters that need help. Later they will answer the questions of the educator on how they would act in these situations.

Objective:

- To verify what the children have learnt about mutual help.

Procedures:

- Dramatization
- Observation
- Conversation

Material Resources:

A cane, dark glasses, a shirt with buttons, a toy.

Development of the activity:

1st Part

Some children, prepared and directed by the educator, will dramatize scenes where situations of danger and the necessity of help are portrayed, for example:

- A blind person who wants to cross a street.
- A small child who cannot unbutton his clothes.
- An old person that has fallen down.
- An educator or teacher, who with the help of a child manages to solve a conflict arisen in the game because a child snatches a toy from another one.

2nd Part

After each dramatization the children in the audience will be asked, How can we help them? How can we help the little ones? How can we help older people? Why must we help each other to live peacefully? Why shouldn't we fight? etc.

3rd Part

Finally the educator will ask the children: What would you do in a case like this?

CRITERIAL EVALUATION			
Observed conduct	Yes	No	Comments
They knew how to give the necessary help in the different situations.			
They understood the need to help others to live peacefully.			
They developed spontaneous conducts to help others.			
They made comments on how to help those who need help.			
They showed cooperating conducts in the game and the daily activities of the group.			