

A flexible person is the one that is not subject to strict norms, to dogmas or ties. One who has the disposition to adjust with ease to the opinion, the will or the attitude of another one or others. One who is susceptible of changes or variations according to the circumstances or needs. He is able to modify his own criteria, to accept that it is possible that he is mistaken, to shape his thinking to new circumstances, to change his conduct given the facts, who is not rigid, he adjusts to the facts and ideas.

To teach the little child to be flexible means to develop in him an attitude that suitably prepares him for his future life, first at school, and later for his professional or working adult life.

In his interrelations the child will be in a group in which he will have to adjust, to consider others' criterion and to vary his own opinions if necessary, he will have to fulfil the criteria and norms of the group and to fulfil the obligations and rules that the center, in agreement with his new position, demands.

This assumption of flexibility must control first the natural disposition of the child who thinks that everything revolves around him, that everything belongs to him and that everything has to be as he wants, which in some cases can acquire the condition of obstinacy and stubbornness. The transit from this initial egocentrism to a more social conduct is one of the greatest educational tasks in early childhood.

It is for all this that it is necessary to prepare the child to develop a flexible attitude and make him able to find the solution to the problems by diverse routes, changing if necessary the strategy he has used so far.

Activity no 1

"The little green frog"



Summary of the activity:

In this globalized activity the first part consists of the presentation of the situation by a puppet, later there will be a narration of a story, after that the children and the educator will talk about the story, and finally, there will be a motion game.

Objective:

- To develop some knowledge on flexibility in the children.
- To develop experiences and positive emotions towards a flexible attitude.

Procedures:

- Game
- Conversation
- Narration

Material Resources:

The puppet "Solomon", pieces of chalk to paint the ground.

Development of the activity:

1st Part

- "In the circle in the classroom or in the outside area, the educator manipulates Solomon the puppet, who will say to the children:

- "Good morning my friends, it's been a long time since we have seen each other, I was walking around the world seeing and listening things to tell you, and today I brought something that everybody must know."

- "You know that there are people and characters who are able to realize that they are mistaken and change their way of thinking and doing things. We say that they are flexible, but others are not, and they are called rigid, because they cannot or do not want to modify their ideas or opinions, and to accept that it is possible that they are mistaken."

- "I advise you, my friends, to be flexible, when you have to change your conduct, do it."

- "For example, if you think that a game must be done in a way and a friend comes and tells you that you are mistaken and shows you that the game is not like that, then accept it and change the way or style of playing and you will see that it is going to be much better."

- "Another example, if you are trying to solve a problem and you cannot, change the way of doing it and look for another solution."

- "Have you understood my message, dear friends?"

Solomon will let the children express their ideas and then he will tell them:

- "In order to understand it better I'm going to tell you something that I saw and heard when I was taking a walk in the country."

2nd Part

Narration of the story: "*The little green frog*"

Near a small village, the rain formed a great pool. In it the mother of the little green frog and all her little brothers looked for refuge.

One lukewarm and sunny morning the little green frog left the pool. Her skin was so green that it shone with the sunrays and it was so pretty that she even found herself beautiful when she looked in the mirror of the water. Then she thought that she deserved to have a cheerful and care free life. She would not work any more, not even to help her family.

Jumping and jumping she approached a tree where a woodpecker worked very hard. He was opening a hollow in the trunk.

_ "Do you want to play, friend?", the little green frog asked him.

_ "It's impossible little green frog", the woodpecker answered, "I must clear the little worms that damage this tree my friend, there are other moments to play."

_ "I'm really sorry, because after is going to be too late!" answered the little green frog, "you are wasting a great time, you are so fool that you only think about working."

"You are mistaken little frog, the woodpecker answered, "if in this story there is a fool, this is you, if you think you can live without working, don't you know that the one that does not work does not eat."

But the little frog did not hear the advice of the woodpecker, and she followed her way saying that the woodpecker was mistaken and that she was right, because life is to be enjoyed.

Jumping and jumping she arrived at a white flower. In the flower there was a bee.

"Do you want to take a walk?", the little frog asked

_ "It's impossible" the bee answered. "I must take all this sweet out of this flower to take it to my beehive, I will take a walk later."

_ "I'm really sorry, you lose, it will be a burden for you, because life is to be enjoyed", the little frog told the bee.

_ "Wait a moment little frog", the bee told her, "you are mistaken, your way to think and to act is not correct, for that reason I am going to give you an advice: In life there is a time for each thing, and life is not just taking a walk and playing, there is a time to work and if you do not do it, you are going to have great difficulties".

"But the little frog thought that the bee was also mistaken -"I am intelligent because while they work I play and take a walk, and as I am right they waste their time because nobody is going to make me change my opinion.

A girl who was passing by heard her and she asked: "Why do you say that little green frog, why don't you hear other opinions? One is not always right, it is necessary to take into account the criterion and the good advice from others, sometimes one is mistaken and must change the way of thinking and doing things."

_"I do not have to change my form way of thinking and doing things, because I know that I am right, I do only what I like and that's it", the little frog answered and jumping and jumping she went her way.

She had been jumping for a while when she realised that she was hungry, very hungry, but it did not matter because life is to be enjoyed. After a short while her stomach was shouting, even if it was just for a little worm.

"I will return to my pool", she said, "I will take some supplies that my mother surely will give me and will jump to the hills and the pools playing and walking."

When she arrived at the pool where her family was and asked her mother to give her provisions, the mother answered:

_ "Everybody advised you and you did not want to change your opinion, now manage as you can and enjoy life, but without eating, because whoever does not work does not eat ".And the woodpecker who walked close by added: _ "and whoever does not hear some advice does not become old."

3rd Part

The educator and the children say goodbye to the puppet and they hold a group meeting, asking key questions to initiate the exchange:

Did you like the story?

What new thing have we learned with this story?

Is the little green frog a flexible little animal? Why?

Is she rigid? Why?

Would you like to be like her?

Why did the woodpecker tell her that whoever does not hear advice does not become old?

4th Part

To finalize the activity, the children will play a motion game. The educator invites the children to play and he tells them:

_ "Like Solomon I also saw in another pool a little green frog that told its friends that it was the biggest frog of the world, their companions told him that it was mistaken but it did not change its way of thinking. One day an ox went to drink water in the pool and its friends said:

_ "This is bigger than you" Then, as the little frog was not able to change its opinion, in spite of the evident difference of size between it and the ox, it answered: -"Well. I can inflate myself and be bigger than it". And the little frog

started to blow so much, that puf, it burst!". You see the damage that can cause not to change an opinion when the situation requires it."

The educator suggests then to play the little frog and to jump the pools and to inflate oneself until one explodes.

Organization of the game

On the floor or ground we paint several pools of 30 to 35 cm. of width and at a distance of 25 to 30 cm. from one to another. One can go from one pool to another walking, running, jumping. When jumping, it is necessary to take care so that the children take off and fall simultaneously with both legs. The pools are placed freely.

When the educator says: "Inflate little frog, inflate more and more....stay like that....do not inflate more or you'll burst", the children walk backwards, holding hands and when he says "burst"; the children loosen the hands and squat down saying "Zap".

The rules of the game are:

- It is necessary to jump with both legs
- It is necessary to do all the movements and the actions of the game.
- Those who follow the instructions better and are able to change what they are doing according to the indications that are given to them will win.

Criterial evaluation			
Observed conduct	Yes	No	Comments
The answers to the questions asked reflected understanding of the flexible conduct.			
They understood with help what the flexible conduct consists of.			
They paid attention to what it means to have a flexible conduct.			
They showed positive emotions during the motion game.			
They did the requested movements in the game well.			
They needed help to do the requested changes during the game			

Activity no 2 “Looking for solutions”



Summary of the activity:

We will assign activities to the children so that they understand that there are different ways to solve problems and tasks. For example tasks in small groups, always returning to the initial group, and determining the ordinal numbers in a series according to the relative position of its elements.

Objective:

- To teach the children that there are different routes to solve the same task.
- To cause changes in their way of acting or thinking.

Procedures:

- Comparison
- Analysis
- Synthesis
- Practical Actions

Material Resources:

Cards (12 for each child) and plastic cars (6 for each child),
 Pictures of paper or scale models with streets and two parking spaces (one for each child).

Pictures with two rows of soccer players one that goes towards the left and the one towards the right (two for each child).

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

The educator will give the children cards to solve the following problem:

_"We have 12 sweets, and we give sweets to two children, one receives 7 and the other 5 (The children will distribute their cards as they were shown)."

"If we want that both children have the same amount of sweets, what can we do?"

The children will work with their cards. Later the educator guides them:

"Very well, now you will do it with me. We can do it in two different ways.

"We take out 2 sweets from the one who has 7 and each child remains with 5 sweets. They already have the same amount."

"What other way can we do it? Get all the cards again and distribute them 7 and 5 again."

The educator will wait to see if someone reaches the solution in an independent way. Later he will demonstrate for everybody

"_We take out 1 sweet from the one who has 7, and we give it to the one who has 5. Now both will have 6 sweets."

2nd Part

Each child will be given a picture or a scale model where there is a street and two parking spaces (The situation can be illustrated in the blackboard).

Each child will have 6 small cars (plastic ones).

The educator will tell them:

"_ Park your cars. There must be cars in each place."

He will let the children work and he will ask each one to tell how they distributed them, in this way they will look at all the possible ways to distribute 6 things between two.

The educator will draw the children's attention to all the possible solutions, within a situation analysis and a group discussion.

5 and 1

4 and 2

3 and 3

2 and 4

1 and 5

The value of this exercise is for the children to analyze and verify that all these solutions are correct, and therefore any solution is flexible and can be changed, and nevertheless, can also be correct.

This task can also be done by splitting up groups in several subgroups and returning to the initial group, in this way the children can also see how a group can be divided in different ways, for example, by the properties of its elements (colour, shape, size), and that if we put it together again we obtain the initial group again.

3rd Part

We will show a picture with a set of 6 football players marching in a row towards the left, and they are asked to determine the place that certain player occupies, for example, the one on the left end will be the first, and the one on the right end the sixth.

Later the same row of football players is shown to them, but now they are marching towards the right, here the place that each player occupies varies.

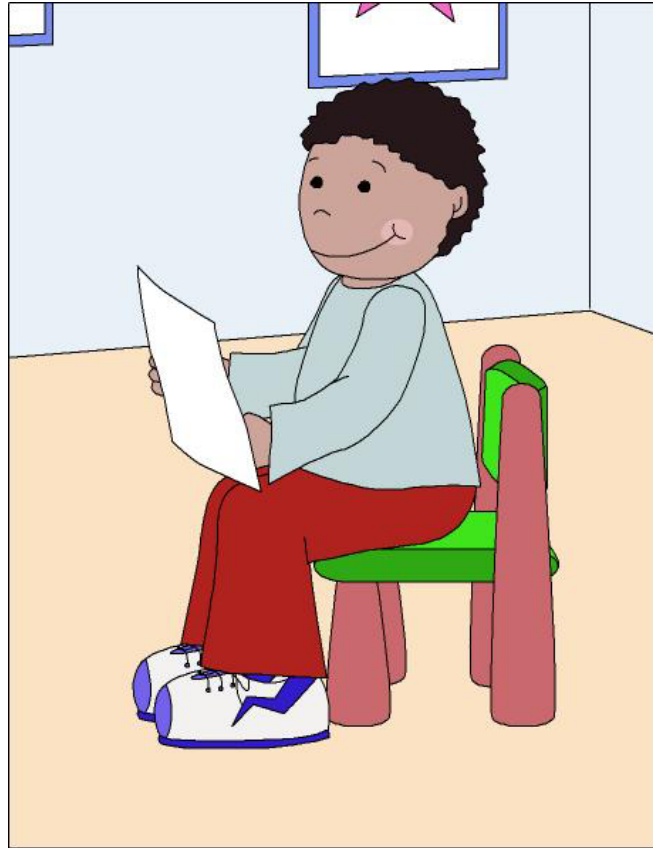
Logically the one at the end on the left now will not be the first but the sixth, and the former sixth player will now be the first.

The objective of this task is to make the children realize that there are different points of view to order things, and that this applies to objects, facts, and people in life. This is why we should not have a rigid criteria.

The educator will remark that they have seen how the same activity has several solutions, and this is why they should not have a single criteria or solution, because our thinking must always be flexible so that things come out well.

Criterial evaluation			
Observed conduct	Yes	No	Comments
They learnt to solve the proposed tasks by different routes or ways.			
They needed help to learn that the tasks can have different routes solutions.			
They related in an accidental way some of these changes to daily life situations.			
They accepted the fact that the same thing can be done in different ways.			

Activity no 3 "Tell your own story"



Summary of the activity:

We will begin with a conversation and the educator will remind the children of the story of the little green frog and later they will make up their own stories, on the people who they know that are flexible or rigid.

Objective:

- To develop in the children knowledge about flexible people.

Procedures:

- Stories
- Questions and answers

Material Resources:

Texts of stories, pictures or images of the story "The little green frog".

Development of the activity:

1st Part

The educator will remind the children of the story "The little green frog".

Do you remember how the little frog behaved when they gave her some advice?

Indeed the little frog did not behave in a flexible way, on the contrary it was very rigid.

He describes again how flexible and rigid people are, and he proposes to divide the group in two parts, at the same time he suggests:

- "A subgroup will make up a collective story on how flexible people are, their form to behave and what they say. They can talk about well-known people or stories or cartoons characters, or it can be a story invented by the group."

- "The other subgroup will work on rigid people or characters, their way to behave and what they say."

Later each child tells what he knows about the flexible or rigid people.

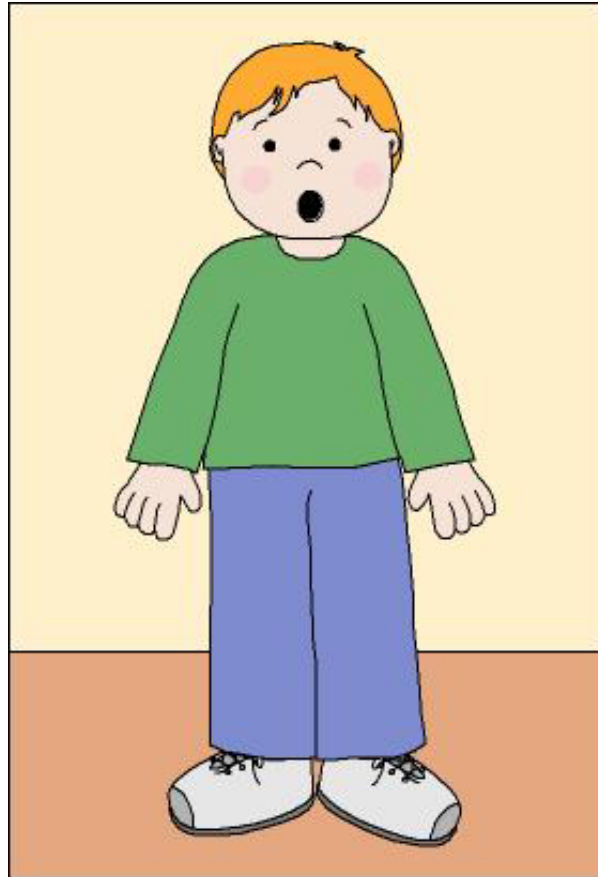
2nd Part

The educator as he listens to the children writes down what they say and gives coherence to the story, later he reads it and the group analyzes and evaluates it.

Criterial evaluation			
Observed conduct	Yes	No	Comments
They created stories that demonstrate knowledge on flexible and rigid people.			
They needed help to create stories that demonstrate knowledge on flexible and rigid people.			
They related some stories to their own or known experiences.			
They showed positive attitudes towards flexible people.			
They expressed verbal manifestations of rejection towards rigid people.			

Activity no 4

“Find the suitable word”



Summary of the activity:

This is a verbal game in which the educator will read stories that the children must complete with a suitable word.

Objective:

- To develop in the children experiences on flexible conducts.

Procedures:

- Verbal stories
- Game
- Questions and answers

Material Resources:

Texts of stories, a cassette recorder.

Development of the activity:

The educator will read the stories and will explain to the children that they must complete the story by saying the words "rigid" or "flexible", depending on the case. He adds that the winner will be the children who better complete the story with the missing word.

Some examples of stories are given, the educator can create others, according to behaviour of the children in his group.

1.- Matilde is a girl that when she has a fixed idea, she maintains it although she knows that she may be mistaken. Matilde is a _____ person.

2.- Matilde's mother is a _____ person because she does not let under any circumstance, even if it is raining, that the girl arrive late a few minutes at her house.

3.- Pedro is a _____ child, as soon as he realizes that he is mistaken he changes or modifies his conduct.

4.- Maria is a girl that when the group invites her to play, and they tell her what are the rules of the game, she accepts them without any problem, for that reason everybody says that she is a _____ girl.

5.- Juan does not get upset, nor does he hurry when something is not coming out well, on the contrary, he in a patient way looks for another way to solve it, his teacher says that Juan is a child with a _____ thought.

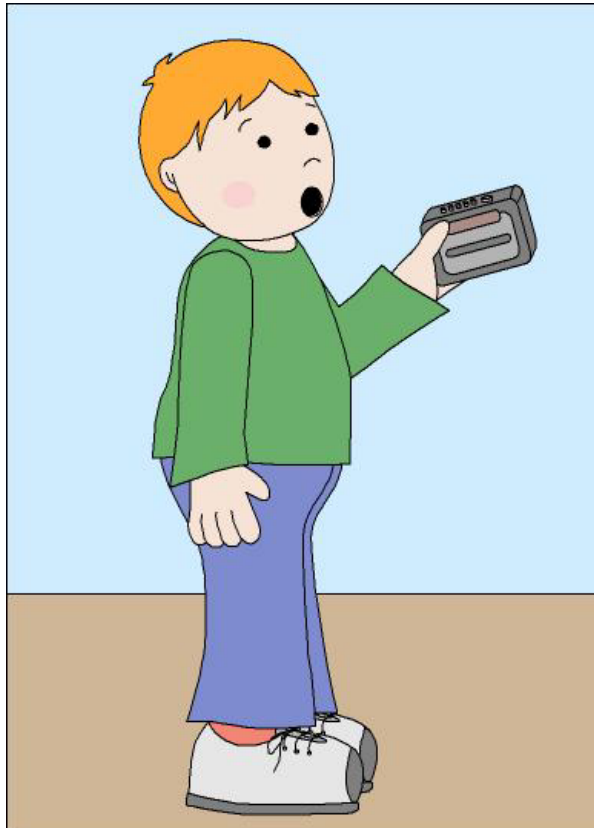
The educator plays the recorder to listen to the successes and errors again. The children must differentiate them by themselves, and the flexible conduct will be praised.

Criterial evaluation			
Observed conduct	Yes	No	Comments
They completed the story with the suitable word.			
They needed help to complete the story with the suitable word.			
They showed satisfaction with the activity.			
They expressed opinions on flexibility and its opposite, rigidity.			

Activity no 5

Critical experience for the evaluation of the block

"How are you like?"



Summary of the activity:

This is a critical experience to evaluate the block. Each child will have to analyze himself, evaluating his conduct in relation to flexibility.

Objective:

- To verify if the children know how flexibility is manifested in them.

Procedures:

- Analysis
- Synthesis
- Comparison
- Conversation

Material Resources:

Cassette Recorder.

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

The educator will explain to the children that they are going to do an activity in which they must evaluate themselves, and that they have to record what each one says so that they can listen to themselves later. During the process he will make sure that no negative comments are made when some child is evaluating himself, always trying to avoid to damage the children's self-esteem.

The educator will use the following indicators to help the children:

- If they listen to their parents, grandparents, neighbours, companions advice.
- If they do not listen to anybody's advice.
- If they change their mind when they are mistaken (an example will be given to the child who needs help).
- If it is very hard for them to change their mind when they are mistaken
- If they never change their mind when they are mistaken
- If when they do some activity they try to look for other solutions (an example will be given to the child that needs help).
- If they prefer to do the activities always in the same way

The educator will lead the self-evaluation explaining to each child the indicators on which they will speak, for example:

_"Now Pedro you will tell me if you listen to the advice that somebody of your family gives you, or if you are like the little green frog that does not hear anybody's advice".

The educator will summarize emphasizing the positive things that the children said, and commenting that the problems found will be solved with the help of all.

2nd Part

The educator works in an individual way or in small groups with the recorder so that each child present can listen to and evaluate himself. He can establish other indicators if he considers it advisable to make this evaluation easier. In addition he will have this self-evaluation in mind in his planning of the educational activities, so that he knows what must be worked on with each child.

Criterial evaluation			
Observed conduct	Yes	No	Comments
They recognized how a flexible person acts.			
They needed help to recognize how a flexible person acts.			
They knew how to evaluate themselves correctly as far as the flexibility of their conduct.			
They needed help to evaluate themselves correctly as far as the flexibility of their conduct.			
They were able to differentiate between rigid and flexible behaviours in daily life actions.			