

The first social contact of the child with the world is with his mother, who becomes during the first year of life his main figure of attachment, later this is diversified and there are other figures of attachment (father, grandparents, uncles, etc), though in a general way, the mother continues to be the main figure in the emotional relation established between the child and the adult.

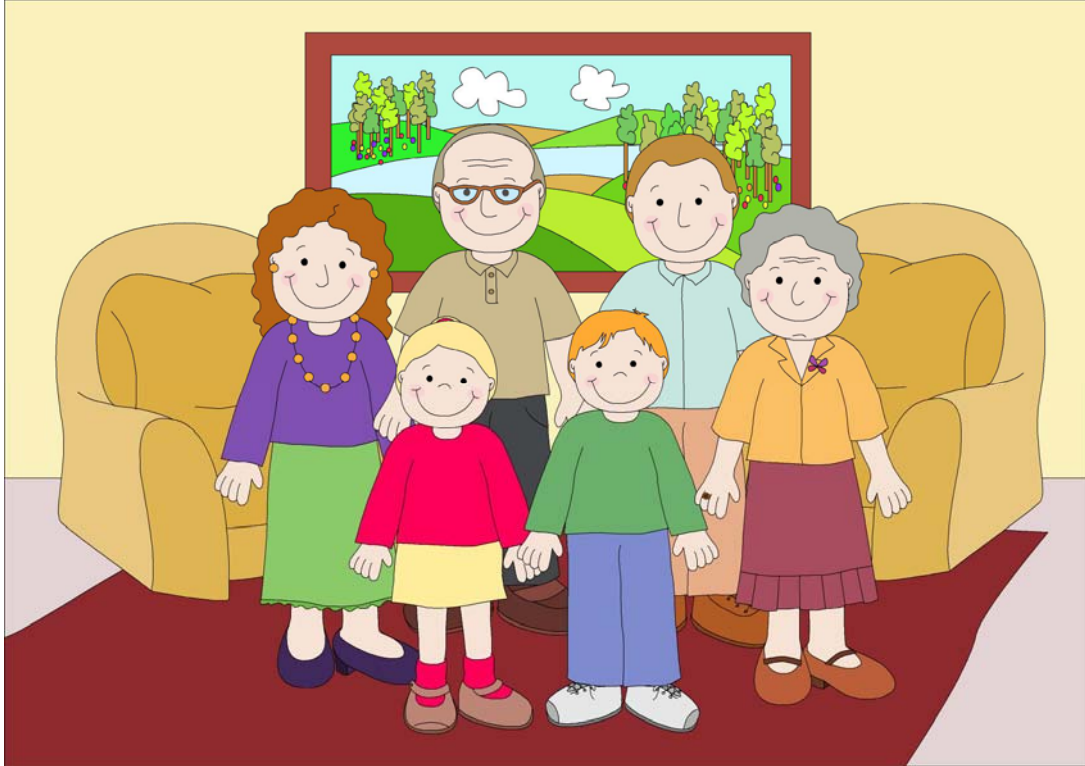
Many investigators have suggested that from this first emotional relation depends the good development of the future personality of the child.

The filial love, which the child establishes with the attachment figures, the mother and the father and the grandparents should be cultivated; because it is as necessary for the development of the child as the water or the food that he takes; to love and to respect his mother and his family, it is a feeling that grows and is developed whenever there is a relation between the child and his parents, in which the emotional communication, the affection, the help and collaboration of the adult towards the child are priorities

The early childhood center has to stimulate in the child this filial love, it has to exalt it and to put it in the highest place, developing in the child this feeling through all the opportunities that the educational process offers in the child's daily life.

Activity no 1

"My family"



Summary of the activity:

This activity is about filial love, the first activity will be a conversation between the educator and the children about the family, in a second activity a story is told, the children will talk about the story, and finally, in the final part of the activity, they will make drawings dedicated to the members of their families.

Objective:

- To develop in the children knowledge about the family and the love that there must be among its members.

Procedures:

- Conversation
- Story
- Questions and answers

Material Resources:

Pictures, photos, films of the family members, papers and coloured pencils.

Development of the activity:

1st Part

The educator will start the activity asking the children:

How is your family?

How many people are there in the family, who are they, what relation do they have with you?

Who are the people of your family who live with you?

What do the people of your family do?

Do you love your family? Why?

Do you go for a walk with your family?

Which person of your family is the one who takes you to walk?

Does your family like you very much?

Is there any person of your family who you like a little more? Who? Why?

How do you know that your family likes you?

The educator summarizes this part of the activity emphasizing that all children must love their parents very much, and all the family.

2nd Part

Consists of the reading of the adaptation of the story "The flower of lilo", a Spanish traditional story, with many regional variants, in which true filial love is suggested. The educator will put great emotional emphasis in his reading or account.

"A father, rich and powerful, suddenly got blind and no doctor was able to cure him. One day an old lady who passed by his house told him that he would be cured if he washed his eyes with water from the flower of lilo, a wonderful flower that is found only in some remote corners of the world. The father called his three children and he said to them that whoever brought the flower to him would be given most of his inheritance.

The three children set off right away but for different reasons: the elder ones wanted the money; the small one, almost a child, wished that his father recovered his sight, for that reason he did not rest until he found the flower. He was on his way home when he met his brothers who snatched the flower from him, they struck him and left him lying in a cane plantation, although the child assured them that he did not wish the inheritance but just to see his father happy.

When both older children returned to the house, the father washed his eyes with the flower of lilo and recovered his sight, and although he distributed the inheritance between his two children, he was sad because of the delay of the small one.

One day a young shepherd found the child in the cane plantation, severely wounded and he cured him, the child asked him to go to the property of his father to see if he got cured because this was what he wanted the most in his life, he could not go because his brothers would kill him, he also asked him to give him a flute that had been made with a cane and that when he played it, a song was heard:

*Little shepherd, little shepherd,
Help me please,
My brothers struck me
Because of the lilo's flower.*

The little shepherd, before this prodigy, was determined to cross all the places playing his flute and he also did it before the unfortunate father, who immediately recognized the voice of his son. He, his two children, many servants and the little shepherd went to the cane plantation and there he ordered his elder children to look for their brother.

Finally the father found his son; they hugged with a great love. How happy was the child to see his father well!

When he heard all the truth, the very indignant father told the older brothers to go away with all their fortune to the other side of the world far away from his family, as he no longer needed the money because he was the richest man of the world as he could count on the love of his small son. They would be rich in money, but very poor in love, because they had lost the greatest thing a man can have, his family."

3rd Part

The educator and the children will talk on the story, in order to promote this conversation; the educator will ask the children:

What did you like most in the story?

What did you like the least?

Who gained more in this story, the younger son or the two elder ones?

What have both older children lost?

What did the younger one gain?

4th Part

The children will be invited to make drawings of their family, so that later they can give them to the relatives of their choice.

CRITERIAL ASSESSMENT			
Observed conduct	Yes	No	Comments
They showed they had knowledge on the members of their family.			
They made good critics to the negative characters of the story.			
They identified themselves with the positive character of the story.			
They related some conducts of the story to their own experiences.			

Activity no 2

"Let's play the family"



Summary of the activity:

This is a role play on "The family" and their participants will be all the children who wish to take part in it.

Objective:

- To develop in the child experiences about good relations and love towards the family.

Procedures:

- Game
- Conversation

Material Resources:

A game corner where there are all the necessary things so that the children can play the family: furniture, household equipment, etc.

Development of the activity:

1st Part

In an initial conversation the teacher will ask the children who wishes to play, and once the group is formed, they will choose all the toys and materials necessary to develop it, which will be within reach of the children.

In the course of this conversation the educator will ask questions to the children so that they describe their experiences about their family.

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 necessary to develop it and also to obtain good interrelations between the children. He will also help to solve in a friendly way any conflict that comes up and will show to those children who need it how the family is related.

3rd Part

The activity will conclude with a final conversation, in which the children together with the educator will evaluate how they played, emphasizing the good relations between the members of the family.

Finally the educator will summarize the conversation systematizing what they learned about the family and the love that the children have to give to their parents and other family members.

CRITERIAL ASSESSMENT			
Observed conduct	Yes	No	Comments
They developed the argument of the game until the end.			
They developed the actions corresponding to the role.			
They made commentaries about the importance of good familiar relations.			
They knew how to solve the conflicts during the game.			
They needed the help of the educator to solve the conflicts during the game.			

Activity no 3

"A gift for my mother"



Summary of the activity:

The class will go for a stroll to gather materials from nature and later to make a pretty decoration to give to their mothers.

Objective:

- To teach children to make gifts for their mothers.
- To develop artistic abilities (to make decorations with materials from nature).

Procedures:

- Stroll
- Collecting materials
- Observation
- Conversation
- Practical Actions

Material Resources:

The materials from nature that will be collected during the stroll, tape, cardboard, scissors, other materials of plastic art.

1st Part

As preparation for the stroll we will talk with the children about the place where we will go to, the activities to be done, emphasizing that the objective of the visit is to gather flowers, leaves, seeds, stems, in short, materials from nature to make a pretty gift for their mothers.

2nd Part

During the stroll the educator will guide the children in the route and he will orient them on how they have to gather the necessary materials.

3rd Part

The children will make the decorations, for this the educator will show several samples and he will orient them on how to make them.

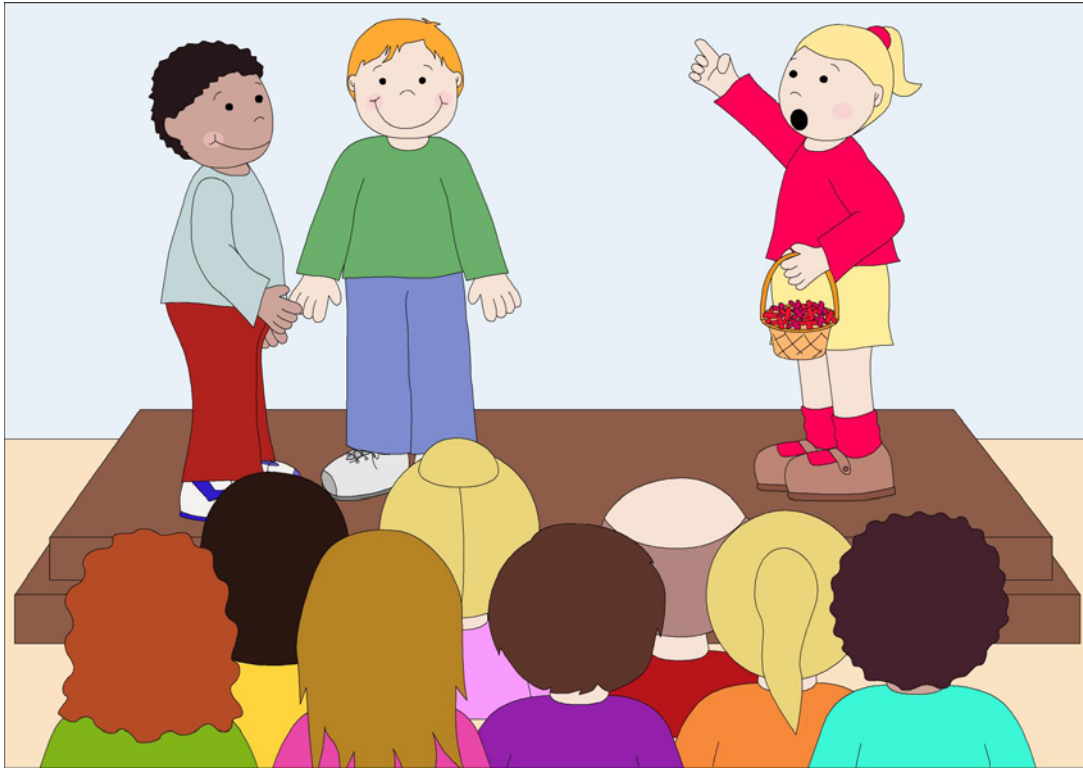
4th Part

The educator and the children will hold an evaluation together on the work done. He will make a summary in which he will emphasize that it is not on a specific day that we are going to entertain our mother but every day, showing affection, respect and admiration to her, by being good and disciplined children in the school.

CRITERIAL ASSESSMENT			
Observed conduct	Yes	No	Comments
They needed help to make the decoration.			
They felt satisfaction to make flatteries to give to their mothers.			
They made verbal manifestations of their love to their mother and their family.			

Activity no 4

"Poems and songs for my family"



Summary of the activity:

The children will learn poems and songs that they will later recite and sing in an act or party in the school dedicated to the family. In this activity they will also give their family the decorations that they made for them.

Objective:

- To develop in the children feelings of love towards their family.

Procedures:

- Recitation
- Song

Material Resources:

Poems and songs, a cassette recorder.

Development of the activity:

1st Part

In this part of the activity the children will learn poems and songs, later we'll select those children who wish to participate reciting, staging poems and singing. To learn them, we can use the cassette recorder.

Next, the educator, along with the children, decorates the hall for the party with their parents.

2nd Part

The party with the parents is held and the selected children recite and stage poems, we must make an effort to have most of the children participate, and those who cannot have to be prepared for another occasion. The following staging can be done:

"To my mother"

Look at this beautiful little basket (the girl that declaims will have a basket with
I have woven for you flowers in her hands)
And these beautiful little flowers
from our beautiful garden.

Splashed with dew (she delivers flowers to her mother and all
these flowers I bring for you present mothers)
I want to give them to you
so that you feel happy

"Painting"

The baby paints and paints, (While the girl declaims the poetry, a group of
She paints without stopping children draw in small tables behind her)
Opens windows of flowers
Paints roses
Paints lilies
Paints the light
Shells and snails
Flashes from the stars
The baby paints and paints
Soon she will finish
What is my baby painting?
I'm painting you, mummy!

(When finishing the poem, the children that drew pictures, give their drawings to both parents)

The children will sing the songs selected by the educator and that will be dedicated to the family.

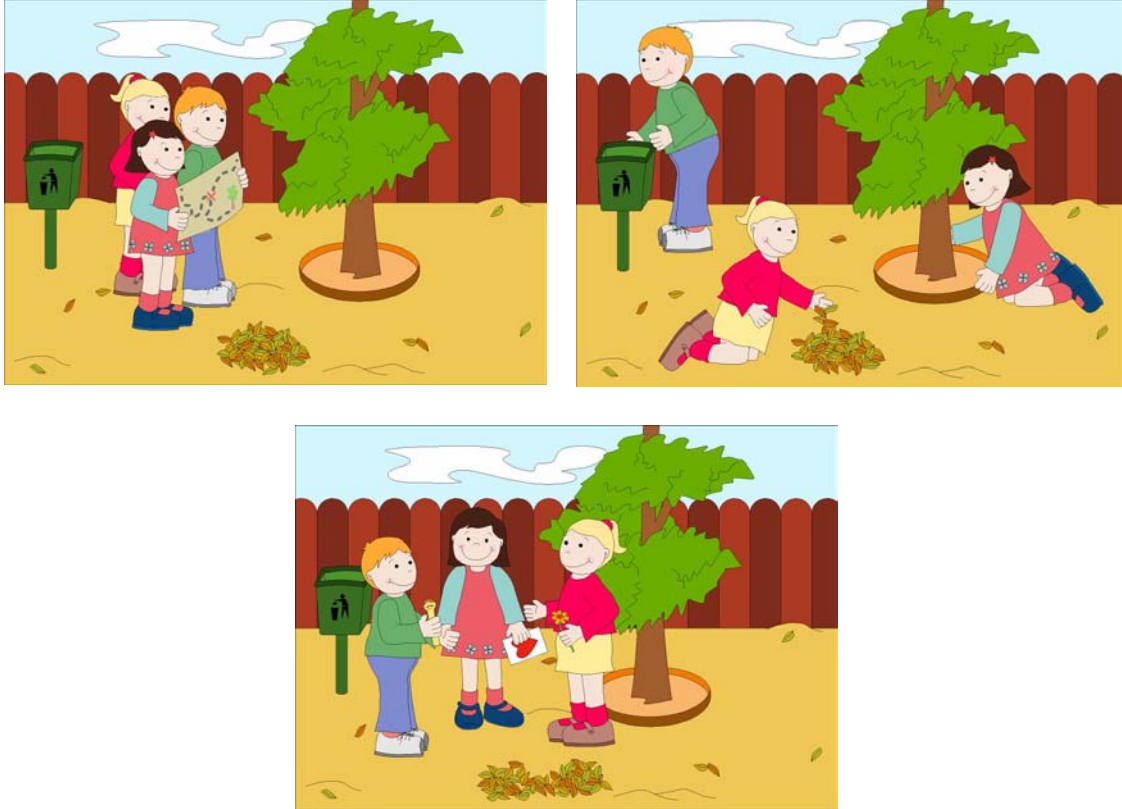
In this party the children who made decorations with materials from nature will hand them out.

The educator will summarize this part of the activity emphasizing that not only on that day, but every day, the children will entertain their parents and their family with much love.

CRITERIAL ASSESSMENT			
Observed conduct	Yes	No	Comments
They expressed positive emotions for the poem dedicated to their mothers.			
They showed positive emotions when singing the songs dedicated to their parents.			
They felt satisfaction when entertaining their parents.			
They made verbal manifestations of the affection to their parents.			

Activity no 5

"Find the hidden treasure"



Summary of the activity:

The educator will create a circuit in which he will hide objects that must be found by the children to give to their parents, for this he will make a map of the place.

Objective:

- To develop in the children feelings of filial love.

Procedures:

- Exploration
- Search

Material Resources:

Diverse objects that will serve as treasures: shells, coloured stones, flowers, pictures, drawings, book markers, cards, etc. Several maps made by the educator.

Development of the activity:

1st Part

The educator prepares a circuit preferably outdoors, with different obstacles to find a hidden treasure, and where the children will have to jump an obstacle, to go under a rope, to walk over a line without stepping out. He shows the children the map and he indicates to them how to follow what the map tells them.

2nd Part

In turn they will leave to look for the hidden treasures to give to their parents, following the search map. The educator will emphasize how happy the parents will be when we give something to them. In this task they can be helped with a wheelbarrow, buckets, boxes, etc., in order to keep the gifts.

3rd Part

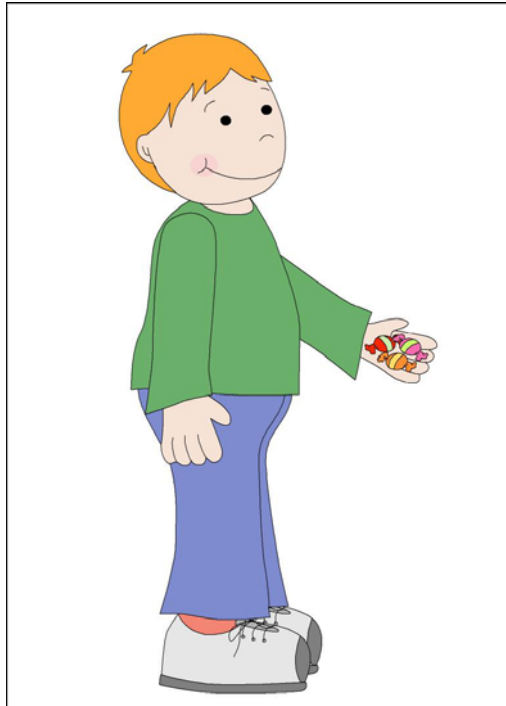
In a group meeting they relate their experience, they fix the objects they searched for, and they make the distribution of such, so that each child has at least a gift to offer.

CRITERIAL ASSESSMENT			
Observed conduct	Yes	No	Comments
They did well all the required movements to find the treasure.			
They needed help to make the required movements to find the treasure.			
They looked for the objects to give with interest.			
They were touched when they found the hidden treasure.			
They helped each other mutually in the search.			

Activity no 6

Critical experience for the evaluation of the block

"I keep sweets for daddy and mummy"



Summary of the activity:

To end the block of activities, the educator can make an activity in which he shows a situation to the children to evaluate those aspects of the block that needs to be verified, or to determine to what extent they have been understood and internalized by the children.

Objective:

- To verify by means of a critical experience the development of the feeling of filial love from the children to their parents.

Procedures:

- Observation
- Questions and answers

Material Resources:

A bag of sweets.

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

The educator calls one by one the children and gives three sweets to each one, warning them that one is for him, one for their mother and the other for their father, and that they must keep them until they arrive at their house, because he called their parents and he said that their child would take them and they were very happy because the sweets are those that their parents like most. This must be done one hour before the end of the day.

2nd Part

One should observe and write down the conduct of the children. The following things will be observed:

If they keep the sweets.

How long they keep them.

If they eat all of them immediately.

If they eat two.

How they explain why they did not keep the sweets.

If they keep a single one.

For which parent they kept the caramel.

If they kept the sweets but once in a while they suck them.

If some children split a caramel in two and eat the other two.

All these conducts will be registered by the educator in a notebook, but one will make sure that the children do not realise that they are being observed.

3rd Part

Later, in the following day, in a group meeting he will ask the children:

Who have taken sweets to the parents?

Why did you not eat them?

What did the parents say?

What you felt when you gave the sweets to your parents?

Why have you not been able to keep them?

What have you felt when you ate the sweets that were for your parents?

It is important that the educator when handling the answers in the group does not adopt a punitive or depreciative position, and he will let the children express their criterion.

The educator has to evaluate the answers given by the children. One assumes that most of the children will want to eat the sweets since at this age it is not possible to expect that they have the necessary will to do it, for that reason the fact of eating them or not is not the unique criterion to evaluate filial love, if some kept them, well; but if not, it is a good thing that the conflict between keeping them or eating them was created. The conflict is in fact an indicator of the development of the feeling of filial love towards their parents.

The children's answers, the reason why they did not keep the sweets, will also serve as an evaluation criteria.

CRITERIAL ASSESSMENT			
Observed conduct	Yes	No	Comments
They have enriched the notion that they had at the beginning of the activities of this block on filial love.			
When finalizing the block they seemed to have formed notions on filial love.			
They only seem to have some notions on the filial love.			
They reflected feelings of love for their parents and family.			
They could control their desire and they gave all the sweets to their parents.			