



Respect for other people's things implies to know and to feel that we should not use what is not ours, and if in a specific moment we need what does not belong to us, we cannot take it if we do not count on the approval of its owner.

But it is also something else. It is to know how to appreciate, to recognize and to take care of the work of others, for example not to destroy the material goods that other people make and that we use ourselves, such as the cleaning of the city, the care of the trees in the park, etc.

Something very important to consider in this value is what was said in the middle of the 19<sup>th</sup> century by the Mexican president Benito Juárez, who expressed his famous phrase, which is still taught in many schools, "The respect to other people's right is peace".

With simple words, through activities for his age, the child has to relate the respect to other people's belongings to peace.

Respect is a value to be formed from the first ages of life, the little child does not have the notion yet of what belongs to him or not, he does not even know that he is an independent being from the others, but as his intellect advances, and develops emotionally, he understands what is his and what is not, although he goes through a long stage in which he wants everything for himself. However, it is necessary to teach him that he must not take in a violent way from his friends what belongs to them, nor to take in any case what does not belong to him without the consent of the owner, to take care and to respect, for example, the work of the person who cleans the school, the gardener who takes care of and plants the flowers of the garden, among others.

In order to work with the children the notions of respect for other people's things, it is necessary to understand that at this age, although they know how they must act, it is not possible for them to always follow the norms, that is, that their conduct can vary according to the degree of interest or attention that the situation awakens in them, it is for that reason that it is not enough to give them knowledge, but we must awake the interest to behave as desired, in this way one will also work on the formation and development of the children's emotions and feelings.

This means that the process by which the child feels the necessity to act following a norm is slow and will depend on how one works to obtain it. The understanding of what is considered good or bad actions in the performance of others is important for the formation of the children from 3 to 6 years old. For this, one must take advantage of certain situations that appear during the course of the day in the centre to make them notice these actions in others.

# Activity no 1

## "Contest: Respect for other people's rights is peace"



### Summary of the activity:

There will be a dramatization of a story about the consequences of taking other people's things and a drawing contest and stories on the subject "*Respect for other people's work*", and finally there will be an exhibition with the works selected as winners of the contest.

### Objective:

- That the children know why it is necessary to respect other people's belongings.
- To develop in the children feelings of respect towards other people's property, and their work.

### Procedures:

- Dramatization
- Conversion
- Observation
- Elaboration

**Material Resources:**

Colour pencils, temperas, watercolours, sheets, costumes for the little mice, bee, bear, cricket, and a big bag.

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

There will be a dramatization of a story with actions, titled: "Bigotín.

The educator will begin to tell the story:

1. - Bigotín was a very generous and respectful little mouse.

One beautiful summer afternoon, Bigotín went out very happily to take a stroll in the country, after having helped his father to clean their house.

He went along the way jumping and singing like that: (A child can represent the character of the little mouse still sweaty for all the work done. The child singing and jumping, as the mouse would do will say:

I am Bigotín  
the field mouse  
that helps everybody  
and sings for everybody.

2. - Bigotín, while he sang, heard very, but very sad sobs around him; he began to look around and he saw a little bee crying in a flower.

- Why are you crying little bee? (The child that is playing Biotin's role asks)

The little bee between sobs answered: - Because a bear came this way and he has taken my honeycomb with the bees inside a big bag. (A girl who represents the little bee simulates to be very sad and tearful, with her wings fallen)

3.—Don't cry, Bigotín answered; I will look for the bear and will save the bees (The child that plays the Bigotin's role leaves running until he sees on the way a butterfly and he greets her):

- Good morning butterfly! Have you seen around here a bear that took something that is not his, a big bag with a honeycomb of scared little bees?

- Yes - the butterfly answered - He has just passed very worried by my side with a tied big bag, I will follow him with you and we both will find him and we will make it pay dearly for his mistake.

Bigotín thanked the butterfly and both continued walking until they met a cricket (Both children hold hands and walk).

4. - Good morning, Mr. Cricket! Have you seen around here a bear that does not respect what does not belong to him and that has taken the honeycomb of the little bee? (Bigotín says)

- Yes - the cricket answered - He has just passed by my side with a tied big bag, but if you want I will also look for him. (A child plays the role of the cricket and holding hands, Bigotín, the butterfly and the cricket continue walking)

Bigotín thanked the cricket that joined them and they all went running

5. - Finally they found the bear; Mr. Cricket and the butterfly distracted his attention while Bigotín nibbled the big bag and all the bees left surrounding the bear.

(The children who represent these little animals will have to carry out the following actions: The butterfly will fly in front of the bear to distract him, the cricket will whistle to distract him as well. Bigotín will do as if he nibbled a big bag and a small group of children as if they were threatening bees will surround the child who plays the role of the bear, who will show an expression of fear in his face).

The bear very scared by the angry swarm asked for mercy, and he said:  
- Please, I only wanted to put the bees to work for me, so that they produced honey to feed me.

It was then that the cricket told it: - The bees do not belong to you; the one that takes other people's things deserves a punishment. (The child that plays the role of the cricket will look at the bear in a threatening way).

Bigotín, as I have told you at the beginning of the story, was a very generous little mouse, he asked the bees to pardon the bear, but not before this one regretted and swore that he had learned the lesson and that he would never take over other people's things for his own benefit.

## **2nd Part**

The educator will ask the children if they liked the play and will hold a dialogue about what happened in it, emphasizing how it is necessary to respect other people's things to live peacefully, like the bear that took by force what was not his for its own benefit, he had made the bees attack him and thanks to the generosity of the little mouse peace between the animals was obtained.

## **3<sup>rd</sup> Part**

The educator will speak to the children on the need to respect other people's belongings, and he will present situations to them where people are reprimanded or that are fined for stepping on the grass, for not taking care of

the flowers in the park, for painting the school walls, for throwing papers and waste in the streets etc.

They are people who deserve to be fined as the grass, the flowers, the school are the product of other people's work, and it is necessary to respect it.

Later he will let the children give their opinions on the subject, to tell their experiences and will ask them to participate in the celebration of a drawing contest in the classroom. The participants will do a drawing or a story on a subject suggested by the teacher: "Respect for other people's work". The children helped by their parents will bring the drawing or will make a story and they will show it in the classroom, the best drawings and stories will be rewarded.

#### 4<sup>th</sup> Part

There will be an exhibition on the winning drawings and stories.

<b>CRITERIAL EVALUATION</b>			
<b>Observed conduct</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
They got the message of the "Bigotín" story.			
They made stories and drawings that showed feelings of respect for other people's belongings.			
They criticized the behaviour of the bear.			
They made comments on what to do to respect other people's belongings.			

## Activity no 2

### "My friend the police officer"



#### **Summary of the activity:**

The teacher will talk with the children on the work of the police, who maintains order and watches over the belongings and the tranquillity of the members of the community. Later he will invite a police officer to the classroom so that he talks with the children and they ask him some questions.

#### **Objectives:**

- That the children learn about the duties of the men who maintain order in their community so that one can live with tranquillity and peace.
- To develop in the children feelings of respect towards the people who help us to live peacefully.

#### **Procedures:**

- Conversation
- Questions and answers

**Material Resources:**

Photos or pictures of the activities of the caretakers of the public order. Videos in which these actions stand out.

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

The educator will talk with the children on the important social work that the police do. These workers watch and take care of the traffic so that the cars, buses, trucks, etc. do not hit each other. They also take care of our houses, shops, supermarkets, factories and do not let bad people who do not respect our belongings (clothes, toys, electrical appliances, food, etc.) to enter to take the things in those places or in our houses.

The police also helps the old ones and the children to cross the streets or to find their houses if they are lost.

**2<sup>nd</sup> Part**

The educator will set up the visit of a police officer to the school so that he speaks with the children about his duties, always making sure that he will speak to the children using an understandable language for their age, and without violent stories. He must also emphasize the work he does to take care of the tranquillity of the citizens of the community and will relate his experiences in actions to prevent bad men from stealing what does not belong to them (without narrating violent acts).

The police officer dressed in uniform will speak with the children on what was arranged, trying that his story awakens emotions in them.

**3rd Part**

The children will be invited to ask questions mainly on what they want to know about the work of these workers.

<b>CRITERIAL EVALUATION</b>			
<b>Observed conduct</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
They behaved with respect to what they listened about the work of the police officer.			
Through their expressions they showed appreciation for the work of the police to take care of the belongings of the citizens and the community.			
They demonstrated interest to learn more about the work of the police.			



## Activity no 3

# “What is to respect other people's belongings?”

### **Summary of the activity:**

The children will create a collective poem in which they will express their ideas about what is respect for other people's belongings.

### **Objective:**

- To reinforce the notion of respect for other people's belongings.
- To prepare the children for more complex activities on respect for what is not ours.

### **Procedures:**

- Recitation
- Verbal Expression

### **Material Resources:**

Pictures with images of actions of respect to other people's belongings, tape recorder, videos.

### **Development of the activity:**

The educator will remind the children about what was said in previous activities about respect for other people's belongings.

He will ask the children to make a collective poem, in which he will give the base, and each child will add a phrase, in order to compose a poem among all, which will be recorded so that later they can listen to the complete version.

Next, he gives the beginning of the phrase "I respect other people's things because....."

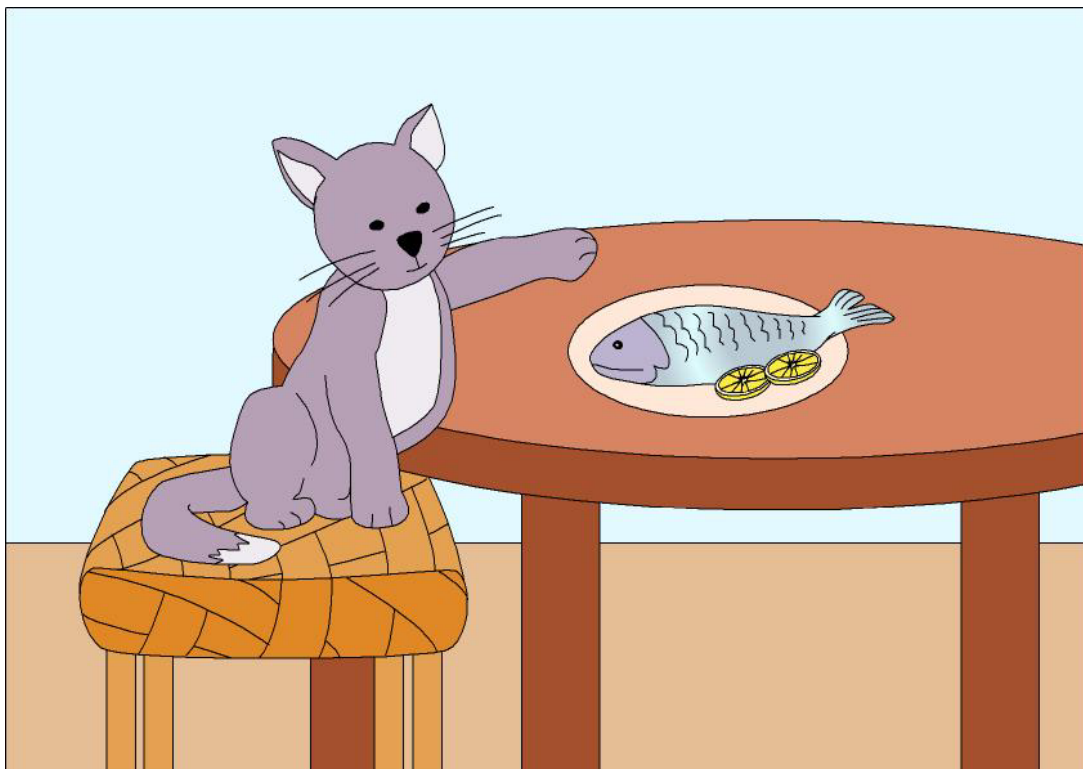
Each child takes a turn to speak, and the educator records their phrases. In case a boy or girl does not know what to say the educator shows a picture that shows an action of respect for other people's things. He can also show some images of a video.

After recording the poem they sit in a circle to listen to it, and to change some part if they think it is necessary; in the following days they will work to learn the poem.

<b>CRITERIAL EVALUATION</b>			
<b>Observed conduct</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
They were not able to say phrases to compose the poem.			
The phrases that they gave for the poem reflected respect for other people's things.			
They needed visual support to be able to say the phrases.			
They made spontaneous comments that reflected the typical notion of respect for other people's things.			

## Activity no 4

### Critical experience for the evaluation of the block "Look and talk"



#### **Summary of the activity:**

With this activity we will evaluate what the children have learned in the previous activities.

The activity consists of showing several pictures and the child has to construct a story on what he sees in them, the educator will ask questions or make suggestions to help him enrich the story.

#### **Objective:**

- To verify the children's knowledge on respect for other people's belongings.

#### **Procedures:**

- Observation
- Story
- Questions and answers

**Material Resources:**

Several decks of cards or pictures.

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

A picture that represents a little animal taking over what does not belong to it is presented to the child, for example:

- A cat that goes into a kitchen to take a fish.
- A rabbit that takes a pie from the kitchen window.
- The bear from the story that snatches the honeycomb from the little bee.

The children will construct a story on what they see in the picture, once it is finished, if the children have not been sufficiently explicit as far as the description of the observed conduct, the educator will ask the following questions:

What is (the cat, the bear, the rabbit, etc.) doing?

Is it correct or incorrect, why?

What would you have done?

Each child will make only one story on the picture that he chooses.

**2nd Part**

To the children who did not speak previously, the following pictures are presented to them now:

- A thief climbing out of the window of a house with a bundle on his shoulder and a police officer that stops him.
- A forest guard calling the attention of a group of children who are picking flowers in the park.
- A police officer at the school exit helping the children to cross the street.

The children will make their stories; each one will only make one story on the picture that he chooses.

**3<sup>rd</sup> Part**

Now the following pictures are presented to the children who still have to make their story.

- A combat
- A very pretty school.

- The same school in ruins.

The children will tell their stories imagining what has happened in the school, with the children and their families.

<b>CRITERIAL EVALUATION</b>			
<b>Observed conduct</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Through their stories one appreciates that they have gained new knowledge about respect for other people's rights and their work.			
Through their stories they demonstrated feelings of respect for other people's rights and work.			
They were able to make a story in which respect for other people's belongings stands out.			
They made comments with respect to respecting what does not belong to them.			
They proposed simple actions to respect other people's belongings in the classroom.			