Promoting democratic coexistence in Early Childhood

Evelyn Adriana Calero
OMEP El Salvador
Contextualization

- High risk and empowered childhood: families in disfavored contexts and violent environment that result in learning problems
- Vision of local school: academic learning vs. emotional insights
Description of the project

- Respect for him/herself and the others
- Equality, justice, equity
- Superior interest on the child: support and concerned on his/her development
- Respect of progressive autonomy
- Strengthen their resilient skills and their right's knowledge
- Overcome adverse situations
- According to their own development and life cycle
- Active and democratic participation
Methodology

• Greeting
• Explanation of the game and its rules
• Practice of distension games
• Practice of cooperative games
• Witness the children’s games
• Group relaxation
• Game of fingers
• Farewell
Greeting
Explanation of the game and its rules
Practice of distension games
Practice of cooperative games
Witness of children’s games
Group relaxation
Game of fingers
Resources

Transmit experiences from nature (through the senses: touch, smell, sight) they may explore textures, smells and shapes.
Facilitator’s role

- Help them to recognize and strengthen their affective links with each other
- Stimulation to use the successful attitudes and behaviors frequently
- Strengthen self-confidence and confidence in their families
- Discovering new attitudes and strategies to reach success
- Find their own resources through a self-knowledge process
Benefits and results of playing

• Motor
• Physical
• Cognitive
• Affective
• Psychological
• Sociological
• Linguistic
Video