

CULTURAL DIVERSITY IN EARLY CHILDHOOD EDUCATION: LET'S KNOW AFRICA AND ITS CULTURE

DIVERSIDAD CULTURAL EN EDUCACIÓN INFANTIL: CONOZCAMOS ÁFRICA Y SU CULTURA

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Abstract

This article presents a teaching intervention proposal to work on cultural diversity in Early Childhood Education, so that pupils can learn about the African culture. For this purpose, a teaching approach based on intercultural education and Project Based Learning (PBL) methodology has been used. The aim of this proposal is twofold: 1-to trigger a genuine interest and curiosity in the pupils for a new culture and its customs, since they are present in our society nowadays, and 2-to promote positive inclusion based on respect, tolerance and equality, thus avoiding any kind of discrimination.

Key words: cultural diversity, intercultural education, Project Based Learning, Africa, customs, positive inclusion.

Resumen

Este artículo muestra una propuesta de intervención educativa para trabajar la diversidad cultural presente en las aulas de Educación Infantil, para que los alumnos conozcan una nueva cultura: La cultura africana. Para ello, se ha utilizado una enseñanza basada en la educación intercultural y en la metodología Aprendizaje Basado en Proyectos (ABP). El objetivo de esta propuesta es que los alumnos sientan interés y curiosidad por conocer una nueva cultura y sus costumbres, que hoy en día prevalecen en nuestro entorno, y promover un clima de inclusión positiva centrado en el respeto, la tolerancia y la igualdad, evitando cualquier tipo de discriminación.

Palabras clave: diversidad cultural, educación intercultural, Aprendizaje Basado en Proyectos, África, costumbres, clima de inclusión positiva.

1. INTRODUCTION

Over the last decades, societies have been evolving and growing. One of the main causes of this growth is the coexistence of different ethnic groups and their cultures. Due to the continuous increase of migratory processes that have taken place in the world and are still taking place, each society and its needs have been changing throughout history.

Nowadays, Spain is considered one of the countries with more immigrant groups where we can find different groups of people with different cultural origins, religions, customs and languages. These foreigners come in search of economic growth or better living conditions. One of the large groups of immigrants located in Spain is Africa, where poverty still exists, especially in sub-Saharan Africa. This leads us to talk about the existence of interculturality, a term that refers to the active and respectful coexistence between different cultures within the same place.

Education is an area that cannot be left behind and must therefore go further and achieve inclusion of all pupils from ethnic minorities. One approach to achieve quality education for all is Intercultural Education. In this way, it will be possible to generate in students attitudes of respect for cultures different from their own, encourage coexistence and cooperation of all students with students from other cultures, promote equal academic opportunities for all students and develop the ability to put themselves in the place of others (Arroyo, 2013).

Furthermore, this educational approach promotes the inclusion of all students, in other words, it allows access for all to different social, economic and educational resources, regardless of their social status, and overcomes discrimination on the basis of race. (Escámez, 2002, p. 134; Aguado, 2004, p. 40, cited in Arroyo, 2013, p. 153).

Cultural exchanges benefit a person's development, as well as their values such as respect, tolerance and friendship. They allow us to communicate with people from other cultures and to establish positive relationships.

The structure of this project is made up of different sections, among which the following stand out: the theoretical framework, the objectives (both general and specific), the methodology, the educational intervention proposal, the evaluation, the results obtained and finally the conclusions.

2. THEORETICAL FRAMEWORK

Through this section, a research will be carried out on what the process of migration and globalisation consists of, what relationship they have, how Spain is a country mainly of immigrants; characteristics about Africa and its culture; the educational approach intercultural education to address cultural diversity; and what project-based learning methodology consists of.

2.1 The process of globalisation and migration in Spain

2.1.1 Globalisation

The term globalization can be defined as a dynamic process consisting of a constant increase in industrial and commercial interdependence between all countries of the world through the use of new technologies and technological development in communication. It is an inevitable phenomenon as it is a consequence of human progress and requires constant adjustment and evolution. (Muñoz, 2002; Fernández, 2019)

2.1.2 Migrations

Migrations are defined as all those movements of a geographical nature of individuals or groups, promoted by both economic, social and politic issues. These movements promote economic development, contribute to the evolution of societies and also enrich cultures. These movements can be temporary, seasonal or even permanent. On the other hand, they may also be internal to the country of residence or international. (Real Academia Española [RAE], 2014, 23.a ed.; Muñoz, 2002)

Two types of migrations derive from this concept: emigration, when inhabitants leave their country to live temporarily or for an unlimited period in another country; and immigration, when these inhabitants arrive at their destination as outsiders.

2.1.3 Relation between globalisation and migrations

The increase in migrations from developing to developed countries is mainly one of the effects of economic globalisation, as people migrate in order to obtain better living conditions and as it has involved labour mobility and flexibility. Migrations have facilitated the process of global economic development, contributed to the evolution of states and societies, and enriched many cultures and civilisations. International migrations can play a key role in promoting development and reducing poverty as the funds they send are a higher source of income than official development assistance and that provided by foreign direct

investment (Muñoz, 2002; Abu-warda, 2008).

Another effect of globalisation is that countries and companies today are increasingly looking further and further afield for the personnel they need to improve their competitiveness. Moreover, political asylum is another cause of migration and effect of globalisation as people have to flee the country in order to maintain their religious beliefs (Abu-warda, 2008; Muñoz, 2002).

2.1.4 Spain

Since Spain joined the European Union in 1986, and a great economic and social development took place thanks to the democratic transition, it has changed from being a country of emigrants to a country of immigration (Valero-Matas et al., 2014)

It was in the 1990s that Spain experienced an exponential increase in foreigners from Africa. The consequences of the emigration from Africa are underdevelopment, economic crisis, poverty, famine, natural disasters and wars. Migrants come mainly from the North African region, the Maghreb (notably Algeria, Morocco and Tunisia) and Egypt.

The table below shows the evolution of the migration of the population from Africa to Spain. This is one of the largest increases:

Table 1

Evolution of the foreign population resident in Spain. Year 2019

Principales nacionalidades				
Nacionalidad	Población residente		Crecimiento anual	
	1 enero 2019	1 enero 2020	Absoluto	Relativo (%)
TOTAL	4.840.207	5.235.375	395.168	8,2
Marruecos	713.776	761.122	47.346	6,6
Rumanía	670.186	666.936	-3.250	-0,5
Reino Unido	286.753	300.987	14.234	5,0
Italia	243.748	268.151	24.403	10,0
Colombia	199.182	261.537	62.355	31,3
China	190.600	197.390	6.790	3,6
Venezuela	133.980	187.268	53.288	39,8
Alemania	138.321	139.250	929	0,7
Ecuador	134.853	133.084	-1.769	-1,3
Bulgaria	123.335	122.946	-389	-0,3
Francia	111.509	117.381	5.872	5,3
Honduras	84.768	109.696	24.928	29,4
Ucrania	103.606	107.706	4.100	4,0
Portugal	102.837	106.330	3.493	3,4
Perú	79.898	101.360	21.462	26,9

Note. National Institute of Statistics, 2020.

2.2 Large migration group in Spain: Africa

Africa is one of the five continents of the world; it is the third largest and the only one that occupies part of the northern hemisphere and part of the southern hemisphere (Máxima, 2020; GeoEnciclopedia, 2020).

The continent is divided into several areas according to the geographical location: North Africa, Southern Africa, East Africa, West Africa and Central Africa (GeoEnciclopedia, 2020).

It is made up of 54 countries and more than 3,000 tribes who continue to maintain ancestral customs. More than 1.2 billion people live on this continent, representing 16 per cent of the world's population. In addition, its climate is the most tropical of all the world's continents and it has the greatest diversity of animals (Traditions, 2020; Máxima, 2020; Raffino, 2020).

Despite the fact that its economy has grown over the last decade, poverty still abounds, especially in sub-Saharan Africa. On the other hand, Africa is rich in natural resources such as gold, oil and copper. In addition, it possesses enormous wealth in fishing, large crops, tropical and equatorial forests and a wide variety of tourist resources (Máxima, 2020).

The majority of the African population speaks more than one language due to the abundant migration that promotes cultural diversity of ethnicities. The three shared official languages are French, English and Portuguese, but they also have their own languages, of which the most widely spoken in Africa are Arabic, Swahili, Amharic, Hausa, Igbo, Yoruba and Fulani. In total, between 1,000 and 2,000 different languages are spoken across the continent (Máxima, 2020; GeoEnciclopedia, 2020).

Although there is a great diversity of cultures, they have great similarities such as the love and respect of Africans for culture, the morals they defend and the respect for the gods they believe in (Tradiciones, 2020).

Africa is also a continent with a great diversity of religious traditions. Three of the main religions considered are: the traditional African religion, Christianity and Islam. The main religion in North Africa is Islam, and the main religion in Southern Africa is Christianity (Tradiciones, 2020; Máxima, 2020).

2.3 Intercultural Education

The increase of immigration has caused different ethnic and cultural groups to live together in today's societies. This situation raises the need to implement new adaptations and educational measures in the classroom. To face this challenge, an educational approach called intercultural education can be distinguished (Bernal, 2003, p. 85; Aguado, 1991, p. 90 as cited in Sáez, 2004, p.872).

Leiva (2011) defines it with the following words:

Intercultural education is the inclusive educational proposal that favours knowledge and cultural exchange, as well as the positive valuation of cultural diversity in terms of coexistence, curricular innovation and the promotion of community participation in an inclusive school, a school for all, where students, teachers, families and social agents make up an open educational community. (p. 2)

According to Arroyo (2013), we can highlight five objectives that are intended to be achieved through intercultural education:

- To develop attitudes of respect towards cultures different from one's own.
- To favour the coexistence and cooperation of all students with students from other cultures.
- To promote the personal, cultural and academic self-concept of the students.
- To promote the equality of academic opportunities in all students.
- To develop the ability to put oneself in the other's place.

2.4 Project-Based Learning (PBL)

For many years up to the present day, Project Based Learning (PBL) has become one of the most innovative active methodologies used in Spanish schools, mainly in Infant and Primary Education.

According to Buck Institute for Education (2020):

Project based learning is a teaching method in which students gain knowledge and skills by working on a project for an extended period of time - from one week to one semester - to investigate and respond to a complex question or to solve a real- world problem.

This teaching-learning method positions the student as the protagonist of his/her own learning. Furthermore, it helps students to understand the contents more easily and to be able to apply them to new situations they may face. On the other hand, it promotes in the students the development of autonomy and responsibility; oral and written expression; technical knowledge, skills and abilities; information management; group work skills; critical and systematic thinking; planning and organization; initiative; knowledge and skill in the use of ICTs; respect for others; and the ability to develop complex tasks and solve problems (De Miguel, 2005, pp. 99-100; Buck Institute for Education, 2020.; aulaPlaneta, 2015).

It can be said that the roles of the teacher would be: to present the project, to provide indications to the students about the procedure they have to follow, to meet with each group and individually to see how they advance in their work and in the learning they are acquiring, and finally, to evaluate the students

according to the project presented to promote motivation in the students. On the other hand, the roles that the students will play are: to define the project, to ask the teacher in case of doubts, to define and plan the tasks that are going to be carried out, to look for and collect information, to propose solutions to the question raised, to review the information obtained, to carry out the project, to meet with the teacher to follow up what they have made and to show the results that have been obtained in addition to the learning that they have acquired to the other classmates (De Miguel, 2005, p. 100).

3. Objectives

The general objectives of this article is to investigate cultural diversity in Spain through an exhaustive search for information to design an educational intervention proposal using the PBL to address cultural diversity in the Early Childhood Education stage, with the aim of reducing both stereotypes and negative prejudices towards people belonging to other ethnic minorities, in particular towards people from Africa.

The specific objectives are:

- To deepen the importance of knowing and understanding both the terms globalisation, migration, immigration and emigration and the relationship between them.
- To learn in depth about one of the great groups of migrations in Spain and its culture: Africa.
- To discover the educational approach intercultural education for dealing with cultural diversity.
- To promote the integration of students from other cultures in the classroom by encouraging respect.
- To avoid discrimination, rejection or stereotyping towards people from different cultures.

4. Methodology

In order to carry out this article, first of all, a bibliographic review process was carried out to gather information on the central topic to be dealt with. To this end, different keywords and/or authors' names were used to search for information in books, magazines, articles and web sites (Google scholar, Dialnet, online catalogue of the CES Don Bosco university library and BOE).

After reviewing and selecting the most important information for this work, which will be incorporated into the theoretical background, an educational intervention proposal has been designed to be carried out in the second cycle of Early Childhood Education. The main objective of this proposal is to get to know a new culture, in this case African culture, in such a way that students are able to promote a climate of positive

inclusion focused on respect, tolerance and equality, avoiding any type of discrimination.

Finally, the evaluation process designed to check the achievement of the objectives to be attained after the implementation of the educational intervention proposal in the classroom is explained. There will be three types of evaluation: initial, processual and final.

5. Development

The aim of this project is to enrich and promote the knowledge of different cultures among the pupils of Infant Education through a teaching based on intercultural education. The culture that will be worked on throughout this educational intervention proposal is African culture. In this way, the pupils will be able to observe and learn about a new culture, but they will also be able to enrich themselves through the implementation of activities using innovative resources to carry them out.

In order to carry out this project, the project-based learning methodology will be used, as explained in the theoretical framework. Cooperative work will also be used, thanks to which pupils will work together allowing the exchange of information; and the use of Information and Communication Technologies (ICT), giving us access to a large amount of information and the possibility of creating different activities in different formats, providing meaningful learning. We will work individually, in small groups or as a whole class.

It is essential that from an early age children learn about the environment that surrounds them and, consequently, those cultures different from ours with which we live, always promoting respect for inclusion and favouring the integral development of each pupil.

To carry out this project in the classroom, we will first carry out a brainstorming session to see what they know about the continents and about Africa. Later, a description of the continents will be introduced, as well as a description of the main characteristics of Africa and a brief introduction of the term culture, to make way for work on the project.

5.1 Attention to COVID-19

Due to the sanitary measures imposed by the Community of Madrid because of COVID-19, the activities will be carried out in small groups of 4-5 students. We will try to work as long as possible with plasticised material, so that it can be immediately disinfected and reused when necessary. In addition, these activities are designed to be carried out in online mode in case the classroom is closed.

5.2 Context

This project is designed to be carried out in the second cycle of Infant Education, specifically for the age of 3 years, in a class of 20 pupils.

In addition, 3 years old is an age when both boys and girls start to become more aware of the world around them. On the other hand, it is the right time to carry out any project in which values such as respect, companionship and equality are worked on. In this way, we will ensure that from an early age they learn to accept and respect the differences of others as well as their own differences.

5.3 Objectives

- To promote attitudes of respect.
- Promote cooperative work.
- To identify the 6 continents that exist in the world.
- To arouse curiosity about different cultures.
- To get to know the peculiarities of Africa and its culture.
- To understand that there are differences between African culture and our culture.

5.4 Contents

The contents to be worked on during this termly project are as follows:

- Physical knowledge of Africa.
- Knowledge of the term culture.
- Encounter with African culture and traditions.
- Knowledge of the languages of Africa.
- Knowledge of African clothing.
- Knowledge of African food.
- Interpretation of African music and dance.
- Investigation of the types of houses where they live in Africa.
- Knowledge of values such as respect and tolerance.

These contents refer to Area 2 of the Infant Education Curriculum called Knowledge of the environment and specifically to Block 3 of contents called Culture and life in society.

5.5 Temporalization

This is a termly project that will take place in the third term, approximately 10 weeks, from 5 April to 13 June. There will be 2 sessions per week, on Tuesdays and Thursdays. In each one of them, an activity will be carried out, through which the students will have the opportunity to get to know a new culture and its customs, with the aim of promoting respect for it and a positive inclusion of people from other parts of the world. A total of 20 sessions will be held, lasting approximately 40 minutes, as it is recommended that children of this age do not take part in long activities as it is difficult for them to maintain their attention.

Each session will consist of three phases. In the first one we will sit in the assembly, we will ask them if they remember what we did in the previous session and we will introduce what we are going to do during this session (approximately 5 minutes); in the second one we will move on to the development of the activity (approximately 30 minutes); and in the third one we will hold another assembly in which we will share and ask them what they thought of the session and what they have learnt (approximately 5 minutes). In addition, all the sessions will take place in the classroom.

5.6 Sessions

This educational intervention proposal consists of 20 sessions, but due to the length limit of the article, some of the most relevant and meaningful ones are attached below.

5.6.1 Session 1: Brainstorming of Africa and the Continents

DURATION	30 minutes
Areas of the curriculum	Area 2. Knowledge of the environment. Area 3. Languages: communication and representation.
OBJECTIVES	<ul style="list-style-type: none"> ▪ To know the 6 continents. ▪ To get to know basic aspects of Africa and its culture. ▪ To encourage communication between classmates. ▪ Respecting the turn to speak of classmates.
MATERIALS	<ul style="list-style-type: none"> ▪ Images on a world map, African and Spanish people, African and Spanish houses, African and Spanish food, African and Spanish food and African and Spanish animals.

GROUPING	The whole class together.
DESCRIPTION OF THE ACTIVITY	For the development of this activity, we will hold an assembly through which we will be able to find out their previous knowledge about the continents and Africa. In addition, we will be able to observe how the children express themselves and take part in the project that is going to be carried out. We will then ask them questions to see what they know about it, such as: What are the continents, what is Africa, where is Africa, who lives in Africa, what animals can we find in Africa, what languages are spoken in Africa, etc. Later we will explain and show them pictures of a world map, people from Africa and Spain, African and Spanish houses, different African and Spanish food dishes and different animals such as: the giraffe and the elephant (Africa) and the brown bear and the Iberian lynx (Spain). We will also explain which languages are spoken in Africa. In this way they will be able to observe and identify those aspects that belong to the African continent. SEE ANNEX 1

5.6.2 Session 2: What are Continents?

DURATION	30 minutes
AREAS OF THE CURRICULUM	Area 2. Knowledge of the environment. Area 3. Languages: communication and representation.
OBJECTIVES	<ul style="list-style-type: none"> ▪ To know what the continents are, which ones are and what shape they are. ▪ To learn to locate Africa on the map.
MATERIALS	<ul style="list-style-type: none"> ▪ Vídeo de YouTube <i>Los continentes</i>. ▪ Mapamundi. ▪ Puzzle Mapamundi. ▪ Canción de YouTube <i>Canción de los continentes</i>.
GROUPING	At first the whole class as a whole and later individually.
DESCRIPTION OF THE ACTIVITY	For the development of this activity, we will show the students an explanatory video on the digital whiteboard about the continents of the world so that they can get to know them and thus introduce them to Africa. At the end of the video, we will review, using the world map used in the previous session, what has been explained about the continents and we will show them where Africa and Spain are located. Next, we will give each table a puzzle of the world map in DIN A 4 size. All the colleagues at the table will have to place the silhouettes of the six continents where they belong. The puzzle will consist of a silhouette of the world map in white and different pieces, already cut out, in the shape of the continents. Each piece will have its name written on it and will be a different colour. Finally, we will play a song about the continents. SEE ANNEX 2

5.6.3 Session 3: We Know Africa

DURATION	30 minutes
AREAS OF THE CURRICULUM	Area 2. Knowledge of the environment. Area 3. Languages: communication and representation.
OBJECTIVES	<ul style="list-style-type: none"> ▪ To know the physical appearance of Africa and its main characteristics.
MATERIALS	<ul style="list-style-type: none"> ▪ Video on Africa. ▪ Map of Africa. ▪ Pencil and coloured paints.
GROUPING	At first the whole class as a whole and later individually.
DESCRIPTION OF THE ACTIVITY	For the development of this activity, we will show the students an explanatory video about Africa on the digital whiteboard so that they can get to know some of its characteristics. At the end of the video, we will give each student an index card on which they will have to colour in the map of Africa and copy the word "Africa" on the map. SEE ANNEX 3

5.6.4 Session 4: What is Culture?

DURATION	30 minutes
AREAS OF THE CURRICULUM	Area 2. Knowledge of the environment.
OBJECTIVES	<ul style="list-style-type: none"> ▪ To understand what culture is.
MATERIALS	None.
GROUPING	The whole class together.
DESCRIPTION OF THE ACTIVITY	For the development of this activity, we will hold an assembly so that the pupils can understand what culture is. As culture is something we cannot touch, it is difficult to plan an activity for the children. Therefore, in this assembly we will ask them what they like to do most in their everyday life. Some children will answer that playing with building games, others cooking with their families, others playing with their dolls, others reading, others playing with their friends, others listening to music, others dancing, etc. With all the answers received, we will make them understand that in Spain we have different music, dances, food, language, writing, etc. from the rest of the countries and all these aspects are what make up the culture.

5.6.5 Session 5: We Go On Safari

DURATION	30 minutes
AREAS OF THE CURRICULUM	Area 2. Knowledge of the environment. Area 3. Languages: communication and representation.
OBJECTIVES	<ul style="list-style-type: none"> ▪ To Know the animals that live in Africa
MATERIALS	<ul style="list-style-type: none"> ▪ YouTube video “Let’s go on safari”. ▪ Sheets of paper. ▪ Coloured paints. ▪ YouTube song “Animals of Africa”.
GROUPING	Individual.
DESCRIPTION OF THE ACTIVITY	For the development of this activity, we will watch a video on an African Safari on the projector. Afterwards, each child will be given a blank sheet of paper on which they will have to draw the animal they have seen that they liked the most. Finally, we will play a song on the projector about the animals that live in Africa. SEE ANNEX 4

5.6.6 Session 6: What are African Dwellings Like?

DURATION	30 minutes
AREAS OF THE CURRICULUM	Area 2. Knowledge of the environment. Area 3. Languages: communication and representation.
OBJECTIVES	<ul style="list-style-type: none"> ▪ To learn about traditional African dwellings.
MATERIALS	<ul style="list-style-type: none"> ▪ YouTube video “Traditional African dwellings”. ▪ Images of different dwellings. ▪ A sheet of a traditional African dwelling.
GROUPING	Individual.
DESCRIPTION OF THE ACTIVITY	For this activity, we will show them a video on the projector about traditional African houses. Once they have finished watching the video, we will show them images of different houses around the world, such as our houses, Eskimo houses, traditional African houses, etc. This will help them to understand that there are different types of houses and to get to know what African houses are like. Finally, we will give them a sheet with a blank African hut, and they will have to colour it as they wish and copy the word “hut” where it corresponds. SEE ANNEX 5

5.6.7 Session 7: We Know the African Clothes

DURATION	30 minutes
AREAS OF THE CURRICULUM	Area 2. Knowledge of the environment. Area 3. Languages: communication and representation.
OBJECTIVES	<ul style="list-style-type: none"> ▪ To learn about African clothes.
MATERIALS	<ul style="list-style-type: none"> ▪ Images of African clothing. ▪ African children's sheet
GROUPING	At first the whole class as a whole and later individually.
DESCRIPTION OF THE ACTIVITY	For the development of this activity, we will hold an assembly where we will show the students images of different African costumes. Then, we will hand out an index card in which they will have to colour two people from Africa as they wish. SEE ANNEX 6

5.6.8 Session 8: Our African Mask

DURATION	30 minutes
AREAS OF THE CURRICULUM	Area 2. Knowledge of the environment. Area 3. Languages: communication and representation.
OBJECTIVES	<ul style="list-style-type: none"> ▪ To learn about African masks.
MATERIALS	<ul style="list-style-type: none"> ▪ Images of African masks. ▪ Masks. ▪ Felt-tip pens. ▪ Popsicle sticks. ▪ Scissors. ▪ Tape.
GROUPING	At first the whole class as a whole and later individually.
DESCRIPTION OF THE ACTIVITY	For the development of this activity, we will hold an assembly where we will explain to the students that some of the Africans wear masks on their faces and we will show them images of some of them. Then, we will give each student a silhouette of a mask and they will have to colour it as they wish using felt-tip pens. Finally, we will cut out the mask and help them tape an ice-cream stick to each one so that the pupils can put it on. SEE ANNEX 7

5.6.9 Session 9: Our Rain Stick

DURATION	30 minutes
AREAS OF THE CURRICULUM	Area 2. Knowledge of the environment. Area 3. Languages: communication and representation.
OBJECTIVES	<ul style="list-style-type: none"> ▪ To get to know African instruments.
MATERIALS	<ul style="list-style-type: none"> ▪ Images of African instruments. ▪ Empty cardboard tubes of kitchen paper. ▪ Rice. ▪ Balloons. ▪ Rubber bands. ▪ Markers
GROUPING	At first the whole class as a whole and later individually.
DESCRIPTION OF THE ACTIVITY	<p>To carry out this activity, we will hold an assembly in which we will ask the students if they know the name of an instrument from Spain and an instrument from Africa, and later we will show them images of different African instruments. Each time we show them images of an instrument, we will reproduce its sound using YouTube. Next, each student will make their own rain stick. First, we will give them the cardboard tubes and they will have to paint them with felt-tip pens as they like. Then we will give each student 2 coloured balloons with the nozzles cut out and we will help them to place them and the rubber bands at the end of the tube. First, we will place a balloon, and then we will introduce rice and close the other end of the tube with another balloon.</p> <p>SEE ANNEX 8</p>

5.6.10 Session 10: Shall We Dance?

DURATION	30 minutos
AREAS OF THE CURRICULUM	Área 2. Conocimiento del entorno. Área 3. Lenguajes: Comunicación y representación.
OBJECTIVES	<ul style="list-style-type: none"> ▪ To know typical African dances
MATERIALS	<ul style="list-style-type: none"> ▪ YouTube video.
GROUPING	The whole class together.
DESCRIPTION OF THE ACTIVITY	<p>For this activity, we will show two videos on the digital whiteboard about two African dances. When we have finished watching them, they will have to choose which one they liked the most. We will show it again and try to explain the steps of the dance and practise it together during this session. Finally, if possible, we will show it to the parents in the assembly hall as follows. The dance steps that the pupils will perform will be chosen by the teacher and not all the steps seen in the video will be performed, but those that suit the characteristics of the pupils. SEE ANNEX 9</p>

5.6.11 Session 11: The Story of "Elmer"

DURATION	30 minutes
AREAS OF THE CURRICULUM	Area 1. Self-awareness and personal autonomy. Area 2. Knowledge of the environment. Area 3. Languages: Communication and representation.
OBJECTIVES	<ul style="list-style-type: none"> ▪ Encourage the acceptance of personal differences and value them positively. ▪ To promote attitudes of respect among peers. ▪ To avoid discrimination, rejection or stereotypes towards people from different cultures. ▪ To encourage the development of certain values and attitudes, mainly tolerance and respect for differences and multiculturalism.
MATERIALS	<ul style="list-style-type: none"> ▪ The story of "Elmer" ▪ Memory game of the story "Elmer"
GROUPING	The whole class together.
DESCRIPTION OF THE ACTIVITY	For the development of this activity, we will hold an assembly in which we will tell the students the story of "Elmer" in order to work on the differences between equals. Once we have finished reading it, we will ask the pupils questions to check if they have understood the story and the message it is trying to send us. Finally, if there is enough time, we will play a memory game about the story in the assembly.

5.6.12 Session 12: Mi Elmer

DURATION	30 minutes
AREAS OF THE CURRICULUM	Area 1. Self-awareness and personal autonomy. Area 2. Knowledge of the environment. Area 3. Languages: Communication and representation.
OBJECTIVES	<ul style="list-style-type: none"> ▪ Encourage the acceptance of personal differences and value them positively. ▪ To promote attitudes of respect among peers. ▪ To avoid discrimination, rejection or stereotypes towards people from different cultures. ▪ To encourage the development of certain values and attitudes, mainly tolerance and respect for differences and multiculturalism.
MATERIALS	<ul style="list-style-type: none"> ▪ Elmer's blank sheet.
GROUPING	Individual.
DESCRIPTION OF THE ACTIVITY	For this activity, we will give each student a blank Elmer card and ask them to colour in THEIR Elmer as they wish. Once they have finished the drawing, we will explain to them that this is their representation of themselves in the herd and that each one has special things that make them unique, just like Elmer. SEE ANNEX 10

5.7 Parent involvement

In order to involve parents in this termly project and due to COVID-19 measures, the proposed idea is that the children cook a typical African recipe at home with their families and bring a photo to class so that all classmates can see it. As in one of the sessions we have practised an African dance, the children are going to perform it. As the assembly hall is a large space, parents will be able to sit according to the established safety distance and the children will be able to dance in costume.

6. EVALUATION

There will be three evaluations through this project. We will evaluate during the sessions through an observation template with which we will obtain qualitative information. This template will show the criteria to be observed and which are related to the objectives described and set for each session. Indicators used are YES, NO, SOMETIMES (see annex 11). In the first session we will use another observation template (see annex 12) with which we will also obtain qualitative information and through which we will be able to find out what the students know about Africa and the continents. Indicators used are again YES, NO, SOMETIMES. Finally, in the last session we will use again the observation template used in the first session to check if the new knowledge has finally been acquired, but the indicators used will be achieved (C), in progress (EP) and not achieved (NC; see annex 13). In addition, at the end of each session, we will sit down in the assembly and share what the children have learned, what they liked the most, what they liked the least, whether or not they would repeat the activity and if they enjoyed it. At the end of the project, we will be able to compare the data obtained from the initial observation template with those of the final session and we will be able to draw conclusions about the effectiveness of the designed proposal. In addition, we will also take into account the observation templates collected in each session.

7. RESULTS

My aim for this educational intervention proposal was to be able to apply 13 of the 20 sessions designed in the school where I was currently doing my internship, but in the end, I have only had the opportunity to carry out 6 of them.

At first when I brainstormed with the pupils, they had no knowledge of what Africa is and what Africa is like, who lives in Africa, what the continents are, and so on. Since they are between 3 and 4 years old and it is a subject that they have not yet worked on at school. As the sessions went on, I noticed that more and more students knew that we were studying Africa, they knew the structure of Africa, they were able to locate it

on a map, and they were even able to distinguish the skin colour of Africans and Spaniards, among other things.

Likewise, when we started the sessions, I could see that there were still some students who had some difficulties when it came to work in groups, but after these sessions I could see how they were able to collaborate better and better.

In spite of this pleasing achievement of the proposed objectives, there are sometimes students who do not pay the necessary attention and students who sometimes do not respect their turn to speak. Moreover, it can be observed that some pupils still have difficulties in respecting and valuing others and in being aware of the importance that this entails.

8. CONCLUSIONS

To conclude this article, this last section will reflect all the conclusions obtained. I would like to highlight the great satisfaction I have had in developing this article and also in having the opportunity to apply some of the sessions of the educational intervention proposal in the classroom.

On the one hand, it can be said that both the general and specific objectives have been achieved, since it has been possible to carry out an exhaustive search for information on cultural diversity in Spain in order to design an educational intervention proposal that addresses cultural diversity in the Infant Education Stage with the aim of reducing negative stereotypes and prejudices towards people belonging to other ethnic minorities.

On the other hand, five specific objectives were set which were also carried out to my satisfaction. I understood what globalisation, migration, immigration and emigration were and the relationship between these terms. I gathered information about Africa and its culture and got to know in depth this large migratory group in Spain and its characteristics. In addition, I researched on the existing approaches and models to deal with cultural diversity and I came to the conclusion that the most adequate and complete approach is Intercultural Education, as it achieves the maximum equality of opportunities among people.

Finally, I found a limitation when implementing this educational intervention proposal in the classroom, because as I mentioned before, my idea was to implement 13 of the 20 sessions designed, but in the end, I only had the opportunity to carry out 6 of them. Through the design and implementation of the educational intervention proposal, the integration of pupils belonging to other cultures has also been achieved fostering respect and avoiding discrimination.

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