



Respect for the ethnic and cultural diversity, the supported civic education in the total and extended citizenship, the curricular pertinence for the different social and cultural realities with which the children arrive at the schools, as well as the promotion of communicative practices based on the respect for each other and the reciprocity in the understanding are basic elements that the school must have today.

It is necessary to teach the child from a very early age that we do not discriminate people because of their race or ethnic origin. It is necessary to fight against racism rooted for centuries in our cultures.

It is necessary to teach the child to respect diversity, to understand that diversity is present in different cultures and races, that it is different because we were educated in different cultures, but as we are all human beings our values differentiate us.

It is necessary to teach them to love their friends no matter if they are black, Chinese, white, Arab or native, to respect their cultures and traditions.

The educator has before him the crucial task of educating the respect towards diversity, because there are more families that emigrate to the great cities or other countries in search of a better future every day, and he must instil in his children the acceptance of the children of those families, their cultures and traditions, and to integrate them to his group of children.

It is necessary to respect cultures and traditions from different ethnic groups, but it is necessary to make the school integrate them. This means that we have from a very early age to educate the children with respect for diversity.

Activity no 1

"For the children of the world"



Summary of the activity:

The educator will explain to the children about the customs and ways of life of the children from other cultures, he will present pictures, photos or films of children with their typical costumes. In the second part of the activity there will be a workshop called "For the children of the world", letters will be written, stories will be told, drawings, cards, poetries etc. In the third part of the activity there will be a festival with costumes and typical dances of other countries and finally (4th part) there will be a conversation about the activity.

Objectives:

- To develop in the children notions on cultural diversity.
- To develop in the children notions on racial diversity.
- To develop feelings of respect towards cultural and racial diversity.

Procedures:

- Conversation
- Observation
- Dance
- Practical Actions

Material Resources:

Paper, pencils or pens, fine cardboard, glue, watercolours, typical costumes.

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

The first part consists of explaining to the children that in other countries of the world there are children who belong to other cultures that are different from our own, that they speak in different languages, that they dress with different clothes and that they have other customs.

We can show our children some pictures, photos or videotapes, emphasizing the ethnic, racial and cultural differences.

We will speak to them about the Asian children with their oblique eyes, their yellow skin, their way to walk with short steps, their language, their traditional suits, their houses.

The African children, with their black skin, curly hair, their way of speaking, of dressing, etc.

The natives, their coppery skin, their clothes, places where they live, their dialects, their customs and some of their traditions etc.

The Arab children, the colour of their skin, their way of speaking and of dressing, etc.

The Esquimo children, their oblique eyes, the colour of their skin, their way to dress and to feed themselves, their houses, etc.

This part is summarized explaining to the children that all the children of the world are our friends, that it is not possible to think that because they are different from us, they are not good or intelligent.

He will explain that the people are measured by their personal values (because they are good or bad, friends or enemies, generous or selfish etc), and not by the clothes, and/or the colour of their skin, or because they are rich or poor.

2nd Part

Here we will hold a workshop to make, with the help of the educator, letters for the friends of the world. Others will make cards, book markers, etc. to give them to the friends of the world. Some will make drawings, always highlighting that they will be given to other children as flatteries.

In this part the educator will emphasize again the fact of the existence of a cultural and racial diversity, (children of different customs and ways of life, of

different cultural traditions and children with a different colour skin), the importance of not discriminating anybody because of the colour of their skin or because they have other customs and ways of life.

3rd Part

The educator will organize a festival of typical costumes and dances of some countries with the participation of the children and their parents.

4th Part

There will be a conversation summarizing the, emphasizing the questions:

Did you like the activity?

What have we learned?

What can we say about other children of the world?

Why shouldn't we reject other children because they are white, black, coppery or yellow?

Why shouldn't we reject other children because they dress differently, or because they speak another language, etc.?

The children will express themselves and later the educator will summarize emphasizing the necessity to respect all the people, all the children of the world have the same rights, according to what was decided in world-wide summits (The educator will explain that they are important meetings where representative of the children from different countries discuss the problems of the childhood in the world). In one of these summits, the chart of human rights was written and one of them is not to be discriminated for cultural and racial differences.

CRITERIAL EVALUATION			
Observed conduct	Yes	No	Comments
They acquired notions on cultural diversity.			
They acquired notions on racial diversity.			
They understood the necessity to respect diversity.			
They needed help to understand the need to respect diversity.			
They showed satisfaction when doing the workshop activities.			

Activity no 2

"Know your rights"



Summary of the activity:

This activity is to explain and make the children of the group understand the human right that talks about respect for diversity.

Objective:

- That the children know respect towards diversity as an acquired right.

Procedures:

- Explanation
- Questions and answers

Material Resources:

The document of the conventions on child's rights and human rights, to read only to the children about respect for diversity.

Development of the activity:

1st Part

The educator will read the text that talks about respect for diversity and later he will explain with simple words to the children:

"What is a right? One says that we have a right or rights when we can do things that nobody can forbid us. We have them by the mere fact of being people, by having been born, and they are guaranteed by the laws. For that reason we say that "it is not fair" when something is unjust, when someone has done something to us that we do not deserve".

"All the human beings, also the elderly people, have rights. The most important are the human rights, also called fundamental rights. One of them is the right to be respected and not to be rejected because of sex, race, age, religion or birthplace. They are called human rights because they are for all the people, boys or girls, women or men, independently from where they have been born or from where they live. Although, unfortunately, there are countries where they are not respected as much as in other countries".

2nd Part

The children are invited to ask whatever they want to know about this right.

The educator will explain to them that in the previous activity they had already spoken about respect for diversity (difference of races and cultures between the men and children of the world), the right for all the children of the world to not be discriminated.

Later he tells an anecdote to them:

"The children also have this and other rights. Not long ago, in 1989, in a city called Vienna, children's representatives from different countries met to speak and to write down the rights of the children.

This meeting is known as the Convention of the United Nations on Child's Rights, there they spoke on the basic rights of the child as far as the right to life, to have schools where to learn and the protection against bad people who in some countries exploit them because they put them to carry out hard works and they mistreat them."

Next there will be a group meeting so that the children can express what they understand about what has been said in the two activities.

CRITERIAL EVALUATION			
Observed conduct	Yes	No	Comments
They showed interest to know their rights.			
They understood the meaning of the right to diversity.			
They needed help to understand the meaning of this right.			
They gave examples of what they understand by rights in their daily life.			

Activity no 3

“Customs and traditions”



Summary of the activity:

The activity consists of explaining and showing to the children the customs and traditions of the people who live in other countries.

Objective:

- That the children know the customs and traditions of other countries.
- To teach the children to respect the customs and traditions of other countries.

Procedures:

- Explanation
- Observation

Development of the activity:

1st Part

The teacher will explain to the children the customs of other countries.

"If you spend your holidays in the same place you will notice that the same celebrations, music, dances and colourful typical suits are repeated. They are traditions because they are kept through time, and the elderly people are in charge of transmitting them. Do you like those customs and rites? They are important because they are exclusive of a town; they are its signs of identity and a sample of human diversity.

Frequently, many corners and streets of Latin America and Spain are filled with people who meet to share their emotions and customs: sometimes the reasons are religious, other times the reason is pagan, that is to say, nonreligious".

2nd Part

Photos, pictures or videotapes with multicultural contents must be shown.

Later, we will use the images, to tell the children about multicultural experiences, some examples can be:

"Did you know that in many places the arrival of the spring is celebrated? In the Andes the indigenous ceremony *Tumarina* takes place when the fields begin to bloom: the women gather flowers, they submerge them in the river and with the mixture that they obtain they wet the people's heads. In this way they attract good harvests.

In Seville, a Spanish city, there is the April Fair: the bullfights and the *rejoneo* (the art to fight bulls on horseback) are highlighted, the singing and dances in the small houses, where the women wear their *faraloes* suits (with colourful flounces) and they drink fine wine or *manzanilla* (dry sherry). And the arrival of the spring is also celebrated with the *Fallas* of Valencia (the festival of Saint Joseph in Valencia): the streets of this Spanish city are filled with enormous sculptures of papier-mâché that are burned on 19th March and they are called *ninots* (they are caricature figures of politicians, artists, or present time people).

In the *Charra* Party in Mexico, the riders dress in a very particular way: they wear *jarano* (a hat with a wide wing and high crown) and a short waistcoat. They sing Mexican folk songs, like the one of "Adelita". Did you know that the boys and the girls love to participate in the scrimmage (a rider contest)?

The Sanfermines of Pamplona, which start on 7th July, are one of the more universal Spanish festivals. But, do you know the party of the Moors and Christians? Do you know the indigenous ceremonies that worship the *Pachamama* (the Earth)? Did you know that some natives construct their houses when the Moon is full so that the wood lasts longer?

3rd Part

We will show photos, pictures or videotapes, so that the children can contemplate the diversity of the celebrations and religious customs, the educator can use the following stories:

"When the Latin American countries were colonized, they assumed many of the catholic festivities that were celebrated in Spain. Which is the patron saint of your locality? Did you know that Saint Anthony is the patron of the animals and that every 17th January the mascots are blessed in his name in the churches?

The 25th December is Christmas. Do you sing carols and go to the Midnight Mass on Christmas Eve? In Mexico, the festivities begin nine nights before the birth of Jesus, and one says that it is time 'of *Posadas*' (Inns). Do you look for an inn? Do not give up if they take long in opening the door, as it happened to the Virgin and Saint Joseph... Later, celebration and *piñatas* (container hung up and hit with a stick to release sweets inside)!

The Three Wise Men arrive on 6th January, after the procession of the previous day, and the eating the 'Roscón de Reyes' (large ring-shaped cake baked for Epiphany) is celebrated. How many pairs of shoes have they filled up with gifts and sweets?

In the days of Carnival, groups of people disguise themselves and cheer the atmosphere up with dances and masquerades, and they parade in great multicolour floats, next to carnival figures with large heads and giants. Do you know a better way to prepare yourself for the religious fast of the Lent?

The religious brotherhoods are associations of people who organize the Easter celebrations. In the processions they take out images to stage the passion, death and resurrection of Christ. In Latin America, the grounds of the streets are decorated with flower offerings, and in Andalusia, they improvise *saetas* (flamenco songs of Arab influence).

The festivity of Saint John the Baptist (24th June), date in which the summer begins, is celebrated in different ways: in Latin America, with ritual baths and buckets full of water turning upside down in the air. In Spain, fire is chosen to be jumped over it or to throw objects to the flames".

4th Part

Photos, pictures or videotapes about dances and pop music.

"Do you want to know the Latin American rhythms? There are many more, but it is necessary to find out about a few... Accompanied by an instrument! The *quena* (flute), the harp, *marimba* (xylophone), the maraca...

In Mexico they have the *rancheras* (Mexican folk song) of the mariachi musicians. The rumba, the salsa and cha-cha-cha are played in the Caribbean

beaches. The merengue is Dominican. In Panama and Colombia they follow the rhythm of the *cumbia* (music and dance typical of the Caribbean coast of Colombia). A lively samba is listened to in the Andes. In Argentina, they dance the tango... When we are in Brazil, we have to dance some samba, bossa nova or *lambada*.

Those customs that we have learned today, when you go to visit other countries or when at school, or in the street, or the neighbourhood you see a person from those places, you have to respect them, because you would not like that other people made fun of your customs."

At the end of the activities there will be a great meeting for the children to express their criteria on what they have seen or heard, and they suggest different activities for the following days regarding the subject of diversity. The educator will write down such suggestions so that later he reaches an agreement with the children about what they are going to do those days.

CRITERIAL EVALUATION			
Observed conduct	Yes	No	Comments
They showed interest in the customs and traditions of other countries.			
They related their own known experiences of those activities.			
They expressed desires to participate in such activities.			
They suggested types of activities to do in the following days.			
They made drawings and stories on diversity by their own initiative.			

Activity no 4

"Poems and songs"



Summary of the activity:

The children will recite poems and listen to songs or music from other countries of the world.

Objective:

- To develop in the children feelings of respect and friendship for children from other countries.

Procedures:

- Listening
- Recitation
- Circles

Material Resources:

Cassette recorder. Poems. Songs.

Development of the activity:

1st Part

The children will be taught two relevant poetries on diversity and friendships.

2nd Part

The children will recite the first poem and later, holding hands in a circle, they will recite the second.

3rd Part

They will listen to songs and typical music of some countries (those that the educator can obtain).

4th Part

There will be a conversation about the content of the poems and the songs.

The educator will ask:

For whom was the poem?

Would you give some of your things to people from other countries?

Why must all the children of the world be friends?

The same thing will be done with the songs.

The educator will summarize:

"All the children of the world must be friends, everybody wants and has the right to live peacefully and that their traditions and culture are respected".

CRITERIAL EVALUATION			
Observed conduct	Yes	No	Comments
They understood the message of the poems.			
They needed help to understand the message of the poems.			
They knew how to explain the message of the songs.			
They needed help to understand the message of the songs.			
They showed in their expressions feelings of respect and friendship towards the children from other countries.			

Activity no 5

"The children hold hands"



Summary of the activity:

The children will make a choir with the title: "Give me your hand". Later the educator will explain the meaning of the words.

Objective:

- To develop in the children notions about diversity and unity.

Procedures:

- Explanation
- Choir
- Circle

Material Resources:

To decorate the classroom where the activity is going to be, it can be with flowers and drawings made by the children.

Development of the activity:

1st Part

It will consist of the teaching of the choir to the children.

All the children or half of the group, as the teacher likes, will make a circle, when the child says the first verse; everybody holds hands and begins to turn around.

A child says: Give me your hand and we will dance!
Give me your hand and you will love me!

Going towards the centre of the circle with extended hands all the children say:

As a single flower we will be
As a flower and nothing else

The circle is opened and they continue turning around.

A child: Different verses we will sing
Different steps you will dance

The circle is kept but without turning around and when saying the verses the children put their hands in the waist twisting their body and they say:

As an ear of corn we will twist
As an ear of corn and nothing else

They hold hands again and continue turning around.

Two children say then:

You are called Lee and I Hope
I live in Asia and you in Spain

All the children add:

But your name you will forget
Because we will be a dance

When saying the last verse they go towards the centre of the circle with their hands extended:

In the hill and nothing else!

The circle is opened and the complete first and second verses are repeated:

Give me your hand and we will dance!

Give me your hand and you will love me!

As a single flower we will be
As a flower and nothing else

2nd Part

The educator, after teaching the choir to the children, will analyze with them its meaning so that they get to know well the message.

3rd Part

The children will do the activity and invite their parents and all the personnel of the school.

The educator will explain to the guests that the intention of this activity is to demonstrate friendship among all the children of the world, how in spite of their diversity they can obtain unity so that no child is discriminated.

CRITERIAL EVALUATION			
Observed conduct	Yes	No	Comments
They understood the meaning of the choir.			
They needed help to understand the meaning of the choir.			
They expressed spontaneous criteria on experiences of multicultural acceptance.			
They proposed to do other activities with this content.			

Activity no 6

Critical experience for the evaluation of the block

“What would you do?”



Summary of the activity:

Several critical situations will be presented to know what attitude the children would assume, finally there will be a conversation on these attitudes.

Objective:

- To evaluate the knowledge and feelings that the children have developed regarding respect for diversity.

Procedures:

- Story
- Questions and answers

Material Resources:

Texts of stories, the classroom book of anecdotes, photos and videos.

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

The educator will present to the children the following critical situations:

What would you do if a black child does demonstrations of affection and friendship to you?

What would you do if an indigenous child wants to be your friend?

What would you do if an Asian child sends a friendship letter to you?

If you are at a party and a Latin child invites you to dance, what would you do?

What would you do if you are walking in the street and a child asks you for money?

What do you say and do if you go along a central avenue in Madrid and see a native dressed in his typical clothes?

What would you do if a new child arrives to your classroom who because he is from another country speaks your language badly?

How would you treat a child who is new in your street and does not know your games?

What would you do if you are in a street in the city or in your community and you see several people from other countries and they ask you for help to find the address of the place where they want to go?

There can be as many critical situations as the educator likes, as long as there is always the need for the child to express a criteria, opinion or experience regarding the multicultural experience that is presented to him.

The educator has to try that all the children express their criteria, and he can work in an individual way, in small groups, or in a meeting, according to what he considers convenient.

2nd Part

The children will do a critical analysis of the answers given by them, they will be guided by the educator.

3rd Part

Once the children have exposed their opinions, the educator will summarize the activity clarifying anything needed, and enriching each of the critical answers and opinions given by the children.

CRITERIAL EVALUATION			
Observed conduct	Yes	No	Comments
They showed positive attitudes towards respect to the diversity in their answers.			
They gave their opinions in an independent way.			
They needed help to give their opinions.			
They demonstrated to be inclined towards acceptance of diversity.			
They reflected desires to accept the children of other cultures and ethnic groups.			
They made spontaneous criticism of those who do not accept diversity.			