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Interculturality

Through the Gaze of the Infant

TRABAJO RECEPCIONAL

PARA OBTENER EL DIPLOMA DE

ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA, MODALIDAD EN LÍNEA

PRESENTA:

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El trabajo recepcional ha sido APROBADO por el jurado formado por el/la directora/a y dos lectores:

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"Interculturality Through the Gaze of the Infant"

Monserrat Hernández Hernández

Universidad Pedagógica Nacional

Specialization in English Language and Teaching as a Foreign Language

Alma Daniela Otero Sosa

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Introduction

Interculturalism in pedagogy is a pedagogical-didactic principle that directs the planning, implementation and evaluation of education to support the changing of existing hierarchical relationships between the dominant ethnic/cultural majority and subordinate minority ethnic/cultural groups in the education system « (Skubic Ermenc, 2010). Multicultural or intercultural education is much more than just including foreigners into our educational and social system. It requires from us to show our moral characteristics towards other persons in the real meaning of the word. In educating a child the teacher must be aware the child does not only live in certain set social frameworks, but goes a step further. Only in this way can we educate a community and live between different cultures (Milan, 2006). With multiculturalism or interculturalism in preschool stimulating intercultural communication and raising awareness of its worth is necessary. We must know this is a process that takes time. Through the activities that are important for a certain group we approach the goal with adequate contents offered in the annual development plan, the daily, weekly or monthly plans of work. Here also different situations in life are present without which we would not be able to approach the goal. To be able to implement the goals of multiculturalism or interculturalism well, it is necessary for the preschool teacher to learn about different cultures and to strive towards all cultures and the individuals who carry different identities being in interaction (Motik & Veljić, 2007).

We can define four basic components of the concept of interculturalism:

•   Interculturalism is a pedagogical principle that encourages the development of a more equal relation to other cultures/ethnicities.

•   Interculturalism is a pedagogical principle that encourages the view of a different as an equivalent and not as deficient.

•   Interculturalism is a pedagogical principle that encourages such a conduct of the pedagogical process that enables a more realistic success of minority groups.

•	Interculturalism is a pedagogical principle that encourages the development of community values (Skubic Ermenc, 2010).

Teachers Identity

The professional identity of teachers includes the following: personal values and beliefs, professional values and belief, and cultural experiences which they learned in their childhood and cultural experiences that have accepted into daily lives. In reflecting on these experiences, it affords teachers opportunities to gain deeper understanding of themselves which helps them to understand others. It provides them opportunities to gain empathy and understanding of others that can only be accomplished when we understand ourselves. The teaching profession is a journey of reflection to learn more about ourselves in this role. As we learn more about who we are, we are able to understand our teaching philosophies and our role in promoting equitable learning environments. The journey is one of progress not perfection. As we interact with the children and families we serve, we become more aware of our role.

Learning is inherent to the human condition. Every human has the capacity to learn throughout the lifespan. Education provides opportunities to improve oneself, acquire and/or modify knowledge, gain competency, and construct meaning (which may be the same as acquiring and/or modifying information so may not need to include that or use that instead of the former). We do this through the experiences we have, the interactions with others (development of interpersonal relationships), observing other teachers in action and applying what we have observed and learned in our course of study.

In my experience as a kid and as a student; pronunciation, grammar and vocabulary were the axis to acquire the language; at the age of six, the daily English homework, as well as spelling and reading exercises, was to learn ten vocabulary words and write a sentence with each one of them also memorizing by heard the conjunction of regular and irregular verbs was part of these assignments. As I mentioned before, learning a second language for me was quite hard and self-sacrifice to the point of not wanting to go to school and having stomach aches daily, because of these experience and reason since I became an English teacher of basic level I have tried in several ways to motivate students, to learn through play always with dynamic activities that facilitate language acquisition.

When it is time for children to memorize some concept y use the "Association Technique" These mental associations are connections that we make in the mind to retain the information that we want to learn using imagination and visualization. Here we have an example of an association technique I use at my classroom:

To help my pupils remember the sound of the letter "E" in English y use a drawing of a small vowel and transform it into a mouse, the common sound a mouse makes is "I" in Spanish. Exercise lie this one help students to retain important information in an easy and funny way. Believe me I assure you a kid will never forget examples like this one. The Association Technique can be a helpful tool to help you memorize many seemingly unrelated items or ideas. Association is a powerful memory aid. We all experience sensory stimuli that remind us of something else.

Figure 3

Association Technique
Example
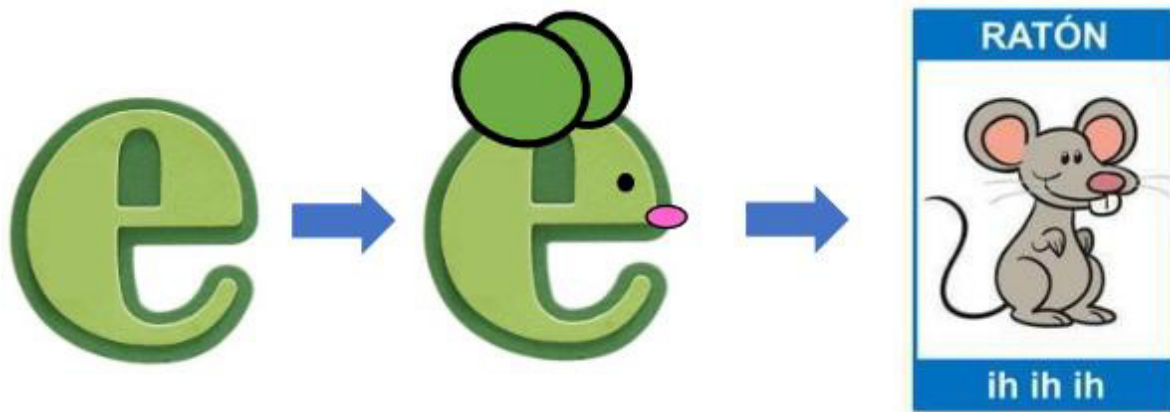
Note: Images taken from internet and modified to create an example of association technic use at third grade English class basic level.

https://www.hobbees.com.mx/products/suaje-de-letra-e-minuscula-con-contorno

https://es.slideshare.net/espaciocompartir/sonido-onomatopyicos-de-los-animales

 Actually, and despite my pupils are kids I use a student centered position. Kids usually learn easier in an active way (playing and practicing) instead of only listening to the concept, when I was teaching adults, I assumed the responsibility of acquiring the knowledge was their responsibility, now that I am with kids I know that responsibility only is mine.

For me is important to emphasis on the fact that each student is unique, shifting toward the student-centered learning where educators perform the role of guide and helps students to develop skills and abilities to acquire knowledge. The student-centered learning increases the effectiveness of learning because educators find the individual approach to each student, know the cultural background of students, their psychological peculiarities, individual characteristics, academic successes and current level of development. In such a way teachers can

apply the student-centered learning to meet needs and wants of each student and to prepare him or her to the effective learning.

But teacher-centered approach also has its benefits at the classroom, being fully in control minimizes an instructor's concern that students may be missing key material. When a teacher takes full responsibility for educating a group of students, the class benefits from a focused approach to research, planning and preparation. In my experience and after analysing pros and cons both of them must be used in order to develop different responsibilities and knowledge on students. The context as well as the characteristics of the collage I work for give me the opportunity and time to work with each one of the pupils in an individual way. But surly this view can change depending the environment class characteristics and the politics of each school.

Figure 4
Teacher and Student Center Approach

TEACHER CENTERED APPROACH
VERSUS
LEARNER CENTERED APPROACH

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TEACHER CENTERED	LEARNER CENTERED
Teacher centered approach is an approach that encourages students to completely focus on their educator	Learner centered approach is an approach where both the educators and the students share an equal focus
Focus is on the educator	Both the educator and learner have an equal focus
Educator talks, and students continue to listen and remain silent	Student-student and teacher-student collaboration and communication is encouraged
Prevents learners from expressing themselves and discourages them from asking questions and logical engagement in self-leaning	Gives learners the freedom to acquire knowledge independently and logically by asking questions
Classrooms usually have a strict and orderly nature	Classrooms can often get chaotic and noisy

Note: Chart taken from internet page to give concrete information about the difference between teacher center and students center approach. December 13, 2021by Anuradha https://pediaa.com/what-is-the-difference-between-teacher-centered-and-learner-centered-approach/

Teachers Philosophy

My teaching philosophy is strongly influenced by Abraham Maslow's he has a humanist approach and in particular his Hierarchy of Needs. I aim to ensure students' basic needs are met in the classroom so that they feel happy, comfortable, safe and welcomed into the classroom. When students' basic needs are met, they can focus on learning and personal development.

Figure 5
Maslow hierarchy of needs

Maslow's hierarchy of needs

Note: Maslow's hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid.

I believe that a classroom should be a safe, caring community where children are free to speak their mind, blossom, and grow. I use strategies to ensure our classroom community will flourish, like the morning meeting, positive discipline, classroom jobs, and problem-solving skills. I believe that a teacher is morally obligated to enter the classroom with only the highest of expectations for each and every one of her students. Thus, the teacher maximizes the positive benefits that naturally come along with any self-fulfilling prophecy. With dedication, perseverance, and hard work, her students will rise to the occasion. I believe that all children are unique and have something special that they can bring to their own education. I will assist my students to express themselves and accept themselves for who they are, as well embrace the differences of others. Learners require an

environment where they feel safe to take risks necessary to learn the language. A learner's emotional state will affect their receptiveness to comprehensible input.

Teaching is a process of learning from your students, colleagues, parents, and the community. This is a lifelong process where you learn new strategies, new ideas, and new philosophies. Over time, my educational philosophy may change, and that's okay. That just means that I have grown and learned new things.

Below I will break down some theoretical points that were impregnated not only in my mind but in my way of working after learning about them during this specialty.

- According to Willis (2007) Task-based language learning is an approach where the planning of learning materials and teaching sessions are based around doing a task. In education, a task refers to an activity where communication is necessary. In a task-based approach, learners learn by doing. Task activities are usually rich in language, involving a wide variety of language areas, as well as all the skills; reading, writing, listening and speaking. By definition, a task must involve the processing of information, and some kind of communication or interaction. And a task can be something that you do alone, or that you do with someone else or in a group. These are all skills that the students will need in order to be successful in the real world, regardless of which languages they use there. In addition, task-based language teaching provides students with the linguistics components they will need to accomplish these

real-world tasks. These include: How to introduce themselves, how to talk about themselves, their families, their interests, their likes and dislikes, their needs, their experience, etc. in the right cultural context.

In task-based language teaching, the center of the learning process moves to the students themselves and allows them to come to the realization that language is a tool to tackle and (re) solve real world problems.

According to Candlin, C. N. (1981). The Communicative Approach – or Communicative Language Teaching (CLT) is a teaching approach that highlights the importance of real communication for learning to take place. In the Communicative Approach, real communication and interaction is not only the objective in learning, but also the means through which it takes place. This approach started in the 70s and became prominent as it proposed an alternative to the then ubiquitous systems-oriented approaches, such as the Audiolingual method. That means that, instead of focusing on the acquisition of grammar and vocabulary (grammatical/linguistic competence), the Communicative Approach aimed at developing the learner's competence to communicate in the target language (communicative competence), with an enhanced focus on real-life situations.

Teaching Context

We define teacher contextual knowledge as simply knowledge of the context of teaching, where the context of their teaching includes who they teach (their students), where they teach (their classrooms, schools, communities, and so on),

and what they teach (the school subject, the level, the curriculum, and its

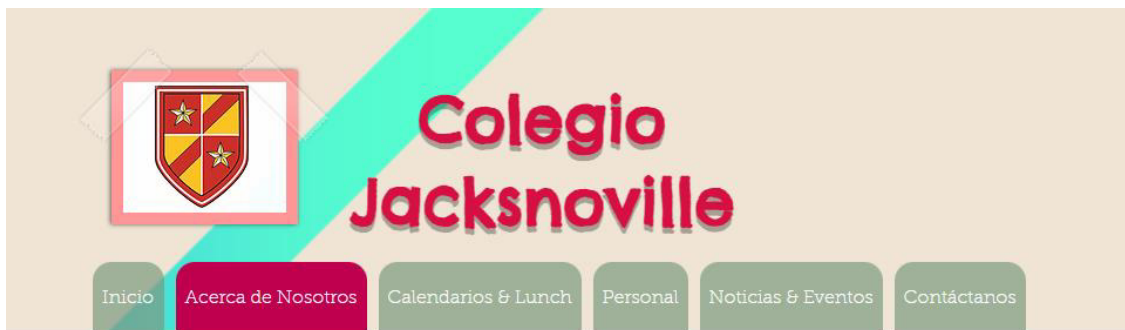relationship to local, state, and national standards).

Currently and for many years I have been working in different schools at

kindergarten level, my pupils are little ones ranging from two to six years old. The

dynamic has been completely different in each institution. Even though the

activities of an English teacher vary according to the objectives of the course, the

age of the students and the study plan. In the institution I work nowadays Colegio

Jacksnoville S.C., I have cathedra freedom. My work is based on having a balance

between S.E.P. requests (specific abilities' teachers must develop in their

kindergarten pupils of third grade) and the goal the private school I work for offers

(students must graduate reading and writing short sentences in the target

language).

Figure 1
Levels of Proficiency and Competence

Ciclo 1. NIVELES DE DOMINIO Y COMPETENCIA
Sensibilizar: es sensible ante la existencia de una lengua distinta a la materna y está familiarizado con ella; reacciona y responde a necesidades de comunicación básicas y personales en contextos rutinarios.
Referencia común: MCER Pre A1 (Pre A1.1)
Reconoce y reacciona ante algunas palabras aisladas y expresiones muy sencillas de uso rutinario y muy frecuente en interacciones sociales básicas propias de sus contextos cotidianos (escuela, hogar). Responde con monosílabos y lenguaje no verbal a modelos orales y escritos relacionados con necesidades de comunicación inmediata, con una finalidad y un propósito concretos. Dice su nombre y señala algunos aspectos de sus contextos cotidianos. Se relaciona con otros mediante juegos y actividades lúdicas.

Note: Image took from p. 10 https://www.seg.gob.mx/wp-content/uploads/2022/02/7_Anexo_Ingle%CC%81s_Fase-3_CF-Lenguajes_10ene2022.pdf. which shows the levels of proficiency and competence for third grade of preschool.

Figure 2
Colegio Jacksnoville S.C.
Mission, Vision, Values

Colegio Jacksnoville

Inicio | Acerca de Nosotros | Calendarios & Lunch | Personal | Noticias & Eventos | Contáctanos

Acerca de Nosotros

- MISIÓN

El Colegio Jacksnoville brinda una educación integral de alto nivel académico para desarrollar y fortalecer en sus estudiantes competencias afectivas, sociales, psicológicas, motoras y cognitivas. De esta manera, se integran todas las áreas que el alumno debe trabajar para así lograr un desarrollo óptimo y autogestivo.

- VISIÓN

Formar seres humanos críticos, llenos de fortalezas que incrementen su independencia y sean capaces de intervenir en el medio de forma creativa, provechosa, positiva e innovadora; recordando que una educación de calidad logrará desarrollar seres reflexivos y analíticos, capaces de enfrentarse a las exigencias sociales.

- VALORES

Responsabilidad, honestidad, respeto, tolerancia, integridad, franqueza, justicia, lealtad, prudencia, dicernimiento, amistad, gratitud, esfuerzo, perseverancia, solidaridad y empatía.

Note: Image took and modified from https://colegiojacksnoville.wixsite.com/colegio-jacksnoville/acerca-de-nosotros

The place where I have my placement is called Colegio Jacksnoville S.C. It is located in Tizapan San Ángel, Álvaro Obregón town hall in Mexico City. This is a place in which many others schools not only private but also public are located. The public transport supported are buses but most of our parents' population has their own vehicles. As a result, students that live near the school walk to school promoting environmentally friendly concept. Colegio Jacksnoville S.C. is not the only school in this area. There is also Colegio Jesus de Urquiaga, Jardin de Niños Tizapan, Preston Elementary School, Kinder San Angel, Colegio de las Baleares

S.C., Jardin de Niños Gerardo Murillo and Kingston School. I guess this area is an educational area where schools are built near-by.

Colegio Jacksnoville S.C. is a private school. Although it is not a government school, most of the students are from the middle class, it runs its school policy as a preschool. This school cares not only about academic results and sport performance, but also the responsibility of students. Students are required to wear standard uniforms when they come to school, unless a special festival notice is given.

As Silvia Maria, the principal of Colegio Jacksnoville S.C. preschool, puts it, the educational philosophy of the school is based on 'Foundations for Happiness, Self-knowledge and Care' to make a 'Positive Difference' to students. Only when the individual talents of the students are discovered and the 'environment where they want to learn and where they can discover their true passion' is provided, they can enjoy school life and success in every aspect of their lives.

The enrollment in Colegio Jacksnoville S.C after the pandemic period became smaller. Because of the building space each group has the possibility to have twenty pupils per group, but actually Colegio Jacksnoville S.C. only counts with seventeen students in the whole school. In view of this situation some activities are considered to be presented for the whole school where we have students from one year and a half to 5 years old. We have been struggling with few enrollments since 2022, but we are conscious about the whole scenario: population face economic limitations so parents decide to enroll their kids in public schools, birth minimization

(nowadays adults prefer to travel and became more prepared at studies and work instead of became parents), couples decide to have pets instead of having a baby, government provide the kids with economic support if the he or she enrolls in public school and so on.

Facing this panorama, parents, directors, teachers and office employers decided to use these conditions as advantages in order to help our students to achieve not only the expected learning but happiness, self-care, integrity, loyalty, gratitude, perseverance, solidarity, effort, prudence, etc. The goals we as a big family want to achieve is to raise students that develop affective, social, psychological cognitive and motor competences to face life.

To work with preschool kids, we must have in mind specific characteristics most children between four- and five-years present; at these age children begin to develop greater independence, self-control, and creativity. They are content to play with their toys for longer periods of time, are eager to try new things, and when they get frustrated, are better able to express their emotions.

(Dan Brennan, MD on December 16, 2022 Health and Parenting Guide Section) Although children grow and develop at their own pace, children will likely achieve most of the following developmental milestones before they turn 6 years old.

Moving - Physical or Motor Development

- Catches a bounced ball most of the time.

- Hops and stands on one foot for a few seconds.

- Pours beverages, cuts with supervision and mashes own food.

Talking - Communication and Language Development

- Tells stories and recalls parts of stories.

- Knows some basic rules of grammar and uses words correctly.

- Sings a song or says a rhyme from memory.

- Says first and last name.

- Communicates clearly and speaks in complete sentences.

Interacting - Social and Emotional Development

- Plays cooperatively with other children.

- Negotiates solutions to conflicts.

- Prefers playing with other children than playing alone.

- Enjoys doing new things.

- Becomes more creative in make-believe play.

- Confuses what's real and what's make-believe.

- Expresses likes and dislikes.

- Seeks new experiences.

Thinking - Cognitive Development

- Copies simple shapes.

- Understands the concepts of "same" and "different."

- Follows instructions with two or three steps.

- Understands the concept of counting and may know numbers.

- Draws a person with two to four body parts.

- Begins to understand time.

- Knows basic colors.

- Uses scissors.

- Copies letters.

- Plays board games or card games.

- Tells you what will happen next in a story.

Activities to help children's development at this age:

Give children plenty of playtime: play is important for developing preschooler emotions, because it helps preschoolers explore and express feelings like joy, excitement, anger or fear.

Spend time playing outdoors: this lets children explore the natural environment, have adventures and test their physical limits. Outdoor play for preschoolers might involve messy play in sand or mud, games of chase or treasure hunts.

Make time for imaginative and creative play: this might be collage, drawing, dress-up games, storytelling or writing letters. Musical play is another idea children might like to dance, jump around or make music with simple instruments.

Read with children: reading together, telling stories, singing songs and reciting nursery rhymes all encourage talking, thinking and imagination. These activities also help children learn to read as they get older.

Do some cooking with children: this helps to get interested in healthy food, learn new words and understand math concepts like 'half', '1 teaspoon' or '30 minutes. give simple cooking activities, like tossing a salad or putting together sandwiches.

Play games with children that involve learning to share and taking turns. When playing, say things like, 'Now it's my turn to build the tower, then it's your turn', or 'You share the red blocks with me, and I'll share the green blocks with you'.

Sharing is still hard for children at this age, so give plenty of praise when they share.

Theory underlying Teaching Practice an Identity

Children play in order to figure things out, much like scientists who experiment and investigate in order to figure things out. Scientists who study how infants and young children think and feel describe them as small scientists (Gopnik, Meltzoff, and Kuhl 2000) who spend their days actively gathering and organizing information about what objects and people are like. As they play, children investigate how one object relates to another or how people relate to each other. According to Gopnik, Meltzoff, and Kuhl (2000), children actively build knowledge as they interact with the world around them.

Cognitive Theory

Jean Piaget explained learning as proceeded by the interplay of assimilation (adjusting new experiences to fit prior concepts) and accommodation (adjusting concepts to fit new experiences). The to-and-fro of these two processes leads not only to short-term learning, as pointed out in, but also to long-term developmental change. The long-term developments are really the main focus of Piaget's cognitive theory. After observing children closely, Piaget proposed that cognition developed through distinct stages from birth through the end of adolescence. By stages he meant a sequence of thinking patterns with four key features:

- The stages always happen in the same order.
- No stage is ever skipped.
- Each stage is a significant transformation of the stage before it.

- Each later stage incorporated the earlier stages into itself.

Piaget proposed four major stages of cognitive development, and called them sensorimotor intelligence, preoperational thinking, concrete operational thinking, and formal operational thinking. Each stage is correlated with an age period of childhood, but only approximately.

Sociocultural Theory

Lev Vygotsky (1978), whose writing focused on how a child's or novice's thinking is influenced by relationships with others who are more capable, knowledgeable, or expert than the learner. Vygotsky made the reasonable proposal that when a child (or novice) is learning a new skill or solving a new problem, he or she can perform better if accompanied and helped by an expert than if performing alone—though still not as well as the expert. Someone who has played very little chess, for example, will probably compete against an opponent better if helped by an expert chess player than if competing against the opponent alone. Vygotsky called the difference between solo performance and assisted performance the zone of proximal development (or ZPD for short)—meaning, figuratively speaking, the place or area of immediate change. From this social constructivist perspective, learning is like assisted performance (Tharp & Gallimore, 1991).

During learning, knowledge or skill is found initially "in" the expert helper. If the expert is skilled and motivated to help, then the expert arranges experiences that let the novice practice crucial skills or construct new knowledge. In this regard, the expert is a bit like the coach of an athlete—offering help and suggesting ways of practicing, but never doing the actual athletic work himself or herself. Gradually, by

providing continued experiences matched to the novice learner's emerging competencies, the expert-coach makes it possible for the novice or apprentice to appropriate (or make his or her own) the skills or knowledge that originally resided only with the expert.

Psychosocial Theory

Erik Erikson suggested that our relationships and society's expectations motivate much of our behavior. Humans are motivated, for instance, by the need to feel that the world is a trustworthy place, that we are capable individuals, that we can make a contribution to society, and that we have lived a meaningful life. Erikson divided the lifespan into eight stages. In each stage, we have a major psychosocial task to accomplish or crisis to overcome. Erikson believed that our personality continues to take shape throughout our lifespan as we face these challenges in living.

In planning a developmentally appropriate curriculum, Erikson's stages can be used as inspiration for interactions between children, children and adults (teachers/families) and for emphasizing quality environments, which promote trust, autonomy, initiative and industrious interactions

What is a Lesson Plan?

Lesson planning is how teachers synthesize the curriculum goals with pedagogy and knowledge of their specific teaching context.

Effective lesson planning contributes to successful learning outcomes for students in several ways. A well-designed lesson plan:

- Helps students and teachers understand the goals of an instructional module

- Allows the teacher to translate the curriculum into learning activities

- Aligns the instructional materials with the assessment

- Aligns the assessment with the learning goal

- Helps assure that the needed instructional materials are available

- Enables the teacher to thoughtfully address individual learning needs among students

MY LESSON PLAN	
Author	Monserrat Hernández Hernández
Educational stage	Preschool Second and Third Grade
Title of your Lesson plan	Interculturality Through the Gaze of the Infant
Learning Objective of the plan	Empower students to become attentive and engaged learners.
Communicative skill considered	Listening/Speaking/Reading/Writing
Language Functions	- Receiving /repeating - Agreeing/disagreeing - Describing - Exposition
Main Grammar structure	Simple present.
Other Grammar structures	Personal pronouns, adjectives, punctuation marks.
Brief description of the plan The steps to achieve the objective will be modified gradually if required and depending on the needs of each student. Students with autism need to go through a different process and individual support.	Help preschoolers embrace diversity, develop empathy and foster a sense of inclusivity within the classroom, home and the wider world with these simple ideas. Learning about diversity, appreciating and accepting differences in religion, age, gender, identity, sexual orientation, ability, education, ethnicity and origin. Students will develop spoken and written language, listening and reading skills to allow them to acknowledge sounds, actively listen and speak to those around them.

Hours /sessions of the plan implementation	5 hours / 1 hour each one.
Number of sessions	5 sessions
Contents required for the lesson	Vocabulary: Parts of the body, adjectives, colors. Letters: Aa-Zz sound and name. Numbers: 1-30
Link of the content	https://www.youtube.com/watch?v=eWXZ7-_o_R4 https://www.youtube.com/watch?v=PUBD7CJ9HJM https://www.youtube.com/watch?v=ni_at59TzMA https://www.youtube.com/watch?v=403s_HcQsa0 https://www.youtube.com/watch?v=MymGV242MSo https://www.youtube.com/watch?v=37YETDACQG0 https://www.youtube.com/watch?v=ZiOSzuXjDD0 https://www.youtube.com/watch?v=K-nw5EUxDz0 https://www.youtube.com/watch?v=bEPagHe6iUI https://www.youtube.com/watch?v=TI0fkyESRJ0

Lesson development Teacher activities and Students activities	Session Number

First Session

Outside Activities:

Greet each other and have a few minutes of physical activation.

https://www.youtube.com/watch?v=37YETDACQG0

Playing relaxing music invites the students to lay in the grass and talk about the importance of being different not only from physical characteristics but religion, age, gender, identity, sexual orientation, ability, education, ethnicity and origin.

1

https://www.youtube.com/watch?v=ZiOSzuXjDD0

After dancing and relaxing a little the students are going to talk about physical characteristics (The teacher is going to show the students different vocabulary flash cards related with parts of the body and adjectives).

Invite the students to be respectful and receptive with their classmates. Talk about the importance of differences and similarities in human beings.

Inside activities:

Listen to the song Everybody is Different Pipalupa where students can react to the different physical characteristics children at the video have, invite them to be receptive and embrace differences as something special and completely normal. https://www.youtube.com/watch?v=403s_HcQsa0

Draw by Listening activity: Give the students paperwork and colors, students will listen to the narration, will draw the missing parts of the body and color with the correct color according to the instructions.

Play funny faces, in pairs students are going to play funny faces, trying to keep eye contact without laughing at the classmate's funny faces. The teacher is going to prepare a set of flashcards related to feelings so students can base on them to make their funny faces.

Learn vocabulary word by listening, singing, repeating, drawing, matching and completing word.

Homework:

Invite parents to talk about emotions and feelings

Listen to Song Countries of the World for Kids - Learn Continents, Countries Map,

Names and Flags https://www.youtube.com/watch?v=eWXZ7-_o_R4

Talk about different characteristics students can see in the video humans, flags,

countries all over the world

Second Session	2
Outside Activities:	
Greet each other and have a few minutes of physical activation.	
After physical activation and relaxing breathing students are going to be invited to vocalize Countries that begin with each letter of the alphabet.	

https://www.youtube.com/watch?v=PUBD7CJ9HJM

Inside activities:

Ask students about the homework video, this will build a bridge with speaking and listening between the students. Teacher is going to take advantage of the opportunity and make a review of letters; this review includes name sound and vocabulary words.

As Listening and Writing, Write and complete activity the students are going and write the missing letter according to what they listen, this activity is made individually, later as a group we are going to check the work.

Select a Country: Each student is going to select a Country according to their interest. During the next few days, they are going to search and prepare information and material about this country.

Learn vocabulary words by listening, singing, repeating, drawing, matching and completing words.

Homework:

Look For the Complete name of the country, its capital, flag, territory, emblematic animal and people characteristics.

Third Session	3

Outside Activities:

Greet each other and have a few minutes of physical activation.

https://www.youtube.com/watch?v=ZiOSzuXjDD0

Flags are national symbols. Every country flies a specific flag as their national symbol.

Play Flag Tag – Divide the class into two groups.

Give each student 5 flags. When a player's last flag is pulled, he or she is out.

Inside activities:

Students are going to make a presentation about the country each one of them selected. For language skills are going to be reinforced in this exercise.

Homework:

Write five small sentences where the student talks about the classmate's presentation. Example: Alan talks about Kenya. Kenya is in Africa. The elephant lives in Africa.	
Forth Session **Outside Activities:** Greet each other and have a few minutes of physical activation. Broken Telephone The rules are simple: the first person will tell a country and whisper into the next player's ear. The listener will relay the same message to the next person until it reaches the last person. The one receiving the final message will say the word or phrase aloud. **Inside activities:** Food festival: Students are going to prepare some emblematic food guided by the teacher's instructions. "Listen to Stories" To practice follow up, reading a story with students and ask questions at the end, encouraging them to ask any questions along the way if they feel lost. https://www.youtube.com/watch?v=ni_at59TzMA **Homework:** https://www.youtube.com/watch?v=gX43dxto99o Make the song part of the life's children to empower and embrace kid's differences. Differences make us unique; differences make us special.	4
Fifth Session **Inside activities:** Prepare a passport and attend the airport at the specific hour in order to take the plane, travel to Japan. Take some introduction about the Country and its language.	5

https://www.youtube.com/watch?v=K-nw5EUxDz0

https://www.youtube.com/watch?v=bEPagHe6iUI

https://www.youtube.com/watch?v=Tl0fkyESRJ0

Prepare ramen and onigiris.

Prepare and use a Zen Garden.

Outside Activities:

Take a Karate Class.

1. **Evaluation:**
Each activity is going to be evaluated in a quantitative and qualitative way. I prefer personalized feedback, because it recognizes the uniqueness of each student and their role within the class and the activity. It also shows students that their work is valued and noticed, leading to increased motivation and satisfaction. Using specific phrases encourages individual performance improvement, and adding a personal touch to these phrases fosters an environment where students can feel seen, heard, and appreciated. These activities and conclusions are at the same time seen and evaluated by the Technic Director. I also make a personal evaluation; this helps me observe some opportunities not only in students but in my teaching performance.   For me it is important to have in mind that steps to achieve the objective can be modified gradually if required and depending on the needs of each student. Students with autism need to go through a different process and individual support, as well as students who have recently enrolled in the course.

2. **Conclusion**
It is important to remind ourselves why diversity and cultural awareness is so crucial in the classroom and the benefits it can have on students now and in the long-term. Teaching diversity exposes students to various cultural and social groups, preparing students to become better citizens in their communities.
Students Become More Empathetic
Promoting awareness and creating a personal connection with diverse cultures in the classroom can prevent students from developing prejudices later in life. It allows them to empathize with people different from themselves since they're more aware of the experiences someone of a different race or cultural group may face.
Students Gain a Better Understanding of Lessons and People
When working and learning with people from a variety of backgrounds and cultures present in the classroom, students gain a more comprehensive

understanding of the subject matter. It also teaches students how to use their own strengths and points of view to contribute in a diverse working environment.
Students Become More Open-Minded
Naturally, by exposing students to a diverse range of opinions, thoughts, and cultural backgrounds, you're encouraging them to be more open-minded later in life. This will make them open to new ideas and be able to attain a greater comprehension on a topic by taking in different points of view.
Students Feel More Confident and Safer
Students who learn about different cultures during their education feel more comfortable and safer with these differences later in life. This allows them to interact in a wider range of social groups and feel more confident in themselves as well as in their interactions with others.
Students Are Better Prepared for a Diverse Workplace
With the rise of globalization, it's more important to be able to work with people from different cultures and social groups. If students are exposed to diversity and learn cultural awareness in the classroom, it sets them up to flourish in the workforce.

Testing and Assessment Tools

Assessment in early childhood education helps preschool teachers ascertain whether children are learning the content and skills they're teaching. Assessment also helps teachers identify learning gaps and develop strategies to help children achieve their goals.

Educators use various formal and informal assessment methods. Formal methods include standardized tests and questionnaires, while informal methods include collecting data, observations, and portfolios.

Formative assessment is generally low stakes, and is mainly done by observation and interaction. On the other hand, summative assessment is usually high stakes because it's graded and tends to have consequences if a child hasn't mastered key concepts.

Formative assessments are primarily informal, allowing children to participate without knowing they are being assessed. On the other hand, summative

assessments can be graded in alignment with instruction goals and expected outcomes, and in some cases, the child might be aware that you're assessing them.

Because of the characteristics of the group and the theme in this occasion y will use the next formative assessment:

- Observation: observe children to determine whether they engage in the lessons and grasp essential concepts. Through this observation I will have a general idea of a child's development by observing their behaviour, interests, social skills, academic accomplishments, and more.

- Samples of children's work: like drawings, crafts, and paintings, help understand what the children are learning. It's helpful to include a few notes to explain the sample so we will have the context on what the child was doing or what skill they were learning. Save each child's samples in an individual folder.

Summative assessment:

- Performance tasks: are practical, simple, and straightforward tasks that allow children to put their knowledge to work. Help teachers evaluate specific skills such as colour knowledge, pattern skills, or counting skills.

Work Sheets

According to Hegde, A.V. and Cassidy, D.J., 2009 in a classroom setting, a worksheet usually refers to a loose piece of paper that children use to answer questions or complete a task. A worksheet in this primary, paper form is usually always associated with a school setting as they are frequently used to assess

students' knowledge and are one of the most common materials used by teachers in assignments and assessments.

Children become familiar with using worksheets from as early as EYFS years and continue to use them in their learning through the Key Stages and all the way into university.

Often these worksheets will contain some form of exercise and instructions or a set of questions with areas for students to respond and answer by recording a written response. They usually only require a child to have a pen or pencil to complete, making them perfect for in-class activities, homework tasks and assessments.

What students have learnt

Embrace diversity, develop empathy and foster a sense of inclusivity within the classroom, home and the wider world with simple ideas.

Learn about diversity, appreciating and accepting differences in religion, gender, identity, ability, education, ethnicity and origin.

How students have learnt

Through everyday play and exploration in a safe and stimulating environment.

I repeat exposure to ideas, materials, and experiences, to solidifie the learning process.

Play improves the cognitive, physical, social, and emotional well-being of children and young people. Through play, children learn about the world and themselves. They also learn skills they need for study, work and relationships such as: confidence.

My Body

Body awareness refers to an individual's ability to understand, recognize, and perceive their body and its parts in relation to their surroundings. It involves knowing the names and functions of body parts, being aware of their movements and positions, and understanding the connection between body actions and their effects. Body awareness is a fundamental aspect of a child's overall development, as it lays the foundation for motor skills, coordination, and spatial orientation.

Motor Skills Development

Body awareness activities enhance gross and fine motor skills, allowing children to engage confidently in activities requiring balance, agility, and control. They can run, jump, and draw with improved coordination, exploring the world around them.

Spatial Awareness

Body awareness fosters spatial awareness, enabling children to navigate spaces effectively. Being conscious of their body and movements is valuable for sports, dance, and everyday tasks like manoeuvring through crowded rooms.

Self-Confidence and Body Image

Developing body awareness promotes a positive body image and self-confidence. Children appreciate their unique attributes, understanding that everybody is different.

Language and Cognitive Development

Body awareness activities expand vocabulary, improve language skills, and encourage self-expression. Cognitive skills like problem-solving, memory, and attention to detail are enhanced.

Now that we understand the importance of body awareness in children's development, let's explore some exciting activities suitable for kindergarteners and 2-year-olds.

During the first session we remember the parts of the body, a topic that the students master, as support we sing " head, shoulders, knees and toes." We talk about the differences and similarities we have (Blond,curly, straight, thn, fat, tall, short, girl, boy, etc). That despite having different physical features, we are all humans, equal, important. The activity "My Body" was programmed to be solved by listening to instructions, but after seeing the intention and emotion of drawing themselves, I allowed them to do so. The instruction now was to complete the silhouette with their own physical characteristics.

My Body
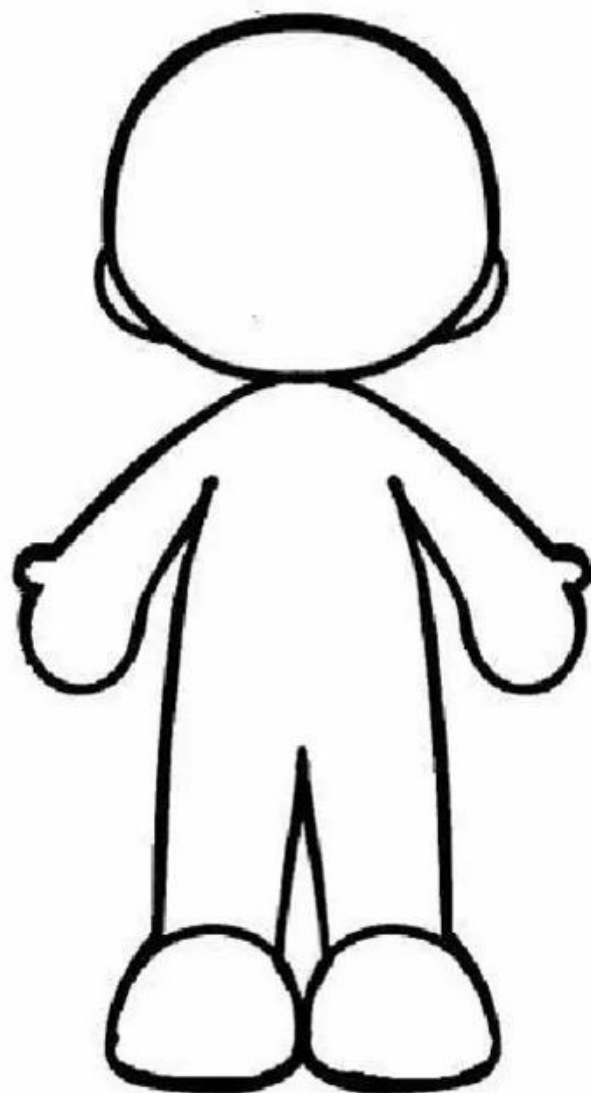
All about my Culture and My Culture

On second day and session we talk about the Earth, the Continents, the location of Mexico, the country we live in, the flag characteristics and a little bit of our culture, spanish the first language we speak and some examples of our favourite typical Mexican food. With this information we work in two different activities, one where students must found Mexico in a World Map and other were pupils colour the Mexican flag and draw their favourite food. These activities and the program of this day was thought to assume and be proud of our cultural identity.

Cultural identity is a part of a person's identity, or their self-conception and self-perception, and is related to nationality, ethnicity, religion, social class, generation, locality, gender, or any kind of social group that has its own distinct culture. In this way, cultural identity is both characteristic of the individual but also of the culturally identical group of members sharing the same cultural identity or upbringing.

Cultural identity is an unfixed process that is continually evolving within the discourses of social, cultural, and historical experiences. Some people undergo more cultural identity changes as opposed to others, those who change less often have a clear cultural identity. This means that they have a dynamic yet stable integration of their culture.

All About my Culture

My Name is: _____

I am From: _____

I am from this part of the World

World Map

Language spoken in my Family: _____

My Culture

My Flag
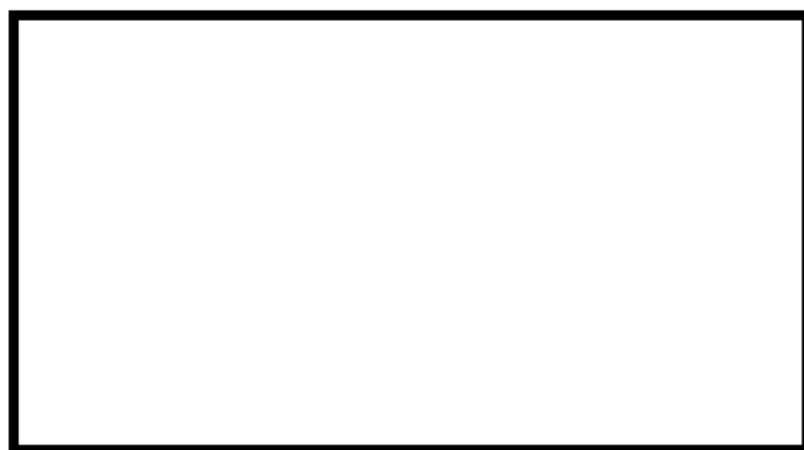
My Favourite Food look like:
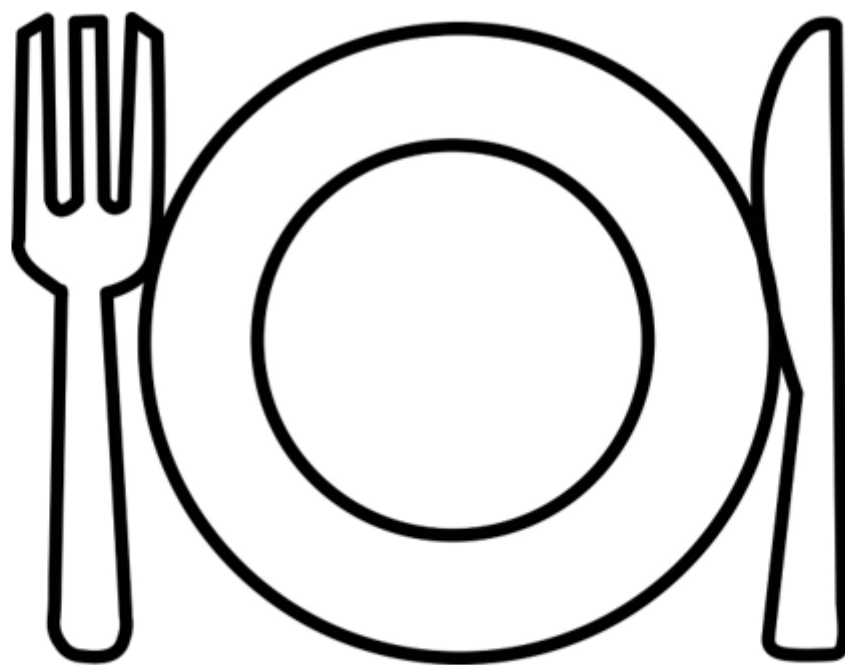
Around the World Alphabet

On the third and the fourth session we were supposes to work in our presentations and festival food but I had difficulties with time and the student's absence so I must decide how to accomplish the goal and complete the activities. That is why on the third and the fourth day we talk about Countries of the world associated with the alphabet and the transportation medias and specific documents we must carried to travel in an airplane. Must of the day we work in our passport and play outside.

-<u>Reading</u> is a third language skill, as with listening, it is also known as receptive or passive skill as it requires our brain and eyes to comprehend the written equivalent of spoken language.

Reading like listening is a decoding process rather it is more complex process which involves many physical, intellectual and often emotional reactions.

It is one of the two artificial language skills as not at all natural spoken languages have a writing system. In the reading skills there are three components which plays a very vital role; these are

● The recognition of the graphic marks

● The correction of these with formal linguistic elements

● The correction of these with meanings

Around the World Alphabet
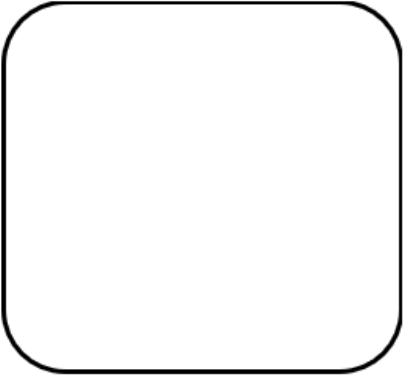
Australia	Namibia
Brazil	Oman
Canada	Peru
Denmark	Qatar
Egypt	Russia
Finland	Sweden
Germany	Thailand
Hong Kong	Uruguay
India	Venezuela
Japan	Wales
Kenya	Luxembourg
Lebanon	Yemen
Mexico	Zimbabwe

Passport

What Is a Passport?

According to Passport INDEX a passport is a travel document issued by a country's government to its citizens that verifies the identity and nationality of the holder for the purpose of international travel.

Passports are small booklets that typically contain the bearer's name, place of birth, date of birth, the date of issue, date of expiry, passport number, photo and signature. There are several types of passports depending on the status of the bearer in their home country.

Name: _____

WORLD PASSPORT

Handprint

World Map

Culture Fair and Travel to Japan

Trough the last session carried out on Thursday, students make their presentations, At the end of their exhibition, we travelled by plane to Japan, the students were enthusiastic and some of them actually believed they were going to board a plane. Upon arriving to Japan, the students were welcomed with traditional music, cooking classes and a brief explanation about the culture. We repeat the "hiragana" which is one of the alphabets that the Japanese have. The students prepared "ramen" and "onigiris" following the preparation instructions.

The goal of the cultural festival is to celebrate culture together. It is to teach and learn more about other cultures.

The purpose is to foster in students an appreciation of ethnic diversity, historical significance, and the uniqueness of cultural communities around the world. It is essential for us to install in children a passion for learning about other nations and an interest in diverse ways of life around the globe, with the goal of igniting a heart for missions within each student.

Communication Of Knowledge Gained: Each student must be able to communicate what he/she has learned through
the research of the chosen nation.
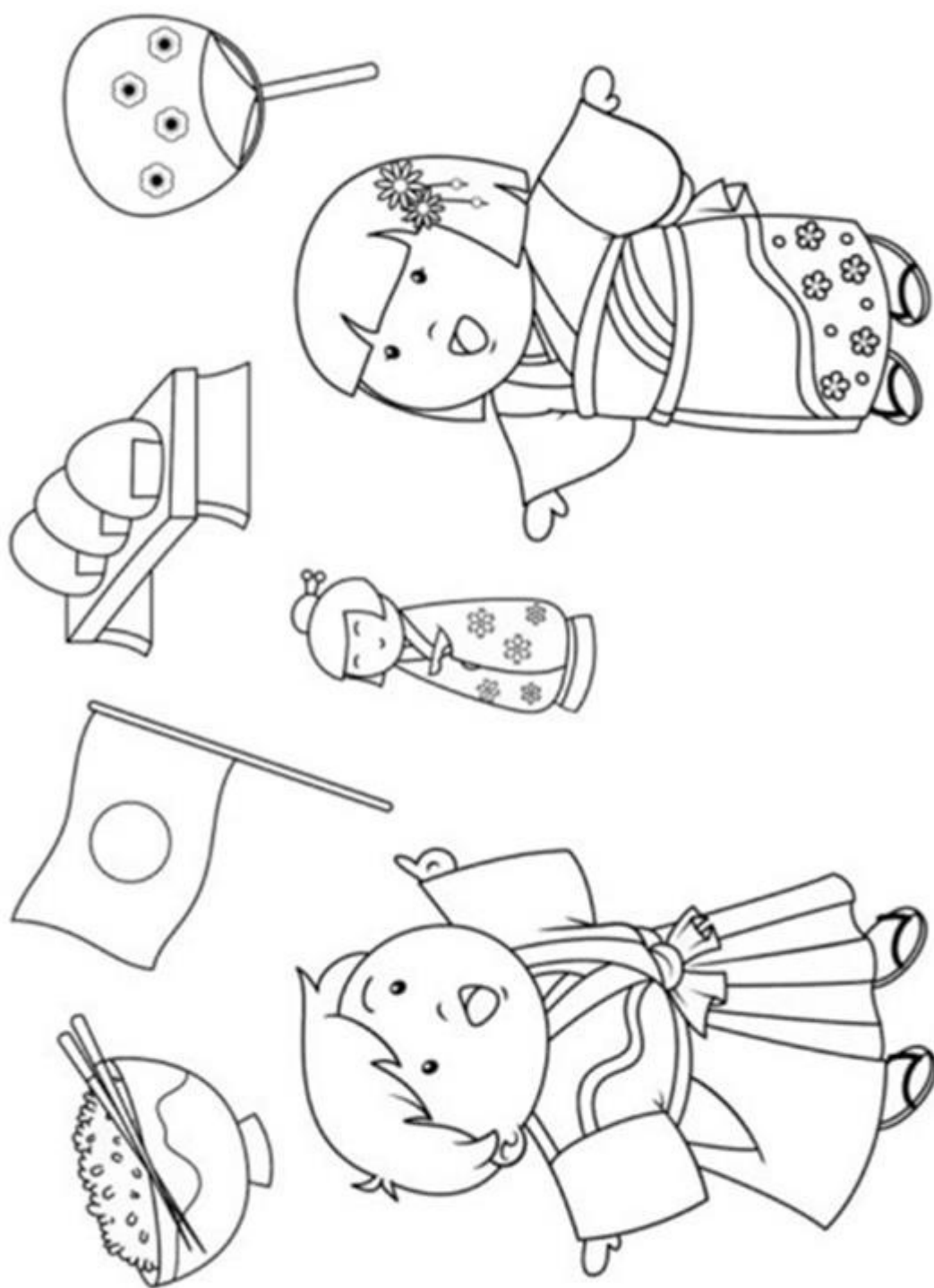
Japan
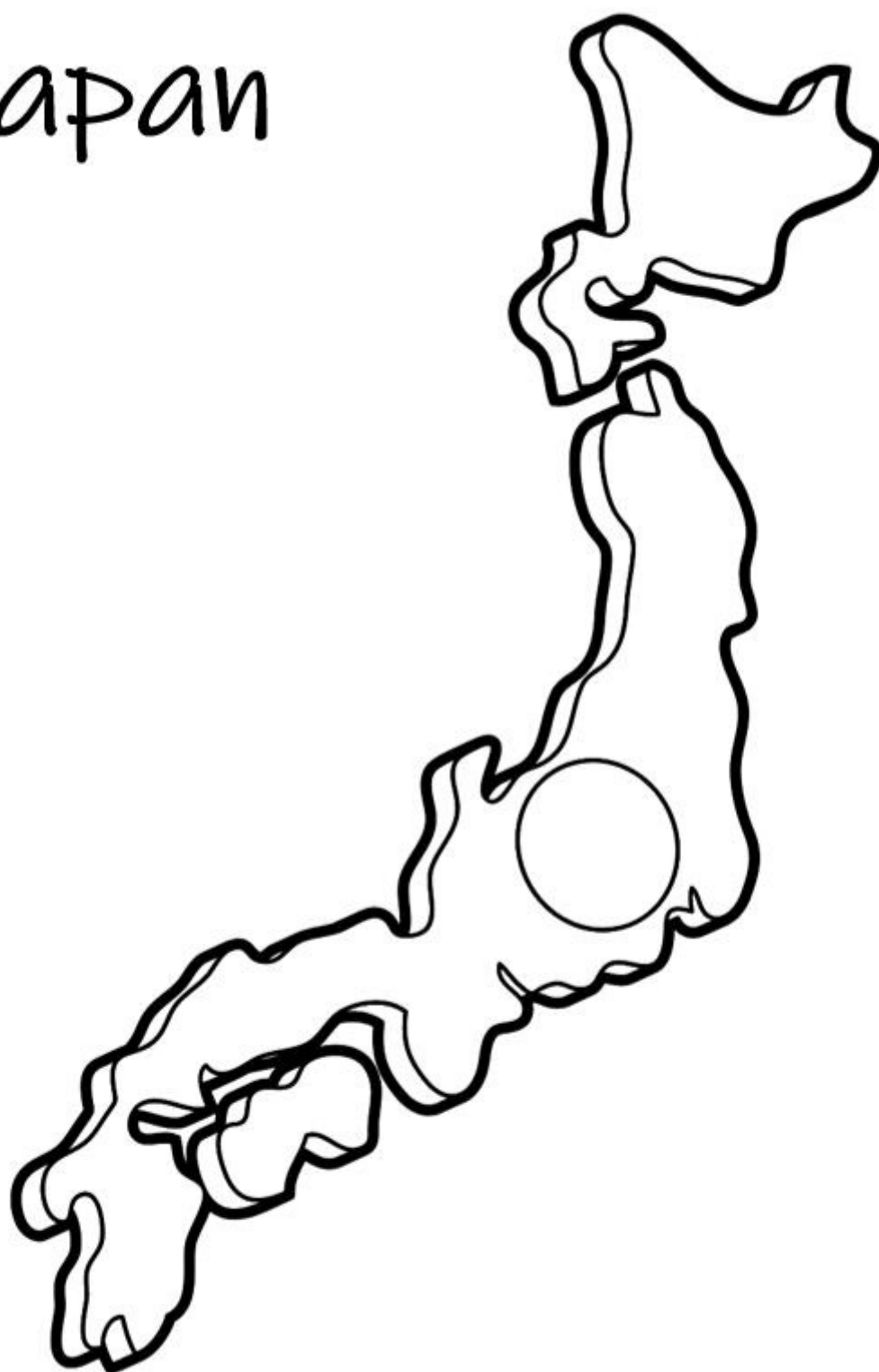
Rubrics

A rubric is a type of scoring guide that assesses and articulates specific components and expectations for an assignment. Rubrics can be used for a variety of assignments: research papers, group projects, portfolios, and presentations.

Help instructors:

- Assess assignments consistently from student-to-student.

- Save time in grading, both short-term and long-term.

- Give timely, effective feedback and promote student learning in a sustainable way.

- Clarify expectations and components of an assignment for both students and course teaching assistants (TAs).

- Refine teaching methods by evaluating rubric results.

Help students:

- Understand expectations and components of an assignment.

- Become more aware of their learning process and progress.

- Improve work through timely and detailed feedback.

Interculturality

Early childhood education serves as the first stepping stone in a child's lifelong learning and personal development journey. During these crucial formative years, children begin to understand the world around them, including its rich tapestry of cultures and traditions.

Interculturality	😀	😔	😞
Recognize own body characteristics			
Embrace difference between classmates			
Learn about their own country and traditions			
Foster a sense of inclusivity			
Learn about diversity around the world			
Apreciette difference in ethnicity			

Cooking Classes

1.-<u>Listening</u> is a very first language skill which we have a need to acquire in our native language. A kind of familiarity with the English sound system and an ability to articulate English sounds prepare the students for listening to English utterance with understanding. This skill is also known productive or active skill.

Listening is a skill that can be developed through systematic teaching. This skill often said to be a passive skill while speaking is described as an active one. But we can't say that it is whole true as well, listening is also an active skill as it is more concerned with decoding of message and understanding of it. Along with it listener has to show that he/she has or has not understood the message from his response. In order to enhance our listening ability, we can be cultivated it through listening practice, both extensive and intensive.

2.-<u>Following instructions</u> is a part of everyday life. It is the child's ability to act on requests by others. Following instructions requires the child to attend to detail in spoken language, to sequence the information in the appropriate steps and to seek clarification if they have trouble remembering or recalling the information.

Cooking Classes	🙂	😌	🙁
Listen carefully			
Identify ingredients			
Identify verbs-actions			
Follow instructions			
Result (food product)			

Presentation

Speaking is a second language skill and also known as productive or an active skill. This skill requires us to use our vocal tract and our brains to correctly produce language through sound. As we have seen that practice in listening should preceded practice in speaking. At the phonological level this is helpful. The students should be able to recognize a sound before they attain an ability to produce it. But only listening does not allow us to move naturally on to speaking English language with fluency in communication. For the oral fluent communication, it requires a practice at the grammatical and lexical level. There are many techniques used in oral teaching of English, but reading aloud is famous technique in which teacher makes one of student to read aloud passage and the others to review his reading critically through interrupting him and requiring him to

repeat a word or phrase. But I don't think so, it is that much of interesting as it has objectionable on psychological and pedagogical ground as well as while one is reading, rest are getting bored. In a way it allows only few to practice and bored everybody else. But if we are going to deal with short stretch, we have a great advantage as the practice can quickly move around the class, and involve the attention and activity of every student. In practicing of this skill, an elementary knowledge of general articulatory phonetics is also useful to teacher because this enables him/her to know what is actually going wrong when a faulty articulation produces a faulty sound.

PRESENTATION		😃	😌	😦
Stay on the Topic				
Look at the Audience				
Spoke Loud and Clear				
Kept hands and body still				
Listen with attention				
Information				

Work Evidence

Color by Listening

Color by Listening

Color by Listening

Color by Listening

Color by Listening

ALqn

Color by Listening

Nicolas

Color by Listening

Brian

My Culture

My Flag

My Favourite Food look like:

ALqn

Around the World Alphabet

Australia	Namibia
Brazil	Oman
Canada	Peru
Denmark	Qatar
Egypt	Russia
Finland	Sweden
Germany	Thailand
Hong Kong	Uruguay
India	Venezuela
Japan	Wales
Kenya	Luxembourg
Lebanon	Yemen
Mexico	Zimbabwe Eli

Around the World Alphabet

Australia	Namibia
Brazil	Oman
Canada	Peru
Denmark	Qatar
Egypt	Russia
Finland	Sweden
Germany	Thailand
Hong Kong	Uruguay
India	Venezuela
Japan	Wales
Kenya	Luxembourg
Lebanon	Yemen
Mexico	Zimbabwe

Alan -Absent

Around the World Alphabet

Australia	Namibia
Brazil	Oman
Canada	Peru
Denmark	Qatar
Egypt	Russia
Finland	Sweden
Germany	Thailand
Hong Kong	Uruguay
India	Venezuela
Japan	Wales
Kenya	Luxembourg
Lebanon	Yemen
Mexico	Zimbabwe

I QPoU

BrI ANA Around the World Alphabet

|	
Australia	Namibia
Brazil	Oman
Canada	Peru
Denmark	Qatar
Egypt	Russia
Finland	Sweden
Germany	Thailand
Hong Kong	Uruguay
India	Venezuela
Japan	Wales
Kenya	Luxembourg
Lebanon	Yemen
Mexico	Zimbabwe

Around the World Alphabet

Australia	**N**amibia
Brazil	**O**man
Canada	**P**eru
Denmark	**Q**atar
Egypt	**R**ussia
Finland	**S**weden
Germany	**T**hailand
Hong Kong	**U**ruguay
India	**V**enezuela
Japan	**W**ales
Kenya	Lu**x**embourg
Lebanon	**Y**emen
Mexico	**Z**imbabwe

MariJo

All About my Culture

My Name is:_____

I am From:_____

I am from this part of the World

World Map

Language spoken in my Family:_____

Brianna Absent
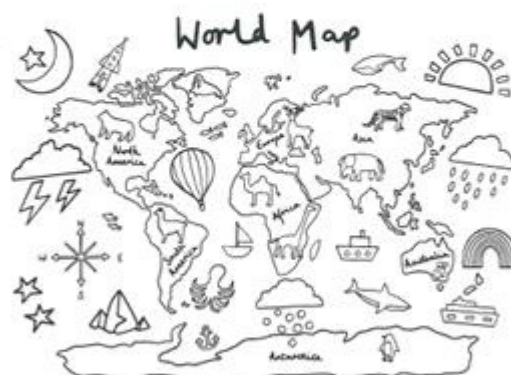
All About my Culture

My Name is: ALan

I am From: Mexico

I am from this part of the World

World Map

Language spoken in my Family: e spañol

All About my Culture

My Name is: nITM

I am From: meyico

I am from this part of the World
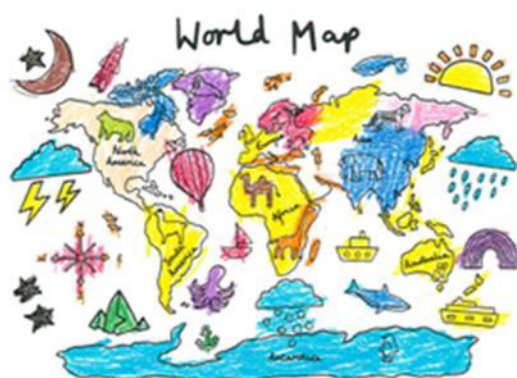
World Map

Language spoken in my Family: O pañsh

All About my Culture

My Name is: mal Elisabet

I am From: Mexico

I am from this part of the World

World Map

Language spoken in my Family: Spanish

All About my Culture

My Name is: Matoo

I am From:

Mexico

I am from this part of the World

World Map

Spanish

Language spoken in my Family:

All About my Culture

My Name is: Mari Jo

I am From: Mexico

I am from this part of the World

World Map

Language spoken in my Family: Spanish

All About my Culture

My Name is: Nicolas

I am From: Mexico

I am from this part of the World

World Map
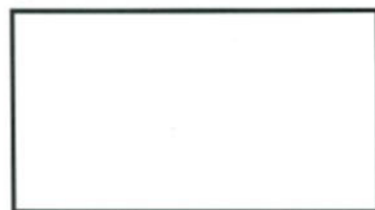
Language spoken in my Family: Spanich

My Culture

My Flag

My Favourite Food look like:

Fli oo Inqci

My Culture

My Flag

My Favourite Food look like:

Sianna Absent

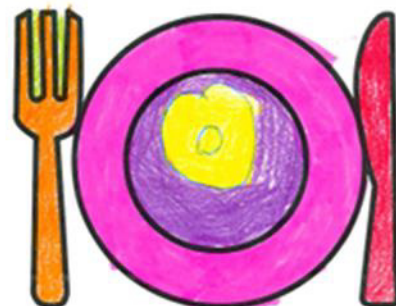## My Culture

My Flag

My Favourite Food look like:

Marito

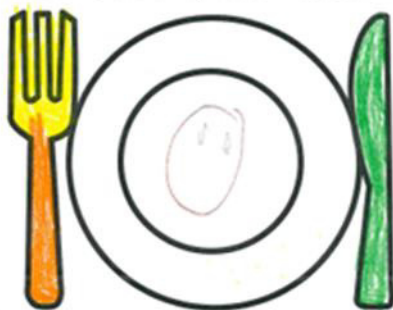## My Culture

My Flag

My Favourite Food look like:

Eli

My Culture

My Flag

My Favourite Food look like:
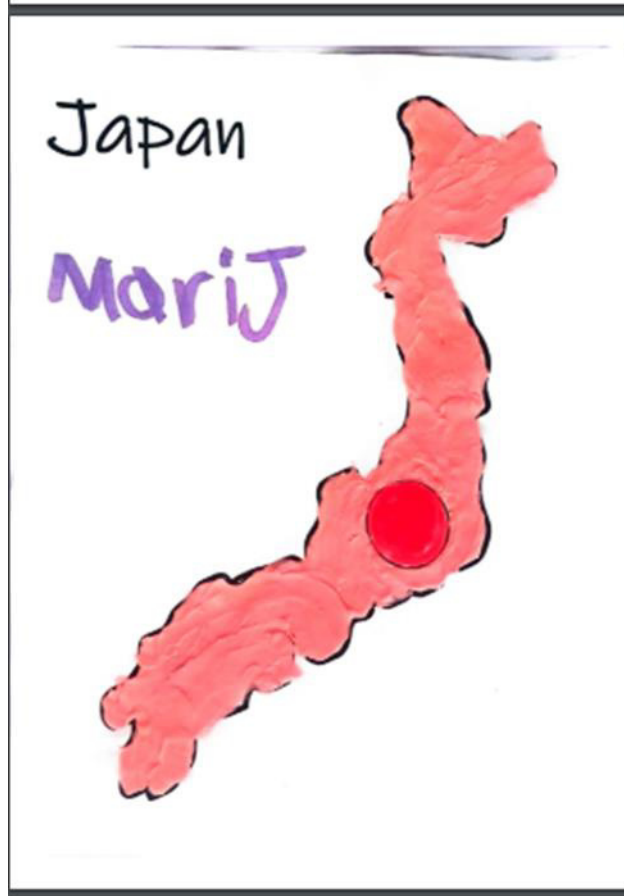
Mateo

My Culture

My Flag

My Favourite Food look like:

NICOL93

Mateo

Nicolas

Japan

Nic

Japan

Iñaki

Japan

MariJ

Japan

ABriAnA

Japan

MOM

Japan

Elisabeth

Photos

Outcomes

As a first point I must mention that currently and due to the low enrolment, I work jointly with these two grades. Despite the barriers that this implies, the skills of both groups have been combined, thus developing different areas in each of the students. An example of this is Mateo, the youngest, not only in age but physically the tiniest, he has developed a lot of confidence and feels guided in every moment and activity. At the beginning of the school year, he avoided contact and it bothered him to be visible. Another example is Maria Jose, the biggest physically and mentally. This student has a great support network at home, which has led her to generate high self-esteem and a lot of security; she always wants to learn more and understand how things happen. Sometimes she takes the lead, helps and

supports colleagues by guiding them or giving a more basic explanation of what should be done.

I regularly start my class with an activation, this activation begins with a warm-up, continues with more intense music and we end with music to relax or a meditation. This helps me homogenize the energy that each student brings from their homes. The activation is carried out with the classmates of the first year of preschool, so we, the teachers roll the activation guide continuously. For this lesson I suggested my colleagues to use music from all over the world as well as elements that each country uses during dance.

After the activation we go to our classroom where I give an introduction about the topic that we will see, this is always linked to topics seen previously.

I emphasize that activities were visualized in a different way according to my lesson plan but many things happened through the process so in the last session carry out on Thursday, students make their presentations, I must assume I leave students and parents work without supervision or guidance during this project so must of the students made a Spanish presentation and they were not enough prepared to present alone in front of their other class mates.

Despite these inconveniences, the students enjoyed the presentation and I must say that the parents took great care in the typical clothing and the support material.

Although the planning could not be carried out in the way in which it was stipulated and in which I envisioned it, I see many areas of opportunity and I intend to work on a small cultural fair at the end of the year. The students showed a lot of

enthusiasm as their parents, the director itself was contagious and joined in almost all the activities.

Recording Link

https://drive.google.com/file/d/1o71Qouq8Esy8u3tqHPTKCvLHuR6i2ZXs/view?usp=drive_link

Presentation Link

https://www.canva.com/design/DAGH2rpSogM/4nKuju3Lr5oVT-Fmvwlavg/edit?utm_content=DAGH2rpSogM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Experience Report

<u>The most important aspects I have learned</u>

It is important for teachers to act as critical thinkers and not just supposedly neutral performers of what is considered to be effective teaching. Very often teaching young children is seen as just supervising play, managing behaviors, and implementing activities with children. But teaching should be considered to be an important responsibility, in which the teachers use what they know about children and their families to create a developmentally appropriate curriculum and build strong, reciprocal relationships with children and families based on their cultural and social contexts.

<u>Challenges that I faced in this Specialization</u>

Enrolling again and after several years in a formal learning process that requires attention and time was exciting and new. I felt happy and motivated with the activities and information that was provided to us and that clearly intervened and

modified my teaching practice. The units and the material themselves are organized to take you in an easy and educational way.

My difficulties began when I change my job, this modified my schedules and activities. Currently and for several months I have found myself working from 9 to 7 at night at a university. As already mentioned, the college I worked for had a very low population, which clearly modifies salaries and work environment. This in turn had an impact on the type of approach and control I had over the specialization activities. Even though I remained in contact with the school and the authorities allow me to continue doing some internships with the students, the conditions are not the same.

Report results and reflections

 It may seem daunting when faced with <u>children who struggle to listen and attend</u>. However, and after this experience I can confirm there are many ways in which we can help to improve children's listening skills as:

● Be aware of the stages of attention development and plan activities to encourage children to move on to the next stage.

● Use audio resources as part of children's regular activities. Audio stories, songs and listening games such as environmental sounds will help students to develop listening skills.

● Plan regular listening activities into your week. There are a huge number of games and ideas available to develop listening skills. However, simple ideas such as stop/go games, listening moments or musical statues can all be easily played without the need for expensive resources or props.

● Be a good role-model. As teacher, we need to be good listeners ourselves. When talking to children, get down to their level, make eye contact and ask open-ended questions, listen to their opinions and show interest in what they are saying.

● Encourage children to listen to each other in different situations and to value listening.

● Sit children with listening difficulties directly in front. This way, teacher can make eye contact easily and use their name to prompt their attention.

● Use 'good listening' prompts and create your own good listening rules.

● Encourage participation. If children are struggling to listen to a story, pause, ask questions or ask them to find objects in a picture.

● Environment can contribute to distractions.

● Create quiet areas, dens and hideaway spaces for children to spend quiet moments.

Conclusion

Cultural diversity in early childhood education is not just a buzzword; it's a transformative force with profound benefits for children, families, and society. By embracing and celebrating cultural differences, we prepare children for a globalized world and foster empathy, respect, and inclusion. Early education environments that actively promote cultural diversity are the fertile grounds where young minds learn to appreciate the rich mosaic of humanity and, in doing so, become compassionate, open-minded, and socially conscious individuals who are equipped to thrive in an increasingly interconnected world.

In our increasingly diverse and multicultural society, it's more important than ever for teachers to incorporate culturally responsive instruction in the classroom -- whether teaching elementary school, middle school or high school students. And the increase of diversity doesn't only relate to race and ethnicity; it can include students of different religion, economic status, sexual orientation, gender identity, and language background.

Fostering inclusion and awareness around multicultural education and taking a culturally responsive approach to teaching benefits all students. Not only does creating greater multicultural awareness and inclusion help students with different backgrounds and needs succeed, but it encourages acceptance and helps prepare students to thrive in an exponentially diverse world.

Diversity in and out of the classroom will continue to grow, so it's essential we prepare students to adapt to an evolving world and embrace those different from themselves.

Much like teaching tolerance and values to young children, learning about diversity is not really something that can be achieved in a lesson or a single week of planned activities. Rather, many of these types of activities can be ongoing or visited weekly, such as reading a diverse story or learning a new phrase in a different language each week.

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