

# MU-KI-RA

## DIDATIC GUIDE

### FOR CHILDREN IN PRIMARY EDUCATION (ENGLISH)



Letrario. abano DINAMITA FDC -CNACC- GOBIERNO DE ESPAÑA MINISTERIO DE CULTURA icaa XUNTA DE GALICIA PROGRAMA IBERMEDIA CORPORACIÓN DE SERVIZOS AUDIOVISUAIS DE GALICIA creA SGR



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# IT'S TIME TO PLAY AND LEARN WITH MU-KI-RA

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# PRESENTATION

Mu-ki-ra is an animated feature film directed by Estefanía Piñeres Duque and written in collaboration with María Barro Guntín. It is a co-production between the Colombian company Letrario (Color-less and The Damned) and the Spanish company Abano Producións (Unicorn Wars and Valentina).

Estefanía Piñeres is a Colombian actress, film producer, and screenwriter, known for starring in various television and film productions. Among them is the series Delirio, currently available on Netflix.

The origin of Mu-ki-ra dates back to a short story the director wrote in 2018, titled Chocó, the Land and the Monsters. The story arose from her encounters with children in this region through the extinct Marajuera Foundation, which focused its work on anti-recruitment practices, offering children in Quibdó safe spaces to grow up within the context of the armed conflict. In the director's own words, the film explores how simplistic "good versus evil" narratives can contribute to the perpetuation of violence, while also reflecting on the bond between human beings and nature. It is a symbolic narrative that questions power structures, aggression, and inequality, while simultaneously highlighting cultural identity and the connection to the natural environment. Estefanía Piñeres also notes that her intention was to narrate experiences typical of Latin American childhood, immersed in complex contexts, opening the door to exploring the cultural and geographical diversity of childhood in different parts of the world.



The film addresses various themes; however, we believe that its central focus is diversity. This is a highly relevant topic that is essential to explore with students in the final year of preschool and throughout primary school.

It should be noted that the film is recommended for children between 6 and 9 years old, although the decision to use this teaching guide is left to the discretion of the teaching staff and families. Diversity is an essential value in our society and a reality that enriches how we live together, learn, and understand the world. Therefore, it is crucial to address it from the earliest stages of education, when students begin to build their identity and their perception of others. Working on diversity in early childhood education and continuing to explore it throughout primary education and beyond fosters respect, empathy, and inclusion, ensuring that every child feels recognized, valued, and part of a diverse community.

The teaching guide has been developed to offer pedagogical support to various educational professionals. It presents a wide range of information and suggestions to prepare for and complement the viewing of the film, proposing activities related to the main values it aims to convey. Thus, after watching Mu-ki-ra, teachers can use the guide to develop various activities related to both the main theme and other aspects of interest to students.

The main objective of this guide is to provide students with the necessary tools to build their own identity, free from the pressures imposed by today's society. It will also offer them strategies to become tolerant, equitable, and respectful individuals. Schools aim to promote emotional intelligence, values education, diversity, and equality —fundamental aspects for achieving the quality of education sought by the most education systems.

# THEORETICAL-LEGISLATIVE FRAMEWORK

In the current education system, the preamble to Organic Law 3/2020, which amends Organic Law 2/2006 (LOMLOE), underscores the importance of guaranteeing quality education for all students, based on the principles of equity, equal opportunities, and non-discrimination. It also highlights the essential role of education in shaping personal identity, noting that it is the most appropriate means to fully develop students' abilities, build their personality, and shape their understanding of reality, fostering democratic coexistence, respect for individual differences, and social cohesion.

In accordance with these principles, Article 6, paragraph 2, of the LOMLOE (Organic Law 15/2016) establishes that "the curriculum shall be geared towards facilitating the educational development of students, guaranteeing their comprehensive education, contributing to the full development of their personality, and preparing them for the full exercise of human rights and active, democratic citizenship in today's society." It is the duty of students "to respect freedom of conscience, religious and moral convictions, and the diversity, dignity, integrity, and privacy of all members of the educational community."

These approaches align with the principles of the 2030 Agenda , adopted by the United Nations in 2015, which constitutes a global action plan for building a more sustainable, just, and inclusive future. Although there is no specific Sustainable Development Goal focused exclusively on identity building, several SDGs address cross-cutting aspects related to diversity, social inclusion, and equal opportunities.

In this regard, SDG 4, Quality Education, is particularly relevant, recognizing the fundamental role of education in shaping individual and collective identity and promoting inclusive and equitable education that fosters respect for cultural diversity, gender equality, and human rights. Similarly, SDG 10, Reduced Inequalities, focuses on the need to combat discrimination and social exclusion, factors that can negatively impact personal development and the construction of a positive identity, especially among the most vulnerable groups.

From this perspective, educational work focused on diversity not only fosters the transmission of values such as respect, empathy, and equality, but also contributes to the development of critical thinking in students, empowering them to question stereotypes, simplistic narratives, and situations of injustice present in society. Promoting this critical perspective from the earliest stages of education is fundamental to developing autonomous, reflective individuals committed to building a more inclusive and democratic society.

Furthermore, culture is increasingly recognized as an essential pillar of sustainable development, decisively influencing how people perceive themselves and others. In this sense, education plays a key role in promoting cultural identity, social cohesion, and inclusion. As Andreas Schleicher points out, "educational institutions must help students develop an identity that is aware of the pluralism of modern life, fostering tolerance and empathy to confront extremism," and it is crucial "to explicitly incorporate values into education, transforming implicit aspirations into goals and practices that generate trust, social bonds, and hope."

Contemporary society demands that schools transcend the mere transmission of knowledge and commit to the holistic development of citizens capable of living together in diversity, resolving conflicts peacefully, and acting with solidarity and social responsibility. In this vein, the fundamental objective of Primary Education is the comprehensive development of students, addressing both curricular content and social, affective, and emotional aspects. Meanwhile, Early Childhood Education places special emphasis on emotional well-being, identity formation, personal autonomy, socialization, and exploration of the environment, laying the foundation for later development.

Therefore, it is considered essential that educational institutions provide students with the necessary tools to construct their own identity critically and autonomously, while promoting emotional and values-based education grounded in respect, equality, and democratic coexistence. Although all social actors play a relevant role in this process, the family and the school are fundamental spaces for educating in civic, tolerant, and supportive values, thus contributing to the construction of a more just and equitable society.

The education of future generations is, ultimately, the foundation of social progress. While it must begin in childhood, it is essential to maintain this commitment throughout all educational stages to guarantee a lasting impact on society.



# ON THE SUBJECT

The director draws on personal reflections on alterity, on how we see others and the limits we impose on our empathy, to give voice to this story. Estefanía points out that, in her country, Colombia, children are taught to fear from a very young age, dividing the world into good and bad, which leads to this irrational fear of the unknown becoming the excuse to perpetuate violence and justify war.

This story is inspired by the children of the rural territories of her country, especially the Colombian Pacific, one of the places most affected by the armed conflict and, at the same time, one of the most biodiverse on the planet.

The childhood of these children, like that of many others around the world living in vulnerable situations, is framed by difficult social contexts that are rarely addressed in narratives, both literary and cinematic. For this reason, the director of Mu-ki-ra decided to tell a story for them, hoping that they will see themselves reflected in the characters and recognize their own beauty.

Above all else, Mu-ki-ra is a universal fable about empathy and diversity for an increasingly divided world. The film chooses to be a celebration of life, drawing inspiration from our wondrous planet and our connection to the world around us. Thus, the film's color palette is bright and vibrant, emphasizing diversity and celebration as its central themes.

The film explores universal themes such as the search for identity, belonging, displacement, resilience, empathy, and listening. In this way, Mu-ki-ra presents itself as a way to explore who we are when our roots, traditions, or circumstances clash with the world we inhabit. It is the tension between what is expected of us and what we feel we are, a space where diversity ceases to be a difference to be corrected and becomes an asset that broadens our collective perspective, questions established norms, and celebrates the plurality of ways of living, feeling, and belonging.

In a society that tends to homogenize, classify, and simplify identities, many people grow up facing pressure to conform to single models of culture, gender, origin, or lifestyle. Diversity, far from being recognized as a value, is often experienced as a source of conflict, exclusion, or invisibility. This lack of spaces for listening and recognition creates personal and collective divisions, fuels fear of difference, and

hinders the construction of a free and conscious identity.

Educational institutions must create safe spaces for listening and dialogue, where students can express who they are without fear of judgment or exclusion. Schools not only transmit knowledge but also models of coexistence, and therefore have a responsibility to recognize and legitimize the diversity of identities, cultures, and experiences present in the classroom.

It is necessary to foster an education that challenges stereotypes, makes diverse realities visible, and promotes critical thinking in the face of homogenous discourses that limit the construction of one's own identity. Working with film, as proposed by Mu-ki-ra, allows us to approach these issues through emotion and empathy, facilitating students' identification with realities different from their own and developing a more open and respectful perspective.

We understand diversity as the plurality of identities, experiences, cultures, knowledge, and ways of being in the world that coexist within a single society. Far from being an exception, diversity is an inherent condition of being human and a starting point for collective learning.

Following Paulo Freire's thinking, recognizing diversity implies committing to an education based on dialogue, listening, and respect, where no identity is considered inferior or marginal. For Freire, recognizing the other as a subject of knowledge is essential for building a more just society; in this sense, diversity should not only be tolerated but actively valued as a source of mutual enrichment.

From this perspective, the construction of one's own identity occurs in relation to others and the social context, and is only possible when spaces exist that allow differences to be named without hierarchizing them. Mu-Ki-Ra thus aligns itself with a proposal that understands diversity as a living process of encounter and transformation, rather than as a closed category.

Finally, it should be noted that schools can promote inclusive pedagogical practices where diversity is not just a specific topic, but a cross-cutting theme that permeates the curriculum, classroom dynamics, and daily interactions. Educating for diversity means educating for coexistence, active listening, and respect—essential values for building a more just and pluralistic society.





# ABOUT THE FILM




**Title: Mu-Ki-Ra**
**Genre: Adventure | Musical**
**Directed by: Estefanía Piñeres Duque**
**Technique: 2D digital**
**Duration: 81 min**
**Audience: All ages | Family**

In a land haunted by monsters made of vegetation, thirteen-year-old Cleo faces her worst nightmare when her little brother, Martín, is captured by one of them. With the help of Iolo, a magical old woman, and a funny anteater as her traveling companion, Cleo ventures deep into the jungle to capture Mukira, the monster who took Martín. Her goal is to perform a ritual that promises to bring her brother back, but she soon learns that the monsters hide a surprising secret beneath their enormous fur.

Dare to discover it? Venture into the jungle in this incredible musical adventure, and you'll see that friendship can blossom in the most unexpected places.

# MEET THE CHARACTERS



## CLEO

She is a thirteen-year-old girl forced to grow up too fast. She is overprotective of her brother Martin, acting more like a mother than a sister. Cleo is incapable of hatred; she prefers to imagine a world where war is not the only way out.



## MARTÍN

He's a six-year-old boy who tries to act brave; however, he's very scared. He believes that defeating monsters and becoming a hero is his purpose in life. Beneath that layer of hatred hides a little boy who misses his mom.



## MUKIRA

The clumsy and fearful monster is very confused; he doesn't know what's going on. Mukira is just Martin under a ton of vegetation, so he remains upset and scared. Mukira will join Cleo on this adventure without knowing that he is driven by a deep connection. As well as hatred for the Monsters condemned him, his love for his sister will save him.



## IOLO

Nobody knows how old she is —though she looks a thousand— or if she is more woman or tree. The only certainty is that she is a powerful sorceress who acts as a bridge between the magical world and the real one. Iolo will guide Cleo on her adventure and will unleash every natural phenomenon at her disposal in order to reconcile her children.



## TAMANDÚA

She's a clumsy but endearing anteater who doesn't eat ants, only chases them. She's one of Iolo's many friends, and her mission is to help Cleo achieve her goal.





# FUN FACTS

It is Colombia's first children's musical film and one of the country's few animated films for that audience.

The film is directed by Estefanía Piñeres, an actress, producer, and screenwriter. The screenplay was co-written with María Barro Guntín.

Estefanía has an extensive career in television and film. She has appeared in series and films such as Las Villamizar (2022), Distrito Salvaje (2019), Malta (2023), and Delirio (2025), among others.

The film is a co-production between the Colombian company Letrario and the Spanish company Abano Producións, one of Galicia's most internationally renowned animation studios and the driving force behind multi-award-winning films such as "Unicorn Wars", "Valentina", and "Sultana's Dream".

The visual universe of Mu-Ki-Ra is inspired by the work of visual artists like Brecht Evens and the artisanal techniques of Latin American indigenous peoples—such as the Emberá and Kuna—giving it a unique and culturally rich style.

The production has incorporated several Spanish-language voice actors, including María Fernanda Marín, Isa Mosquera, Carmenza Gómez, Carlos Jean, and Witsey Mena.

Isa Mosquera, who voices Iolo, is not only a renowned actress but also a former member of Escarcha, a musical group from the reality show Popstars, a DJ on Los 40 Principales, a radio station in Colombia, and a backup singer for Carlos Vives.

Ricardo Scioville, who brought Tamandúa to life, is also the head of the film's Storyboard department.

This film is part of the select group of five animations showcased at Annecy for the Marché du Film Animation Day in Cannes, held in May.

The songs were produced by Juan Pablo Vega, a multiple Latin Grammy winner, and Larry Ararat, a percussionist specializing in folk music.

The soundtrack was composed by Nani García, a leading figure in jazz and film music in Galicia, author of more than 700 compositions and soundtracks, including "A Fantastic Woman" —Oscar-winning film— and "Valentina" —winner of the Goya Award for Best Animated Film.

# EDUCATIONAL APPLICATION

Despite addressing various themes, the feature film focuses primarily on diversity. However, the construction of identity appears intimately linked to this diversity: each character confronts their differences, their fears, and the expectations of their environment, and it is precisely through contact with other ways of being and living that they can recognize and affirm themselves. In this sense, the film offers students the opportunity to reflect on how identity is constructed in dialogue with diversity, promoting empathy, valuing differences, and understanding that each experience contributes to the collective richness.

The purpose of this film is to foster a well-rounded and critical education in young people, cultivating a genuine sense of social responsibility and democratic coexistence. It seeks to empower students to independently construct their own identity while simultaneously developing empathy, understanding, and acceptance of others.

As mentioned, this film is intended for all audiences, especially students aged 6 to 9. However, due to the relevance of the subject matter, we believe it can also be shown to students in the final year of preschool and throughout primary school.

We believe it is essential that future professionals be able to analyze educational interventions in schools with respect to students. The film presents several interesting proposals that can be explored at these stages. Beyond diversity, it addresses themes such as the search for and construction of one's own identity, the heterogeneity of cultures, the fear of the unknown, and the importance of values. It is fundamental to integrate principles such as tolerance, respect, empathy, and trust into daily life and in the classroom.

Teachers will find in this guide activities to work with students in a playful way, addressing both the main theme and other cross-curricular topics. This approach encourages the development of critical and reflective thinking about building a personal identity that respects others, promoting an inclusive education that is aware of diversity.

**Goals:**

To raise students' awareness of the importance of knowing themselves, exploring their values, interests and strengths, and developing their own identity based on critical reflection and self-acceptance.

Promote empathy, respect and understanding towards individual and cultural differences, recognizing the richness that comes from the plurality of ways of living and thinking.

Develop socio-emotional skills that allow them to enhance self-esteem, conflict resolution, the ability to put themselves in the other person's shoes, among others.

Stimulate critical thinking and reflection.

**Planning of activities:**

The activities included in this guide have been selected for implementation in schools. The aim is for teachers to choose those that best suit their group, allowing them to adapt the activities to the specific needs of their students and maintain flexibility in the educational process.

To facilitate organization, activities can be recommended according to the course. This way, the teacher can select the most appropriate activities for their group and work effectively on building identity and valuing diversity.

At the end of the guide are included appendices that complement the proposed activities, offering an additional resource to carry out practical exercises and encourage reflection in the students.



# LET THE FUN BEGIN!

MATERIALS' GUIDE:

- Player
- Arts and crafts
- Game
- Classroom items



## ACTIVITY #1

# MU-KI-RA

**Goals:**

To raise students' awareness of diversity and the construction of their own identity.

To raise awareness among students about diversity in general terms.

To make students aware of the various problems that exist in our society.

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**Activity:**

After watching the film Mu-Ki-Ra, the students will participate in a dialogue circle , understood as a participatory strategy that creates a safe and respectful space where all children have the opportunity to express their ideas, emotions, and opinions, as well as to listen to others. This dynamic fosters communication, empathy, and shared reflection, allowing students to construct meaning collectively.

The main objective of this activity is to reflect on some of the film's central themes, drawing on the students' own experiences and perceptions. Seated in a circle, and guided by the teacher, a dialogue will be fostered through open-ended questions that encourage reflection on the characters, their differences, their emotions, and the situations they encounter throughout the story.

During the dialogue circle, the teacher will act as a mediator, ensuring that speaking turns are respected and fostering a climate of trust where all contributions are valued. A talking object, such as a ball, may be used to facilitate participation and encourage active listening.

The activity will be adapted to the age and developmental level of the students. For students in the final year of Early Childhood Education, the dialogue will be based on simple and specific questions, accompanied by images, gestures, or examples relevant to their lives (for example: How are the characters similar and how are they different? Are we all the same?). In Primary Education, the reflection will gradually deepen, incorporating questions that encourage critical thinking and the expression of personal opinions (for example: What do we understand by diversity? Why is it important to respect differences? How do our differences help us live together better?).

In this way, the dialogue circle will allow students to express how they understand diversity and identity, relating the lessons learned from the film to their own experience and to the social reality that surrounds them, promoting attitudes of respect, inclusion and acceptance of differences.

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**Materials:** Screen, ball, projector and film.

**Target audience:** Students in the final year of early childhood education and primary education students.





## ACTIVITY #2

# THE MAILBOX

**Goals:**

To increase and strengthen the self-esteem of the students.

Promote integration and cohesion within the class group.

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**Activity:**

This activity can be carried out in any of the subjects in the curriculum. Beforehand, the teachers will place individual open envelopes, labeled with each student's name, on a wall in the classroom.

Students will create a message for each of their classmates. The message can consist of a word, a short phrase, a drawing, or a symbol, depending on the students' age and developmental level. The purpose of the messages is to express support, gratitude, or highlight positive qualities of each person in the group. Each message will be written or drawn on a slip of paper, which will then be placed in the corresponding envelope.

The author of the message will not need to identify themselves, thus ensuring an atmosphere of trust and spontaneity. In any case, it will be emphasized that all messages must be positive and respectful.

Once the activity is over, each student will collect their own envelope. Four or five students will then be able to voluntarily share some of the messages they received. Finally, the students can take their envelopes home to reread their contents whenever they need to boost their self-esteem or feel supported.

The activity will be adapted to the students' abilities according to their educational stage. In the early years of primary education, the use of drawings, symbols, or simple words will be prioritized, with the possibility of teacher support or guided or oral participation. In the upper grades, written expression will be encouraged through more elaborate sentences, promoting reflection, empathy, and recognition of the personal and social value of each classmate.

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**Materials:** One envelope for each student, blank slips of paper, pens or pencils for writing, eraser and pencil sharpener.

**Target audience:** Students from all levels of primary education.



## ACTIVITY #3

# WHO AM I AND HOW WE ENRICH EACH OTHER

**Goals:**

To encourage individual and collective reflection on personal identity and diversity.

Promote empathy, active listening, and valuing differences as an asset to the group.

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**Activity:**

This activity uses the 1-2-3-4 method, a cooperative learning technique that allows students to move from individual reflection to the collective construction of knowledge, ensuring the participation of all students and promoting active listening. Each student will begin by reflecting individually on three aspects that define them, such as their tastes, skills, values, or characteristics that make them unique, and may also include something they admire about their classmates.

Next, the students will share their ideas in pairs, discussing what they have written or drawn, listening attentively to their partner, and highlighting positive or surprising aspects of each other. Afterward, the pairs will join together in groups of four to six members to discuss the similarities and differences they have identified, reflecting on how each person contributes their unique perspective to the group and how diversity enriches coexistence and relationships.

Finally, each group will share their conclusions with the whole class, and the teacher will compile the ideas on a mural or whiteboard, creating a diversity map that shows how each difference contributes something positive to the group. To conclude the activity, the students will give a brief oral or written reflection on what they have learned, highlighting aspects of their own identity and the importance of valuing and respecting diversity in their daily lives.

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**Materials:** Sheets of paper or cards, pen or pencil, eraser, pencil sharpener and whiteboard (can be digital) or cardboard to record ideas.

**Target audience:** 5th and 6th grade primary school students.



## ACTIVITY #4

# THE DARKNESS IN THE BOX

**Goals:**

Identify and acknowledge your own fears.

Develop empathy and understanding towards the fears of others.

To foster a climate of trust and security within the group.

Enhance oral communication and active listening.

Normalize fear as a common and valid emotion.

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**Activity:**

The activity will begin with a brief introduction by the teacher, opening a dialogue adapted to the age of the group about what fears are and how they often arise in the face of the unknown. This activity is related to the suitcase technique, a symbolic exercise that uses a container to facilitate the safe and guided expression of emotions, thoughts, or personal experiences. The idea will be conveyed that everyone feels fear at some point and that expressing it is natural and positive.

Next, each student will prepare their "suitcase of fears," using a small box or suitcase in which they will place three objects that represent things that frighten them. These objects can be toys, drawings, photographs, or other symbolic items that help them express what they feel.

Later, on a voluntary basis and respecting each child's pace, the students will share the contents of their suitcases with the group, explaining what each object represents and why it frightens them. The teacher will accompany this moment, creating a climate of trust, encouraging active listening, and validating the emotions that arise.

Finally, the group will engage in a large group reflection. This activity can be adapted to any subject in the curriculum, although it is particularly suitable for language arts, as it fosters oral expression, active listening, and the development of personal narratives. In this discussion, the teacher will guide the conversation according to the students' age, promoting empathy, understanding others' fears, and the search for simple strategies to cope with them.

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**Materials:** cardboard box, photographs, magazines, scissors, objects and/or toys, sheets of paper, pencil, colored pencils, eraser and pencil sharpener.

**Target audience:** Students in the final year of preschool and throughout primary education.



## ACTIVITY #5

# WE'RE DIFFERENT, WE'RE VALUABLE

**Goals:**

Recognize and value individual diversity within the class group.

Promote respect and acceptance of personal differences.

Develop oral expression and active listening skills.

Boost self-esteem and the feeling of belonging to the group.

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**Activity:**

The activity begins with a brief discussion led by the teacher about what it means to be different and why everyone is different in some way. Following this initial reflection, students will think about a personal characteristic that makes them unique or special (personality, tastes, skills, culture, family, etc.). Depending on the age, this reflection can be solely oral or supported by a drawing or a written word.

Each student will voluntarily share their chosen characteristic with the group through a discussion circle, explaining why they selected it. They can use a ball to indicate who speaks in the circle. The teacher will reinforce the idea that diversity enriches the group and that no differences are better or worse.

Finally, a joint reflection will be carried out in a large group in which the value of coexistence, mutual respect and the importance of accepting others as they are will be highlighted.

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**Materials:** Space, ball, papers, colored pencils, pencil, eraser and pencil sharpener.

**Target audience:** Students in the final year of early childhood education and all primary education.



## ACTIVITY #6

# LOOKIN AT ONESELF FROM WITHIN

**Goals:**

Understanding diversity through the identity and experiences of the characters in Mu-Ki-Ra.

Reflect on how we see ourselves and how others see us.

Valuing difference as an essential part of personal identity.

Develop empathy and respect for different realities.

Expressing ideas and emotions orally and/or in writing.

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**Activity:**

The activity will take place in the language arts area. The teacher will begin by briefly reviewing the characters from the film, focusing on Martín, Cleo, and Mukira (Martín trapped in the body of a monster), explaining that each one represents a different way of living and expressing identity.

Next, the students will divide into small cooperative groups of 4 or 5 people. Each group will be assigned one of the characters (Martín, Cleo, or Mukira). The group will then reflect, with guidance, on their character, focusing on diversity and identity. To do this, they can use questions such as: what is the character like and what makes them different, how do they feel about themselves, how do they think others see them, and what difficulties do they face because of who they are?

In the lower grades (3rd and 4th), the reflection will focus primarily on the character's emotions and visible characteristics. In the upper grades (5th and 6th), the discussion will delve deeper into the idea of identity, the conflict between the "inner self" and the outward image, especially in the case of Mukira.

After the group work, each team will prepare a brief explanation to share with the rest of the class. Finally, a whole-class discussion, led by the teacher, will take place in which the characters will be compared and the class will reflect on how diversity is part of everyone, even if it is not always immediately apparent.

To conclude the activity, the teacher can propose a final reflection linked to the students, inviting them to think about whether they have ever felt different or judged for their appearance, tastes or way of being.

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**Materials:** Paper, pencils, pens, eraser, pencil sharpener and whiteboard (can be digital) to collect the group's conclusions.

**Target audience:** Students from 3rd to 6th grade of primary education.



## ACTIVITY #7

# WE'VE ALL BEEN MUKIRA 😄

**Goals:**

Working on group cohesion.

Promote empathy towards colleagues.

Learning to react to situations of social pressure.

Recognize attitudes of exclusion and inclusion within the group.

Promote integration into the class group and the peaceful resolution of conflicts.

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**Activity:**

This activity can be carried out in the language arts or physical education classroom. Students will be organized into groups of 3 to 4. Each group will take turns acting out a short situation (2–3 minutes) in the center of the classroom or available space, in which one of its members is left out: scenes in which other classmates belittle, mock, whisper about, or laugh at that person, while the rest of the class observes. During the role-play, the observers should notice how the excluded person feels and how the social pressure manifests itself. After all the role-plays have been performed, a group discussion will be held to reflect on and discuss what was observed and experienced. In addition to helping students find a situation to act out, the teacher can guide the discussion with questions such as: How did you feel when you saw the scene? Have you seen similar situations in the center or elsewhere? What did you think the excluded person felt? What would you do to help someone who feels humiliated or undervalued?

The ultimate goal is for students to develop empathy, recognize the influence of social pressure, and learn to act in a respectful and inclusive manner.

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**Materials:** No materials required.

**Target audience:** Students in grades 4th, 5th and 6th of primary education.



## ACTIVITY #8

# THE MURAL OF DIVERSITY

**Goals:**

Identifying diversity as a positive value within the educational community.

Promote cooperative work and active participation.

Expressing ideas and emotions through visual and oral language.

Develop attitudes of respect, inclusion, and empathy.

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**Activity:**

The teacher of Visual and Plastic Arts, and of any other subject in the final year of early childhood education, will propose to the group the creation of a collective mural that represents the diversity of the classroom. To this end, the teacher will begin the activity with a dialogue about the different types of diversity that exist (physical, cultural, emotional, interests, abilities, etc.), adapting the content to the age of the students.

Each student will create a drawing, symbol, or word that represents a personal difference or something they consider important about themselves. Afterward, all the pieces will be combined into a shared mural that symbolizes the richness of the group.

Once finished, the mural will be discussed in a large group, highlighting how the union of all differences builds a more complete and enriching common space.

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**Materials:** Colored pencils and/or crayons, markers, glitter, tissue paper, pencils, pencil sharpeners, erasers, glue, cardstock, foils, colored foils, finger temperas.

**Target audience:** Students in the final year of preschool and throughout primary education.



## ACTIVITY #9

# WE'RE NOT THAT DIFFERENT

**Goals:**

Improve communication among the group participants.

Recognizing things about oneself in others.

Enhance social skills in the classroom group.

Promote group-class integration.

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**Activity:**

The activity can be carried out in the Language Arts area or in Physical Education class. The teacher will form groups of 4 to 5 people, ensuring that they are made up of those who have the least contact with each other .

Each group must find 10 things they have in common ( clothing and physical similarities cannot be included) and write them down. Once the activity is finished, each group will present their findings to the rest of the class.

The purpose of this activity is for students to learn to recognize in others things that are also part of themselves , fostering connection and cohesion within the group.

**Materials:** Paper, pencil or pen, eraser and pencil sharpener.

**Target audience:** Students in 5th and 6th grade of Primary Education.



## ACTIVITY #10

# MY MUKIRA OF IDENTITY

**Goals:**

Promote autonomy and responsibility.

To encourage the creation of our own identity.

Promote respect and empathy towards the different perspectives and opinions of others.

Develop oral and/or written expression in an age-appropriate manner.

To promote creativity and the symbolic representation of identity.

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**Activity:**

In language or visual arts classes, the teacher will explain to the students that everyone has characteristics that make them unique, such as tastes, abilities, culture, and personality. Each child receives a drawing of Mukira with leaves on her head (Appendix 1), on which they should represent different aspects of their identity on each leaf: something they like to do, something that makes them special, a skill or talent, and something that connects them to their family or culture. For preschool and the first years of primary school, drawings, stickers, or photos can be used.

Once finished, each student voluntarily presents their Mukira to the group, while their classmates listen and offer positive feedback. The teacher will then guide the discussion through a brief reflection on how each person is unique and how diversity enriches the group. Optionally, the Mukira can be displayed on a classroom wall to highlight diversity.

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**Materials:** Annex 1, pencils, markers, crayons and/or colored pencils, glue or adhesive tape, scissors and, optionally, they may use stickers, photos, magazine clippings.

**Target audience:** Students in the final year of preschool and throughout primary education.



## ACTIVITY #11

# YOU ARE PART OF ME

**Goals:**

Promote personal identity and respect for the identity of others.

Value cultural, gender, origin and religious diversity.

Develop artistic, physical, and musical expression skills.

Recognize that each person is unique and deserves respect.

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**Activity:**

The activity will take place within the Visual Arts and Physical Education classes. In Visual Arts class, students will paint and decorate their own Mukira or Martin masks (see Appendix 2-A and Appendix 2-B), incorporating elements that represent their identity. Afterwards, together with the Physical Education teacher, they will create a simple choreography to dance to the song "You Are Part of Me" from the film Mu-Ki-Ra, promoting cooperation, coordination, and body expression. The objective is to foster personal identity, respect, and appreciation for cultural, gender, origin, and religious diversity. The activity will conclude with a presentation on March 1st, Zero Discrimination Day, in which the children will sing and dance, demonstrating respect, inclusion, and unity. Finally, they will reflect on the experience and the importance of accepting and valuing the differences of others.

**Materials:** Annex 2 A and B, colored pencils and/or crayons, tempera paints, brushes, cardboard, scissors, elastic band, eraser, pencil sharpener, song “You are part of me” and music player.

**Target audience:** Students in the final year of preschool and the first two years of primary education.



## ACTIVITY #12

# THE MIRROR OF DIVERSIY

**Goals:**

Recognizing diversity and feeling part of a group with multiple identities.

Promote integration within the class group and group cohesion.

Promote self-esteem and appreciation of differences.

Develop empathy.

---

**Activity:**

This activity can be developed in any of the subjects of the curriculum for primary education students and in the early childhood education stage.

The activity begins by placing a large mirror in the classroom or, if that's not possible, reflective sheets so the children can see themselves. The teacher invites them to look at themselves carefully and say aloud what they see, for example, their eyes, their smile, or their hair. Next, they are asked to share something they like about themselves, whether it's a physical feature, a skill, or a personality trait, such as "I like that I draw well" or "I like that I'm funny."

Next, each child creates a self-portrait on paper, highlighting the characteristics they like most about themselves. They can use colored pencils, stickers, or magazine cutouts, adapting the technique according to the age and abilities of each group. Once the self-portraits are finished, they are displayed together on a group mural called "The Mirror of Our Classroom" allowing all members of the group to see and appreciate the diversity that exists among them.

Finally, a joint reflection on the activity is carried out, in which the children are encouraged to identify both the differences and the aspects they share with their classmates.

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**Materials:** A large mirror (or reflective sheets), sheets of paper, colored pencils and/or crayons, stickers, magazine clippings, glue, pencil, eraser, awl and pencil sharpener.

**Target audience:** Students in the final year of preschool and the first two years of primary education.



## ACTIVITY #13

# THE 6 HATS OF FACING FEAR

**Goals:**

Recognize and express your own and others' emotions in situations of fear or uncertainty.

Analyze problems from different perspectives to develop critical and creative thinking.

Promote empathy and cooperation within the group, valuing the ideas and emotions of others.

Develop fear coping strategies that strengthen confidence and personal identity.

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**Activity:**

This activity can be adapted to any subject in the students' curriculum. Students will be divided into 4 or 5 groups (6 participants per group; if there are fewer than 6, one participant may wear multiple hats). Each group will be given 4 or 5 scenes from the film Mu-Ki-Ra (Appendix 3) depicting situations where characters experience fear in the face of a monster or an unfamiliar situation. Each group will analyze their assigned scene using the Six Thinking Hats technique, a tool that allows for examining the same problem from different perspectives: emotions, facts, risks, positive aspects, creativity, and organizational thinking.

Each student in each group puts on their designated hat to reflect on their feelings, the situation, the difficulties, the opportunities, and possible solutions, thus fostering an understanding of their own emotions, empathy towards others, and the ability to make conscious decisions. At the end, they share their reflections with the group and have a brief discussion on how to face fear in a positive way. To facilitate the teacher's work, an appendix with the approaches for each hat is provided, which can be modified as desired (Appendix 4).

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**Materials:** Annex 3, Annex 4 for the teacher, colored hats, markers, pencils and paper.

**Target audience:** Students from 4th to 6th grade of Primary Education.



## ACTIVITY #14

# MU-KI-RA COLLAGE

**Goals:**

To use language as a creative tool for written expression.

Encourage collaboration and cooperation within the class group.

Working on artistic creativity.

To promote integration within the class group.

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**Activity:**

This activity can be carried out in the Visual Arts subject or in any of the subjects in the students' curriculum. In small, heterogeneous groups, students will create an advertising poster for the film Mu-Ki-Ra. The main purpose of this activity is to promote teamwork, class integration, cooperation, and collaboration. Finally, each group's advertising posters will be displayed in different areas of the school.

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**Materials:** Scissors, glossy paper, tissue paper, cardboard, tempera paints, paintbrushes, colored pencils and/or crayons, markers, finger paints, glitter, wool.

**Target audience:** Students in the final year of preschool and the first two years of primary education.



## ACTIVITY #15

# MY LINE OF IDENTITY

**Goals:**

Reflect on your own identity and the elements that make you unique.

Value diversity and respect the differences between classmates.

To express emotions, tastes, and personal experiences in a creative way.

Develop the ability to make small decisions consistent with one's own values and preferences.

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**Activity:**

The activity will take place in the Language Arts, Social Studies, or another subject area. Each student will create a line of identity. On a piece of paper or card, students can draw or write down the moments, experiences, and interests they consider important in their lives and that help define them. They can include happy events, personal achievements, hobbies, important people, or things that make them feel proud of themselves. To facilitate reflection, the teacher can ask questions such as: What makes you feel special or different? What values are important to you? What would you like to learn or improve about yourself?

voluntary sharing session can be organized, in that each student explains some aspects of their line, fostering empathy, active listening and respect for the experiences and differences of others.

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**Materials:** Sheets of paper, cardboard, pencil, pens, eraser, colored pencils or crayons, markers and pencil sharpeners.

**Target audience:** Students from 3rd to 6th grade of primary education.

# TIMING

The sequencing proposal presented in this guide is a suggested framework, and the teacher will be responsible for allocating the time they deem appropriate based on the needs, interests, motivation, and characteristics of their class. The teacher may also freely select the activities they consider most suitable for their students, adapting them to their particular context.

This guide is designed to be used over the course of a month, although flexibility is always allowed, adapting both the content and activities to the needs that arise within the class group. Each activity can be adapted to the individual characteristics of the students, thus promoting personalized educational support.

The proposed activities will be progressive, with a gradual increase in the complexity and depth of the skills addressed. This progression allows students to advance coherently in understanding and applying concepts such as diversity, identity, empathy, and coexistence.

Since there are no specific mandatory tutoring hours in early childhood and primary education, but rather tutoring is an integral part of the teaching function, integrated into the curriculum and daily educational practice of the teachers, these activities will be carried out across the curriculum within the different subject areas of each grade. These activities can be scheduled within regular classroom work periods, utilizing curricular time for language arts, artistic expression, social and natural sciences, and group activities, to ensure that work on identity, diversity, and coexistence is directly linked to students' general learning.



# METHODOLOGY

The methodology employed is based on a preventative, participatory, and community-based approach, in which students take an active role in building their own well-being. To ensure coherence between the established objectives and the proposed activities, it is necessary to define a methodology that fosters meaningful learning, student engagement, and the practical application of acquired knowledge. In this sense, the methodology is based on participation, experience, cooperative work, and emotional education as fundamental pillars of the teaching-learning process, avoiding, as far as possible, the use of traditional materials such as paper and pencil.

In this line, we follow the conception of Bigge and Hunt (1976, cited in Lameiras and Carrera, 2009), who argue that "teaching therefore has the objective of activating the learner, making him a participant in his own learning."

The activities are organized using an open, flexible, and innovative methodology that combines different strategies, such as cooperative learning, thinking-based learning (TBL), experiential learning,

bination allows for the introduction of creative and motivating dynamics that encourage active student participation. Individual, small group, and large group work are also encouraged, adapting the dynamics to the type of activity and the needs of each participant.

Among the techniques employed are thinking routines, moral dilemmas, guided debates, role-playing, the 1-2-3-4 technique, the Six Thinking Hats method, and the suitcase technique. These techniques allow students to analyze situations, express emotions, and develop communicative, social, and critical thinking skills. To ensure inclusion, specific adaptations are made based on student needs, such as dividing classes into smaller groups, using visual or auditory support materials, and proposing differentiated activities that promote the full participation of students with functional, linguistic, or cultural diversity.

Teachers assume the role of mediator and facilitator of learning, creating a climate of trust and participation that fosters the free expression of ideas and critical reflection. Likewise, the collaboration of families and the teaching staff is essential to reinforce educational coherence and promote the involvement of the entire community, fostering an inclusive approach that guarantees the participation of all students.

Finally, it should be noted that the teacher plays a key role as a mediator between students and the learning content. To this end, it is essential to establish a positive interaction with students, facilitating the monitoring of their educational progress and fostering a climate of trust that encourages the expression of interests and opinions.

# CONCLUSION

The viewing of the film Mu-Ki-Ra, along with the accompanying activities, will allow students to reflect on the construction of their own identity and the importance of diversity in personal and social contexts. Through the story, the characters, and the situations presented, aspects related to self-knowledge, self-acceptance, and the recognition of individual differences as an essential part of coexistence have been addressed.

In an increasingly diverse and changing society, it is essential to promote educational spaces that foster critical thinking, respect, and empathy towards others. This teaching guide has made it possible to connect classroom learning with students' social realities, promoting inclusive attitudes and an open-minded perspective on different ways of being, feeling, and living. In this way, it contributes to building a more conscious, engaged, and respectful citizenry, in which diversity is understood not as a barrier, but as an asset that strengthens social cohesion and the common good.





# ANA BELÉN CAMPOS GRAÑA

She has a degree in Pedagogy and has extensive experience in the educational field, especially as a counselor in various centers in the province of Lugo. Throughout her professional career, she has developed teaching material adapted to students with special educational needs.

She has also worked as a creator of teaching guides for highly relevant audiovisual projects, including Valentina and Unicorn Wars, both awarded the Goya Award for Best Animated Film, and Sultana's Dream, also nominated for these awards in 2024. She also developed the teaching unit that accompanies the short film I Go With Myself, to raise awareness about gender violence that continues to tour educational centers throughout Galicia.

Her most recent work is the teaching guide for Mu-ki-ra, the project you now have in your hands.





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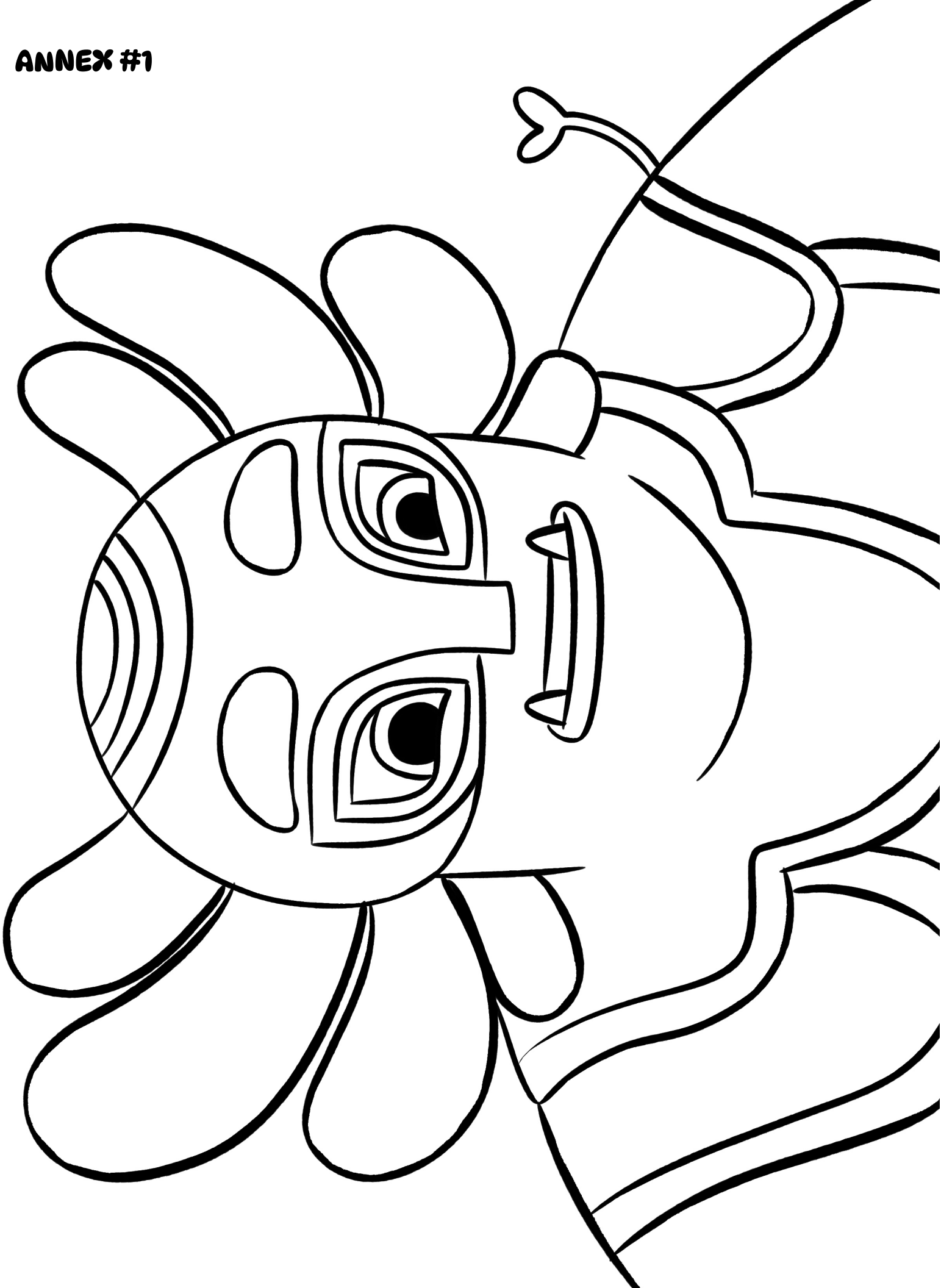
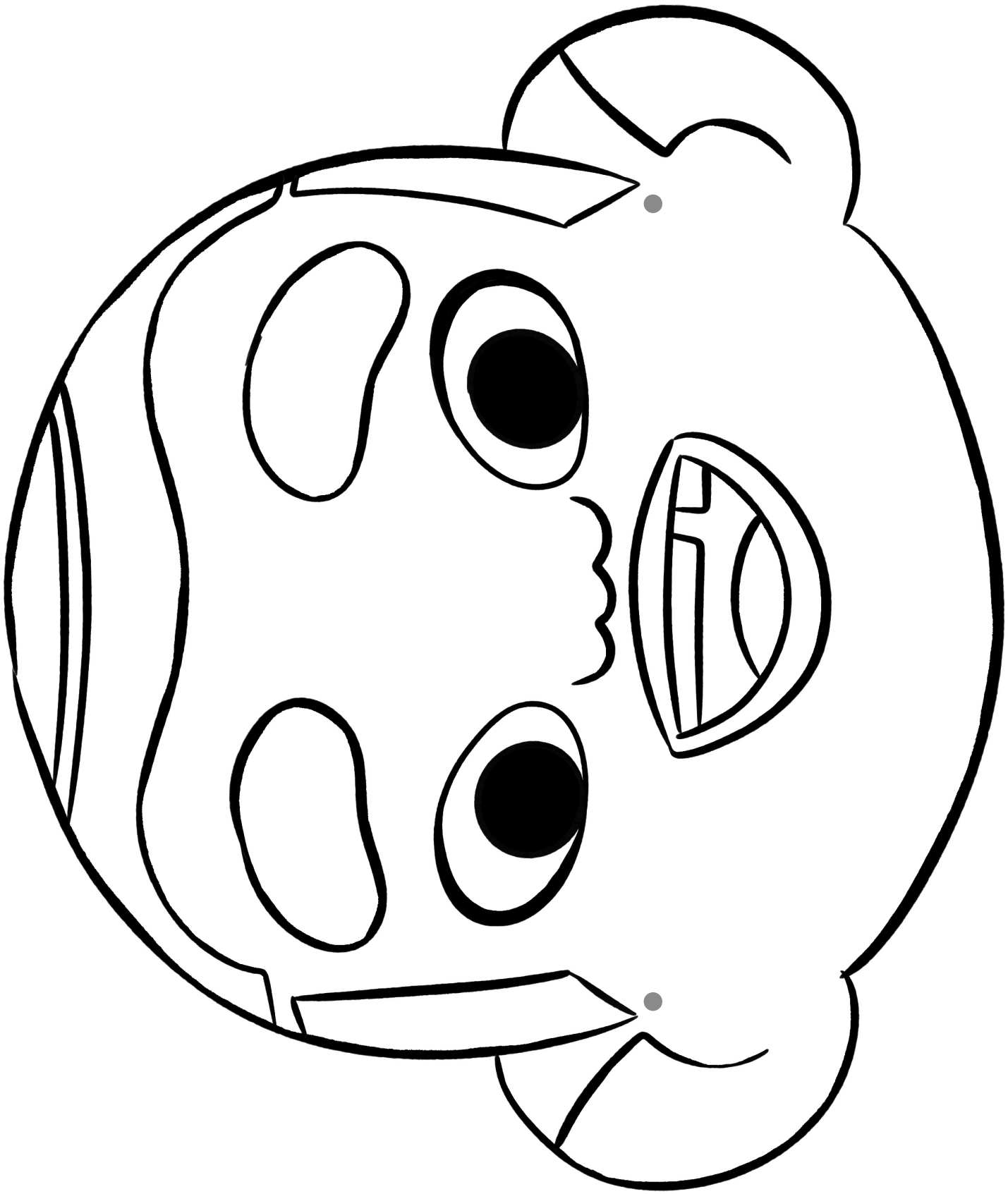
ANNEX #1



ANNEX #2-A



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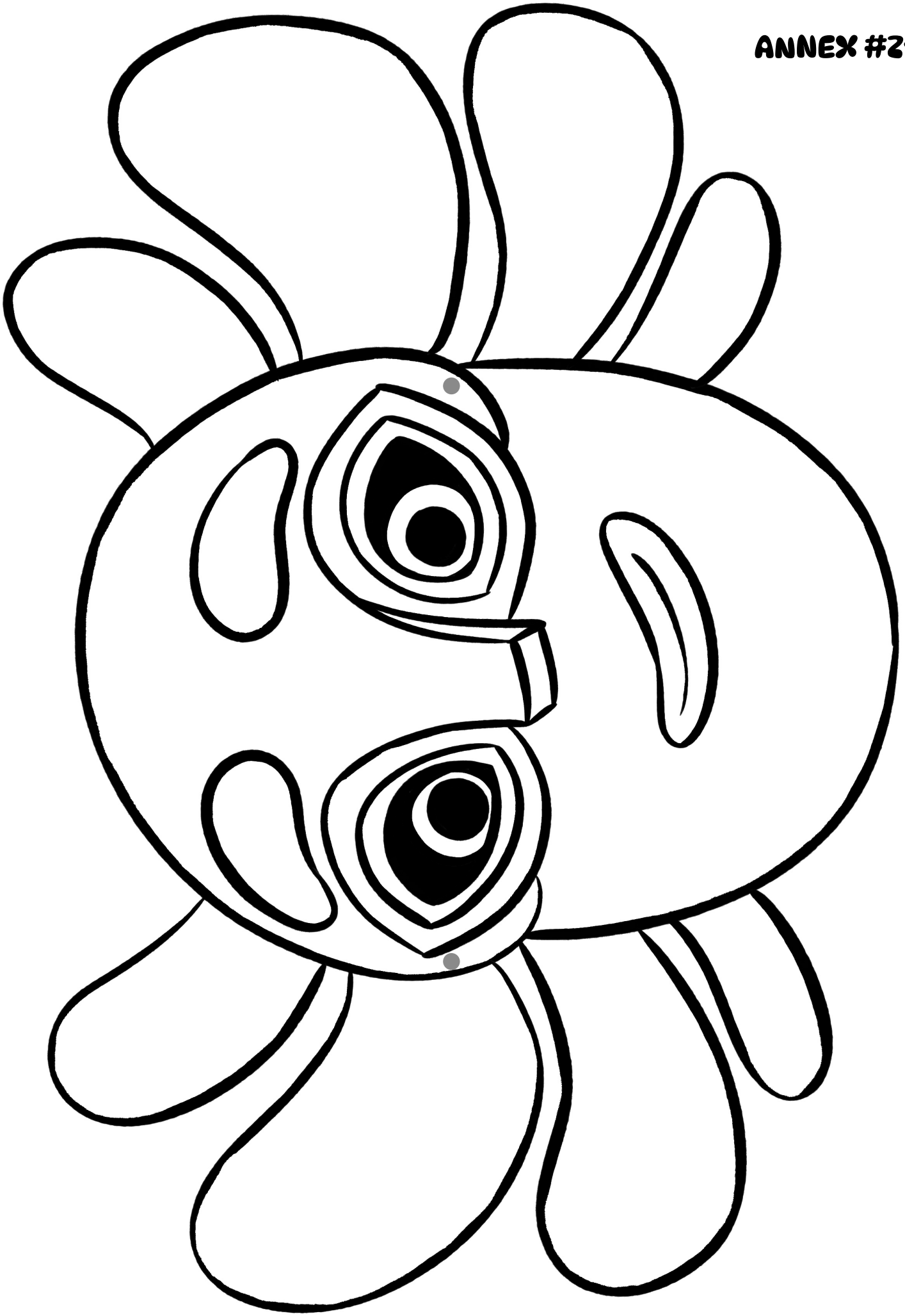


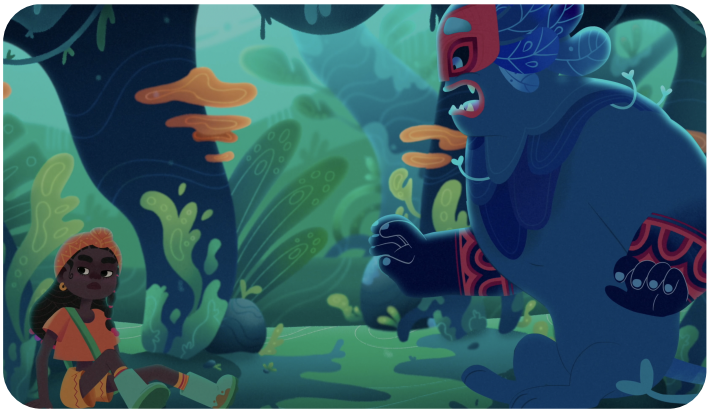
ANNEX #3

# SCENES FROM THE FILM











# ANNEX #4

## THE APPROACHES OF EACH HAT

**Red hat (emotions):** Reflect on what the characters are feeling and what they would feel in that situation. You can write words or draw symbols that represent fear, surprise, curiosity, or bravery.

**White hat (facts):** Observe the facts of the situation, without opinions or judgments. For example: “There is a monster moving in the dark,” “The group is alone in the forest.”

**Black hat (difficulties):** the problems or risks of the situation are analyzed, what can go wrong and why they might feel unsafe.

**Yellow hat (positive):** Identify the positive aspects or opportunities that could arise. For example: “If we face our fear together, we can learn and be brave.”

**Green hat (creativity):** This involves generating ideas to address the situation or transform fear into action. Here, students can invent original strategies or imagine alternative solutions.

**Blue hat (organization of thought):** Reflect on all of the above and make decisions about what steps to take, how to rely on others and how to apply what has been learned in real life.

# DID YOU ENJOY THE ADVENTURE?



**Do you have any questions, ideas or just want to say hello?**
**Please write to us! We'll be happy to answer you.**
**We are always excited to meet those who get involved**
**in the Mu-ki-ra universe!**

**hola@mukiramovie.com**

Letrario. abano DINAMITA animación FDC -CNACC- Ministerio de las Culturas, las Artes y los Saberes ProImágenes Colombia GOBIERNO DE ESPAÑA MINISTERIO DE CULTURA icaa XUNTA DE GALICIA PROGRAMA IBERMEDIA CORPORACIÓN DE SERVIZOS AUDIOVISUAIS DE GALICIA creA SGR