





Inclusive activities for children to prevent corruption in Nayarit

Actividades infantiles inclusivas para prevenir la corrupción en Nayarit

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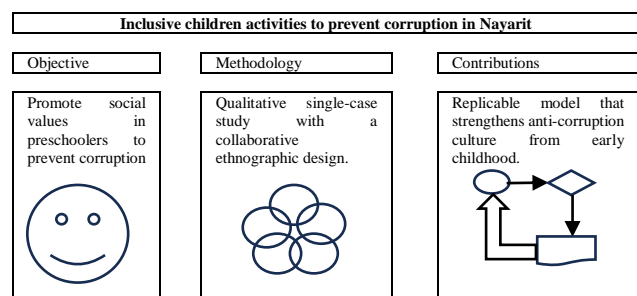


Abstract

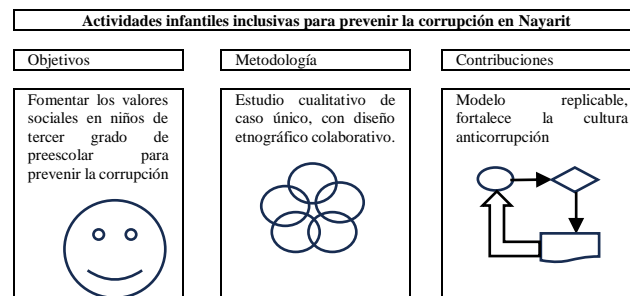
This study presents an educational project aimed at third-grade preschool students in Nayarit, focused on the early prevention of corruption. The proposal is based on Subprogram 4 of the State Anti-Corruption Policy Implementation Program and is aligned with the educational fields of the New Mexican School. Through a collaborative qualitative ethnographic design, three inclusive activities are developed, focusing on the promotion of values, recognition of community services, and participation in collective actions. The program integrates contributions from Piaget, Vygotsky, and Universal Design for Learning to ensure accessibility and pedagogical relevance. The results show that these activities strengthen the understanding of civic values, promote reflection on community life, and encourage children's participation in the prevention of improper practices, contributing to an anti-corruption culture from early childhood.

Resumen

Este estudio presenta un proyecto educativo dirigido a estudiantes de tercer grado de preescolar en Nayarit, orientado a la prevención temprana de la corrupción. La propuesta se fundamenta en el Subprograma 4 del Programa de Implementación de la Política Estatal Anticorrupción y se articula con los campos formativos de la Nueva Escuela Mexicana. A través de un diseño cualitativo etnográfico colaborativo, se desarrollan tres actividades inclusivas centradas en la promoción de valores, el reconocimiento de servicios comunitarios y la participación en acciones colectivas. El programa integra aportes de Piaget, Vygotsky y el Diseño Universal para el Aprendizaje para garantizar accesibilidad y pertinencia pedagógica. Los resultados muestran que estas actividades fortalecen la comprensión de valores cívicos, promueven la reflexión sobre la vida comunitaria e impulsan la participación infantil en la prevención de prácticas indebidas, contribuyendo a una cultura anticorrupción desde la primera infancia.



Preschool, anti-corruption, values



Preescolar, anticorrupción, valores

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Introduction

The fight against corruption in Mexico was strengthened after reforms to 14 articles of the Political Constitution of the United Mexican States (*Secretaría Anticorrupción y Buen Gobierno, 2016*). One of the most important reforms was made to Article 113, from which the creation of the National Anti-Corruption System (SNA) was derived. This system is composed of institutions whose purpose is to control corruption and promote Local Anti-Corruption Systems (*Gobierno del Estado de Nayarit, n.d.*). Immediately afterwards, work was carried out on the development of a National Anti-Corruption Policy, from which a federal-level Implementation Program was created, so each state would follow the same process, as was the case in the State of Nayarit.

The Executive Secretariat of the National Anti-Corruption System (SESNA) sent the validation of Nayarit's State Policy proposal to the Local Anti-Corruption System of the State of Nayarit (SESLAN), which was subsequently approved by the SESLAN Coordinating Committee on March 22, 2021 (*Secretaría Ejecutiva del Sistema Local Anticorrupción, 2021*). Once this proposal was approved, work began on the Implementation Program of the State Anti-Corruption Policy (PI-PEA), resulting in the presentation of this program in October 2024. The program is divided into four subprograms: Combating Corruption and Impunity; Combating Arbitrary Actions and Abuse of Power; Promoting the Improvement of Public Management and Government–Society Points of Contact; and the fourth subprogram, Involving Society and the Private

To address corruption as one of the most significant problems in countries such as Mexico, the National Institute of Statistics, Geography and Informatics (INEGI) has conducted, since 2011, a biennial survey called the Government Quality and Impact Survey (*Instituto Nacional de Estadística, Geografía e Informática, 2024*). This survey provides information on citizens' perceptions of corruption when using public services and interacting with public servants. For the development of the National Anti-Corruption Policy, data from 2017 were considered, showing that at the national level, 91.1% of people considered acts of corruption to be frequent or very frequent, while in Nayarit the figure was 93.6% (*INEGI, 2017*).

Following the coordinated efforts mentioned to combat corruption in Mexico, the most recent survey was conducted in 2023 within the timeframe established by INEGI, producing updated results. The perception of the frequency of corruption at the national level was 83.1%, and in Nayarit it was 82.1% (*INEGI, 2024*). The observed decrease serves as an incentive to continue creating strategies not only for combating corruption, but also for working directly with citizens on prevention.

Considering Subprogram 4 of the PI-PEA, titled Involving Society and the Private Sector, it is deemed appropriate to link the educational sector of the State of Nayarit, as part of the citizenry, to efforts in corruption prevention. This can strengthen educational intervention so that the official programs offered by the New Mexican School (*Secretaría de Educación Pública, 2024a*) are fulfilled throughout Mexican territory, as well as provide teachers with tools to facilitate their daily practice. Therefore, this project is aimed at third-grade preschool students, which corresponds to Phase 2 and may represent the student's first experience in a formal educational setting (*Secretaría de Educación Pública, 2024b*).

As background on programs for preventing inappropriate behaviors among Mexican children, it is noted that such programs began more than 10 years ago and were promoted by the Government of Mexico (*Secretaría Anticorrupción y Buen Gobierno, 2014*), seeking to promote values such as honesty and respect. However, not all of these programs remain active today; most were directed at students starting from 4th grade in primary school (*Méndez & Rábago, 2025*), or they are implemented in a general manner without specifying age groups, such as the puppet theater activity in the State of Campeche within its program titled "Jaguarcitos de la Honestidad" (*Gobierno del Estado de Campeche, n.d.*).

Regarding the child population targeted by this project, references exist from China–Hong Kong and Singapore (*Secretaría de la Función Pública, 2023*). In China, the Independent Commission Against Corruption was created, consisting of three departments, one of which focuses on Community Relations and is responsible for fostering values among people.

It also offers educational programs for kindergarten, primary school, high school, and university levels. In Singapore, the Corrupt Practices Investigation Bureau contributes to public education and societal integration by disseminating the anti-corruption message.

It is worth noting that, at the international level, the United Nations (UN) shared a 10-step guide developed by 23 young people from 23 member countries of the Youth-Led Integrity Advisory Council, to act against corruption (United Nations Office on Drugs and Crime, 2024). This guide helps young people identify acts of corruption with examples from different sectors, such as education, environmental issues, or the inclusion of people with disabilities, among others; it consistently encourages young people to act in favor of their community and emphasizes that achieving change requires ongoing effort. This UN proposal can be used as a methodology to encourage reflection within the student community particularly among youth while the activities proposed in the guide can be adapted for younger ages.

This project is aimed at the child population of Nayarit who are enrolled in the third grade of preschool during each new school year. It is supported by Subprogram 4: Involving Society and the Private Sector of the Implementation Program of the State Anti-Corruption Policy of the State of Nayarit (PI-PEA), and additionally contributes to the following lines of action presented below, the first of which is short-term and the second long-term (SESLAN, 2024):

- Implementation of training programs, forums, assemblies, meetings, among others, with members of the SLAN to encourage citizen participation and promote ethical principles and values focused on combating corruption.
- Implementation, in collaboration with SEP and the Secretariat of Public Education of the State of Nayarit (SEPEN), of an action plan for the prevention and combat of corruption in the educational sector, including civic education, ethics, integrity, and Human Rights.

Regarding the Study Plan of the Secretariat of Public Education (2024a) developed for basic education in Mexico, this project is based on the following formative fields:

Ethics, Nature, and Societies, which addresses the relationship between human beings and society, as well as the understanding of social, political, natural, and cultural processes.

- Recognition of diverse societies and cultures to exercise critical thinking regarding their histories, customs, traditions, knowledge, and ways of living together, thereby giving meaning and value to their own culture and others.
- Convictions, ethical principles, and democratic values such as respect, freedom, justice, honesty, responsibility, reciprocity, and empathy, which serve as a guide for personal and collective practices, as well as for reflecting and making critical judgments, making decisions, and participating and relating positively and peacefully with others.
- Respect for and protection of human rights as students advance in their educational and life journey, understanding their importance for the organization of social life, learning to defend them in situations of inequality and injustice, and exercising them in an informed and peaceful manner; which implies demanding their enforcement for themselves and for all people, respecting all diversities.

On the Human and the Communal, which acknowledges that human beings interact with their community through a dynamic and continuous process of personal and social construction.

- Promote environments of healthy and peaceful coexistence among members of the educational community, identifying what disrupts these environments.
- Make decisions aimed at modifying behaviors and situations that harm their physical–emotional integrity and that of others.

- Act in resolving situations and problems present in different contexts, drawing on knowledge, capacities, and skills generated through dialogue among families, school, and community.
- Generate a sense of community and strengthen the sense of belonging, influencing their appreciation of the diversity of identities so they can recognize shared aspects with others when participating in the achievement of goals, the adoption of values, and the design of projects for collective benefit.

For the formative field Ethics, Nature, and Societies, the activities are aligned with the following content:

- Jobs and services that constitute the common good of different families and communities.
- The rights of girls and boys as the basis for comprehensive well-being and for establishing agreements that promote peaceful coexistence.
- The culture of peace as a way of relating to others in order to promote inclusion and respect for diversity.

For the formative field On the Human and the Communal, the activities are aligned with the following content:

- Construction of personal identity based on one's belonging to a territory, ethnic, cultural, and linguistic origin, and interaction with close individuals.
- Emotions within interaction with different people and situations.
- Interaction with people from diverse contexts, contributing to the establishment of positive relationships and coexistence based on the acceptance of diversity.

Legal Framework

Within the Political Constitution of the United Mexican States, Article 3 states that every person has the right to education, that it is the responsibility of the State to guarantee this right, and that education must be compulsory, universal, inclusive, public, free, and secular (*Cámara de Diputados*, 2024). Therefore, this program for third-grade preschool students is applicable in public or private schools, is free, inclusive, and can be replicated not only in Nayarit but throughout Mexico, making the necessary adjustments according to each state's anti-corruption policy. Being inclusive, it proposes adjustments related to various disability conditions and does not consider the inclusion of elements referring to religions or beliefs.

In Article 113, following the modifications made in 2015, within Title Four on the Responsibilities of Public Servants and State Assets, the creation of the National Anti-Corruption System is established as a coordinating body among authorities belonging to different levels of government and responsible for the prevention, detection, and sanction of administrative responsibilities and acts of corruption, as well as for auditing and overseeing public resources (*Secretaría Anticorrupción y Buen Gobierno*, 2018).

Within the National Development Plan 2025–2030 (*Gobierno de México*, 2025), under the general axis titled Governance with Justice and Citizen Participation, education is acknowledged as part of the strategy to strengthen social cohesion through the following objective and strategy:

Objective 1.3: Eradicate corruption in public life and promote ethics, honesty, integrity, and good governance to strengthen trust in institutions.

Strategy 1.3.3 Coordinate efforts with society and the private sector to eradicate corruption and impunity at the national level.

In the general axis Development with Well-Being and Humanism, actions are promoted to strengthen the educational system through the following objective and strategy:

Objective 2.3 Guarantee the full exercise of the right to an inclusive and equitable education for girls, boys, adolescents, youth, and adults, promoting a humanistic, scientific, intercultural, plurilingual, and holistic education that improves the well-being of the population and drives the country's development.

Strategy 2.3.2 Create optimal environments for learning, coexistence, and the integral development of students through the construction, equipment, restoration, reinforcement, and rehabilitation of educational infrastructure, prioritizing areas with the greatest social disadvantage.

Strategy 2.3.3 Strengthen curricula and study programs in accordance with the principles of the New Mexican School, promoting a comprehensive, critical, environmental, humanistic, civic, intercultural, and scientific education.

In the Nayarit State Development Plan 2021–2027 ([Gobierno del Estado de Nayarit, 2021](#)), the foundation for this program is also established, as it appears within the General Education axis, in its single objective and strategy on how to guarantee education:

Strategic Objective 5.4 Guarantee inclusive, equitable, and quality education, and promote lifelong learning opportunities for all. Strategy 5.4.1 Strengthen education in human values through specialized teaching strategies at all educational levels.

Additionally, within the cross-cutting axis Efficient, Reliable, and Inclusive Government, a cross-cutting strategic objective and a cross-cutting strategy strengthen the legal framework of this program:

Cross-cutting Strategic Objective 13.2: Implement actions that promote a culture of transparency and accountability within every state government agency.

Cross-cutting Strategy 13.2.11: Implement citizen participation processes in the development of public policy.

Therefore, this program is legally aligned with the guidelines that set the direction for the development of both the country and the state. It also helps guarantee the right to education by creating learning environments that promote values enabling students to live harmoniously within their community and avoid participating in inappropriate actions related to corruption. It also strengthens educational institutions to promote citizen participation in combating corruption from early ages, such as third-grade preschool students.

Pedagogical framework

In the development of this program, the contributions of Vygotsky's Sociocultural Theory, Jean Piaget's Constructivist Theory, and Universal Design for Learning (UDL) are considered pertinent for the design of activities, given that, in the case of preschool children, there may be great diversity in terms of the level of knowledge and development among students attending each preschool. Some children may be experiencing formal education for the first time, while for others it may be their third year of formal schooling, in contrast to those who have received care since early childhood education. Therefore, they develop under unique and particular conditions, even if they share common aspects such as the place where they live ([Sánchez, 2023](#)).

Piaget Theory

Jean Piaget's Constructivist Theory addresses cognitive development. It highlights childhood as the stage in which the foundations of thought, perception, and language are established ([Grupo iLerna, 2025](#)). This theory proposes four stages of cognitive development ([Saldarriaga-Zambrano et al., 2016](#)):

The first stage, sensorimotor, which spans from birth to two years of age, in which perception works alongside reflexes according to the stimuli received from the environment, allowing the child to identify the reality around them.

The second stage, preoperational, spans from two to seven years of age, and is further divided into the preconceptual stage (ages two to four) and the intuitive stage (ages five to seven).

The preconceptual period is characterized by the use of symbols, symbolic play, and language, which involves the ability to think about things or situations that are not present at the moment, rather than limiting themselves to what is physically around them. Children at this stage cannot distinguish between physical, mental, and social realities; they are egocentric because they cannot take on the perspective of others and perceive the world only from their own standpoint. All of this changes during the intuitive stage: they begin to distinguish realities, become more willing to share, can take on the role of others, can think about things that are not currently within their reach, and interact more with others.

The third stage, concrete operations, spans from seven to eleven years of age. At this stage, children's thinking is concrete; they begin developing autonomous morality, become more cooperative, and take others' opinions into consideration.

The fourth stage, formal operations, spans from age 12 onward. In this stage, individuals are capable of thinking in abstract concepts and can engage in debates on topics related to justice or morality.

Vygotsky Theory

According to Vygotsky's sociocultural theory, the development of human potential is influenced by interactions within the socio-historical-cultural context, which has important implications for the teaching-learning process (cited in Moll, 1993). Vygotsky's approach articulates psychological and cultural processes based on the idea that higher functions—memory, attention, problem solving, and reasoning—are the product of sociocultural interactions. Therefore, for Vygotsky, human development is influenced by collective activity, the appropriation of culture through teaching and education, and individual activity. In the educational field, this is known as the zone of proximal development (ZPD), where initially individuals are able to perform certain actions through the interaction and support of others, and later reach their ZPD once they are able to perform these actions autonomously (Matos, 1995).

Universal Design for Learning

At the World Education Forum held in the Republic of Korea (INCHEON, 2015), the Incheon Declaration was approved, establishing the Education 2030 vision: Towards inclusive and equitable quality education and lifelong learning for all (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2015, pp. 31–32; cited in Alba, 2016). This declaration places special emphasis on “promoting lifelong opportunities for quality learning for all, in all contexts and at all educational levels,” and highlights key concepts such as equal access to education, quality assurance, flexible learning pathways, and the use of the advantages and potential of ICTs.

Based on the above and in alignment with it, Universal Design for Learning (UDL) is a pedagogical framework that offers multiple approaches to the teaching-learning process. The following are mentioned (Sánchez, 2023; Alba, 2016):

1. Representation: the “what” of learning. This implies that within the body of knowledge to be taught to students, the ways in which information is presented must be designed so that it meets each student's needs, taking into account their different ways of perceiving and understanding (stimulating all senses, as well as providing reasonable adjustments for disability conditions).
2. Expression and Action: the “how” of learning. This occurs after representation. That is, once the content has been presented, taking into account multisensory approaches and reasonable adjustments when necessary, students proceed to express the learning. They have the possibility of demonstrating, according to their abilities, the activities, materials, and other elements, in ways that later allow them to show what they have learned and how they relate to this new content.
3. Engagement: the “why” of learning. This refers to the reason why students become meaningfully and actively involved in the learning process.

4. For this reason, it is vitally important to connect knowledge, neuroscientific evidence, and cognitive sciences related to the processes through which the brain acquires knowledge, so that students can maximize their learning potential. According to Rose and Meyer, each person's learning styles are unique and diverse, hence the need to consider them in order to activate the neural networks involved in learning (2002). These networks are divided into three groups: affective networks (engagement), recognition networks (representation), and strategic networks (expression and action). It is necessary for all three neural networks to be activated at various moments to allow learning to occur in the brain.

Methods

This project is presented as a single case study (N=1), as it is conducted using a qualitative approach with a collaborative ethnographic design, concerning the description and explanation of the object of study (Sánchez, 2019). A collaborative ethnographic design relates to recently recognized fields of knowledge, which combine the activity of two or more disciplines to address specific areas of reality (Reyes, 2022). In this case, education and the fight against corruption are addressed simultaneously. Additionally, it makes it possible to change conditions of power dynamics in school environments (Huerta-Córdova et al., 2021). The objective of this project is to promote social values in third-grade preschool children to prevent improper actions that could affect their community. As an inclusion criterion, it was determined to work with third-grade preschool children, who, according to Piaget's theory, are already able to think about situations and things that are not tangible at the moment they interact with their peers in a particular context. This makes it possible to carry out activities in which children can propose improvements for their community. The selection of participants was carried out based on convenience, according to the objective of the research and the characteristics of the child population, for whom it may be either their first or third year of formal education, as well as their greater capacity to understand the purpose of these activities according to their age (Hernández et al., 2014).

As an exclusion criterion, the activities are not to be applied to first- or second-grade preschool children, since due to the developmental stage they are in, the activities may be too complex, as they are still in the process of acquiring basic social skills that allow them to participate in activities requiring teamwork.

First, an analysis was conducted of the information contained in the PI-PEA (SESLAN, 2024), which presents specific lines of action to combat corruption in the State of Nayarit. Then, the formative fields included in the Synthetic Program of Phase Two, which encompasses the three preschool grades, were identified so that the proposed activities would be aligned with the content and learning development processes that must be addressed in the students. Finally, activity guides were designed, each identified with a name for easy recognition. Each guide includes its objective, materials, estimated time, recommended spaces for implementation, the formative field to which it corresponds according to SEP, the PI-PEA line of action to which the activity is aligned, the development of the activity, and recommendations suggesting ways to implement the activity if there are students with disabilities or other conditions.

Regarding the evaluation of the activities, it is necessary to create a group logbook in which the teacher records students' participation and observations, in order to document the behaviors that appear in the students after each activity, gather their final comments, understand the impact of the activities on them, and determine whether they relate the activities to situations in their daily lives at home, at school, or in their community.

Ethical considerations

In compliance with the Ethical Code of the Mexican Society of Psychology A.C. (2009), prior to the activities contained in this proposal, parents or guardians of the children must complete an informed consent form explaining in detail the protection of the identity of the participating minors, without manipulation or coercion.

Results

Below are three activities to be implemented with third-grade preschool groups.

Article

Each activity contains the following information: name of the activity, objectives, materials, estimated intervention time, recommended spaces and equipment, activity development, formative fields it strengthens, PI-PEA subprogram to which it contributes, reasonable adjustments corresponding to each activity, and recommendations. The activities strengthen the content and learning development processes of preschool education and therefore may be conducted in any order chosen by the classroom teacher according to their planning.

The three activities are aligned with the Formative fields *Ethics, Nature, and Societies* and *On the Human and the Communal*; also aligned with the the PI-PEA Subprograms

Box 1**Table 1**

Activity 1: guardians of values

Guardians of values		
Objective: To identify the types of situations in which values can be applied at home, at school, or in the community		
Materials: Colored sheets of paper for each child and sheets of a different color for the chairs to be used Child-sized classroom chairs A music player with speaker.	Estimated Time: 60 minutes.	Recommended place: Classroom or playground.
<p>Directions</p> <p>This activity is an adaptation of the traditional musical chairs game, except when the music stops there are no losers only winners.</p> <p>Before beginning: The teacher should have on a sheet, for reading aloud, the situations written on colored papers and attached to the chairs, as well as the order of the children who will each have a sheet attached to their uniform identifying them as guardians of a specific value and how they will apply the action to prevent or help solve the situation indicated on the chair where they choose to sit.</p> <ol style="list-style-type: none"> Two or three teams are created depending on the number of students in the group so that everyone can participate and be guardians of values. Each child is given a colored sheet that is attached to their uniform like a superhero shield. This sheet contains the name of a value and its meaning; the children are told that they are the guardians of... (name of the value). The children are given instructions so they know that they will play almost the same as in musical chairs, except that in this version no one loses; there is an assigned order of guardians who will begin their mission to apply the values. When the music stops, the value corresponding to the child whose turn it is will be read aloud, along with the situation in which the guardian will apply it. A traditional children's song, preferably instrumental so it does not distract from the message of the activity, is played. The children are told that when the music stops, they should sit on any chair of their choice as guardians. The teacher will name the student who will act as the guardian fulfilling their mission, so that student will leave the game while also removing the chair displaying the situation in which they will act as guardian of the value. This continues until all members of the team have had their turn. Another way to carry out the activity is to form small teams and assign the same value to all members, so that the entire team goes out together to fulfill its mission. <p>Recommendations:</p> <p>This activity may be carried out over several days of the week, as part of a group project. Frequency helps students to process the information and comprehend values and their application.</p> <p>The teacher might select real situations lived in the school or community to understand that living with values is useful to live better.</p>		

At the end of the activity the teacher should remind the students that there are public consultations for children in which the students can raise their voices and ask for better services in their communities. In case the group holds handicap students the suggestions are: (visual, motor, and auditory disability adaptations translated literally as follows)

Visual: The instructions are explained, and the teacher or another student accompanies the child to prevent accidents.

Motor: Slower-paced music may be used if necessary; support is provided depending on the student's autonomy.

Auditory: A portable Bluetooth speaker may be used so the child can feel the vibration when the music stops; if not available, the teacher may use a red flag.

Source: own elaboration based on Méndez & Rábago, 2024, 2025

Box 2**Table 2**

Activity 2: my community services

My community services		
Objective: Identificar los servicios públicos y privados de la comunidad		
Materials: Copies of pictograms representing the public services provided in the municipality. Worksheet for students, scissors, and glue sticks.	Estimated time: 60 minutos.	Recommended place: Classroom.
<p>Directions</p> <p>Before beginning: the teacher must prepare the material showing the public and private services that exist—or do not exist—in the municipality so that students can identify them and question why they do not have certain services or how these might be brought to their community, as some services might be far from where they live or might simply not be available at all.</p> <ol style="list-style-type: none"> Sufficient copies of the services available in the municipality are made for each student, along with another sheet where they can write their name. This sheet is divided into two parts: on the left side, students will place the services they do have, and on the right side, the services they do not have. Students first cut out the pictograms of the services they do have, and then those they do not have in their community, organizing them separately. Students then paste on the left side the services that their community does have. After completing the identification of services, an assembly is held to discuss community services: which services they have and which ones they do not. Students are asked which services they have needed and were able to use, and which services they needed but could not access, whether anyone denied, limited, or hid these services, or whether someone asked them for money in order to provide a service that is supposed to be free. Students are also asked what solutions they propose so that these problems do not happen to them or anyone else again. <p>Recommendations:</p> <p>The teacher may select the services that exist and those that do not exist in the community in order to guide the activity according to the preschool context.</p> <p>If there are students with disabilities in the group, the following may be done:</p> <p><i>Visual:</i> For blind students, sheets with different textures or thicknesses may be used so they can distinguish which sheet will be used to paste the services their community has and which one for the services it does not have. They will need help identifying the pictograms; if the child reads braille, the pictograms should be labeled with the main words describing the service so that the student can work autonomously.</p> <p><i>Motor:</i> If the disability affects the lower body, the activity may be done independently. If mobility issues are in the upper body, the student should be asked whether they would like assistance.</p> <p><i>Hearing:</i> If a child has deafness, they may still be acquiring Mexican Sign Language or another form of communication, so they will require direct support from the classroom teacher or support teacher.</p> <p>The images representing public and private community services can be taken from ARASAAC, which provides free resources for creating augmentative and alternative communication systems.</p>		

Source: own elaboration based on Méndez & Rábago, 2024, 2025

Box 3**Table 3****Activity 3: my community traffic light**

My community traffic light		
Objective: To identify community areas for improvement		
Materials: A cardboard traffic light approximately one meter tall, with detachable circles representing red, yellow, and green lights. White sheets of paper and coloring materials for the closing activity.	Estimated time: 20 minutes every day the activity is applied.	Recommended place: Classroom or an outdoor area such as the schoolyard or playground.
<p>Directions</p> <p>This activity may be conducted for approximately 20 minutes each day over a span of four consecutive days, ensuring that the students participating each day receive the appropriate attention, and allowing all students to take part over the four days. On the fifth day, the drawing activity is carried out.</p> <p>Before beginning: the teacher should have the traffic light prepared without the lights, as the lights will be added by the students as they come forward to participate.</p> <p>1. The group is divided into four teams. Each team participates only one of the four consecutive days assigned to this activity. One day before starting the activity, students may be assigned a task to discuss with their families what is going well in their community, what is going somewhat well, and what is happening that they would not like to occur. The following week, the children share what they discussed with their families.</p> <p>2. Each time a team participates, the traffic light is displayed, and as each student takes their turn, they are given the three traffic light colors. The children share what they talked about with their families. When they describe what they like most about their community, they attach the green light. When they describe something that is not so good in their community, and that they or their families could help improve, they attach the yellow light. Finally, when they describe something they do not like happening in their community, they attach the red light to the traffic light.</p> <p>3. After all the students from the team have participated, an assembly is held to discuss what the team shared. This allows the students who did not participate that day to offer solutions to the issues affecting their classmates' communities.</p> <p>4. On the final day of the activity, after all students have participated (that is, the fifth day), the teacher instructs them to draw a picture showing an action they would like to participate in to improve their community's conditions.</p> <p>Recommendations</p> <p>Arrangements may be made to carry out one of the options proposed by the students to improve conditions in their community. For example, planting trees in a local park, cleaning their school by collecting trash after recess, or organizing an activity to raise funds for something beneficial to the community, the school, or their classroom (such as painting a bench in a park or at school, or painting a mural representing the Guardians of Values).</p> <p>If there are students with disabilities in the group, the following may be done:</p> <p><i>Visual:</i> Instructions are explained clearly so the student can participate. The traffic light circles may be made with different materials or textures, but keeping the same colors, so the student can identify each one and participate with the same instructions as the rest of the group.</p> <p><i>Motor:</i> The teacher or support staff can assist students with reduced mobility or those who use a wheelchair. If the student is autonomous, another student or the teacher may stay nearby for safety. If using a wheelchair, materials may be brought closer so the student can participate.</p> <p><i>Hearing:</i> If the student has deafness and is still acquiring Mexican Sign Language or uses another communication method, they will require direct help from the classroom or support teacher.</p>		

Source: own elaboration based on Méndez & Rábago, 2024, 2025

Conclusions

This proposal presents three activities that can be carried out during the school day in third-grade preschool groups. The activities are aligned with the formative fields, content, and learning development processes of the Synthetic Program corresponding to the New Mexican School, which belongs to the second phase of basic education.

Each activity may be completed in two or three sessions in order to meet the estimated time requirements, depending on the dynamics of each group of students and the activity schedule planned by each preschool.

Teachers are encouraged to use these activities according to content development and the context in which the preschool is located, allowing them to take advantage of nearby public spaces or, if necessary, to have the activities focus on what is lacking in the community.

Teachers may conduct the activities in different ways and on various occasions, which will allow them to gather a wide range of proposals from students regarding what they like most about their community, what can be improved, or what they do not like.

It is important that the activities are aimed at promoting values among students—not only so they understand their meaning, but also so they can reflect on them and apply them in their daily behavior, enabling them to avoid actions that go against what is expected of them as guardians of values.

Finally, it is necessary that the activities might not be limited only to identifying areas of opportunity in the community but also be combined with reflection on how students, their families, and their community can participate in improving the place where they live.

Conflict of interest

The authors declare that they have no conflicts of interest. They have no known competing financial interests or personal relationships that might have appeared to influence the article reported in this paper.

Author's contribution

Méndez-Martínez, Myrna: She contributed by designing the collaborative ethnographic method, the Mexican Model of teaching, Piaget Theory, activities and recommendations for disability students.

Rábago-de Ávila, Marcela: Contributed by conducted a comprehensive review of the existing literature on UDL and Vygotsky Theory and Mexican Policies about Anti-corruption and its implementation program. In addition, she elaborated part of the methodology and conclusions.

Accessibility of data and materials

https://docs.google.com/document/d/1gDhTcOAhdP0r0RAMWhZ9DuVgXQ8PDdgp/edit?usp=drive_link&oid=103258037360682690470&rtfpof=true&sd=true

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Abreviaturas

INEGI Instituto Nacional de Estadística,
Geografía e Informática
SESLAN Secretaría Ejecutiva del Sistema Local
Anticorrupción
SESNA Secretaría Ejecutiva del Sistema
Nacional Anticorrupción
SEP Secretaría de Educación Pública
PEA Política Estatal Anticorrupción
PI-PEA Programa de implementación de la
Política Estatal Anticorrupción

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