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A World Cup-Based Integrative Learning Model for Moral, National, and Multicultural Education in Early Childhood

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Abstract:
Global sporting events such as the World Cup are increasingly visible in children's everyday environments, yet their use in early childhood education often remains limited to festive activities and physical play. This situation presents an opportunity to transform children's interest in football into meaningful learning experiences that integrate moral development, national belonging, cultural awareness, and social participation. This study aims to develop a World Cup-Based Integrative Learning Model that connects religious and moral values, national identity, cultural diversity, physical activity, early literacy, family participation, and guided media use within a developmentally appropriate pedagogical framework. The study employed an integrative literature review and conceptual model development. Relevant literature on play-based learning, early childhood physical activity, religious and moral education, multicultural inclusion, digital literacy, and family engagement was synthesized thematically to identify pedagogical connections and formulate the model's components, learning cycle, assessment indicators, and implementation safeguards. The proposed model comprises six interconnected components and a five-stage learning cycle: observe, play, talk, create, and share. It provides educators with a practical framework for designing inclusive learning experiences that emphasize cooperation, fairness, gratitude, and respect for cultural differences. As a conceptual contribution, the model requires empirical evaluation to establish its feasibility and educational effectiveness.

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INTRODUCTION

Global sporting events, such as the FIFA World Cup, extend beyond stadiums and media platforms into family conversations, children's play, clothing, images, and community celebrations. These everyday encounters create opportunities for early childhood education to connect children's interests with movement, language, identity, and social relationships. Early childhood is a particularly important period for developing foundational physical, emotional, and social competencies. Evidence from systematic reviews indicates that educator-led physical literacy interventions and holistic school-based programs can support children's physical literacy, physical activity, and broader developmental outcomes (Buckler et al., 2023; Jerebine et al., 2024; Dermawan & Yusuf, 2026). Therefore, integrating familiar sporting events into early learning may benefit society by promoting healthy habits, social participation, and respect for diversity, provided that activities are intentionally designed around children's developmental needs.

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Despite these opportunities, sporting events do not automatically generate meaningful educational outcomes. Children may recognize national flags without understanding cultural diversity, enjoy football without practicing fairness, or imitate competitive behavior without learning emotional regulation. Activities limited to decorations, team clothing, coloring sheets, or unstructured matches may therefore provide entertainment without sufficiently supporting holistic development. Research on sport and positive youth development emphasizes the importance of educational experiences that extend beyond physical performance (Almeida et al., 2025; Mulyadi et al., 2025). Similarly, inclusive physical activity requires attention to equitable participation and children's differing needs (Ulset et al., 2025; Suratman & Sugiyono, 2025). The central problem is how early childhood educators can transform sporting enthusiasm into purposeful learning that develops cooperation, honesty, gratitude, respect, and emotional awareness without encouraging excessive competition or excluding children with different abilities, beliefs, and cultural backgrounds.

In practice, children may encounter the World Cup through family discussions, neighborhood decorations, mobile videos, national flags, team jerseys, and adults' emotional responses to matches. These experiences can influence pretend play, peer communication, and emerging understandings of national and cultural identity. However, children differ in their familiarity with football, access to digital media, family traditions, and opportunities for organized physical activity. Research exploring preschool sport experiences highlights the perspectives of children, parents, and coaches, suggesting the importance of understanding sport through the experiences of those involved (Harlow et al., 2022; Arifin et al., 2025). Recent research also examines children's psychosocial experiences of sport and emotional support during sport-based educational games (Ekinci, 2026; Febriza & Midia, 2026; Dina & Lama, 2025). These findings make children's everyday sporting encounters a relevant starting point for contextualized learning, while underscoring the need for inclusive facilitation rather than assuming that all children share the same interests or experiences.

Existing literature provides important foundations for developing sport-based learning in early childhood. Systematic reviews have examined educator-led physical literacy interventions and holistic approaches to physical literacy, physical activity, and related outcomes (Buckler et al., 2023; Jerebine et al., 2024; Susanti et al., 2025). Research has also investigated classroom-based physical literacy interventions, kindergarten physical education programs, and professional development for early childhood educators (Romero-Martínez et al., 2025; Wu et al., 2024; Simpson et al., 2023). Collectively, these studies demonstrate the relevance of intentional pedagogy, teacher capacity, and structured physical experiences. Nevertheless, their primary emphasis is on physical literacy, movement competence, self-regulation, or educator development. They provide a valuable foundation but do not, by themselves, establish a comprehensive framework for integrating sporting-event themes with religious values, national identity, cultural recognition, and family participation in one early childhood learning model.

A complementary literature addresses inclusion, culturally diverse participation, and developmentally appropriate play. Carter-Thuillier et al. (2023) examine social inclusion through after-school sports programs in culturally diverse contexts, while

O'Keeffe and McNally (2026) investigate teachers' perspectives and practices concerning inclusive play in early childhood classrooms. Huang et al. (2026) review early childhood soccer and development across Eastern and Western contexts, and Putri et al. (2025) explore teachers' needs and perceptions regarding interactive sport-based educational games. These studies offer relevant insights into inclusion, contextual adaptation, and pedagogical design. However, an important gap remains in translating the cultural visibility of a global sporting event into an integrated curriculum that connects physical literacy, moral and religious habituation, national awareness, multicultural understanding, and social-emotional development. Addressing this gap is important because children encounter these dimensions together in everyday life rather than as isolated learning domains.

This article introduces the World Cup-Based Integrative Learning Model for Religious, National, and Cultural Values in Early Childhood. Its novelty lies in treating the World Cup not as a ready-made educational intervention, but as a flexible social context for connecting movement, guided play, storytelling, cultural exploration, moral practice, and family engagement. The model organizes these dimensions into a coherent learning cycle that teachers can adapt to local beliefs, languages, traditions, and classroom needs. Rather than promoting particular teams or prescribing a single cultural identity, it emphasizes shared participation, mutual respect, fairness, gratitude, and recognition of differences. Developmental appropriateness, accessibility, emotional safety, and responsible media use are embedded as guiding principles. This approach offers a practical pedagogical framework for transforming children's spontaneous interest in a global event into inclusive and purposeful early learning experiences.

Accordingly, this article addresses three research questions: (1) How can the visibility of the FIFA World Cup be translated into meaningful early childhood learning? (2) How can religious, national, and cultural values be integrated without imposing abstract or exclusionary messages? (3) What learning activities and safeguards can guide teachers in implementing this approach? The central argument is that the World Cup can serve as a meaningful learning context when educators connect active play with storytelling, cooperative tasks, cultural exploration, emotional reflection, and family contributions. The article contributes a conceptual model, practical activity examples, assessment indicators, and safeguards for inclusive participation and responsible media engagement. As a conceptual contribution, the model provides a foundation for classroom adaptation and future empirical testing; its effectiveness in improving children's developmental outcomes remains to be established through systematic implementation and evaluation.

RESEARCH METHOD

This study employed a qualitative research design using an integrative literature review and conceptual model development. This design was selected because the study aims to synthesize existing knowledge and develop a pedagogical framework for integrating religious, national, and cultural values through World Cup-based learning in early childhood education, rather than measure the effectiveness of a classroom intervention. The review drew on literature concerning play-based learning, physical activity, social-emotional development, moral and religious education, multicultural inclusion, and digital literacy (Faulkner et al., 2023; Li & Shao, 2022; Wuyckens et al., 2022). The study did not involve a specific geographical research site or direct

participation by children or teachers. Its analytical setting was the academic literature relevant to early childhood education, with particular attention to developmentally appropriate and culturally responsive pedagogical practices.

Data were collected through a structured search, selection, and documentation of relevant secondary sources, including peer-reviewed journal articles, systematic and scoping reviews, and scholarly books published primarily between 2022 and 2026. Earlier foundational publications were considered when necessary to explain established theoretical perspectives. The literature selection focused on studies addressing children's physical activity, play-based pedagogy, social-emotional learning, religious and moral values, multicultural education, and digital or media literacy. Sources were selected according to their relevance to the research objectives, their contribution to understanding early childhood learning, and their potential application to an integrative pedagogical model. The selected literature was documented and organized into thematic categories, including embodied play, value habituation, cultural diversity, national identity, media mediation, family participation, and child-centered assessment. Studies concerning inclusive play and digital literacy were also considered to identify opportunities and safeguards for implementing World Cup-based learning (Sofija et al., 2023; Tinmaz et al., 2022).

Data analysis employed thematic synthesis, organized through data condensation, data display, and conclusion drawing and verification. During data condensation, relevant findings, concepts, and theoretical arguments were selected, summarized, and grouped according to their relationships with the research objectives. The data-display stage organized these themes into a conceptual matrix linking learning objectives, educational values, proposed activities, teacher facilitation, family involvement, and assessment indicators. Findings from physical-activity research were connected with play-based social development, while literature on moral education and multicultural inclusion informed the model's emphasis on fairness, respect, gratitude, cooperation, and recognition of cultural differences (Mwinsa & Dagada, 2025; Ramdhan, 2025). Conclusion drawing and verification involved examining the consistency of the proposed components with the reviewed literature, the developmental appropriateness of the activities, and the model's potential for inclusive classroom application. As a conceptual study, the analysis produced a theoretically informed pedagogical model rather than empirical evidence of intervention effectiveness.

RESULTS AND DISCUSSION

Results

Overview of the Integrative Learning Model

The integrative literature review generated a conceptual model that positions the World Cup as a pedagogical context for early childhood education rather than an event to be reproduced in its adult sporting form. The model comprises six interconnected components: (1) playful World Cup themes, (2) religious and moral values, (3) national values, (4) cultural values, (5) family and community participation, and (6) child-safe media literacy. These components are organized around a five-stage learning cycle: observe, play, talk, create, and share.

The cycle begins with children's observation of familiar objects, images, or stories. Children subsequently engage in movement or symbolic play, discuss their experiences with teachers and peers, create representations through drawing or storytelling, and

share their learning with others. The proposed outcomes include opportunities to develop moral awareness, physical participation, a sense of belonging, cultural curiosity, early literacy, and social-emotional competence. These outcomes represent the model's intended pedagogical contributions, not empirically demonstrated effects.

Cross-Domain Synthesis and Identified Literature Gaps

The literature synthesis identified five related research streams: physical activity and sport, religious and moral education, multicultural education, technology and media literacy, and family-community engagement. Each stream provides a relevant foundation for World Cup-based learning, but the reviewed literature addresses different educational priorities. The proposed model connects these priorities through a shared thematic context.

Table 1. Literature gaps and contributions of the proposed model

Literature stream	Dominant concern	Identified integration opportunity	Contribution of the proposed model
Physical activity and sport in early childhood education and care (ECEC)	Movement, motor development, physical literacy, and social participation	Connect movement with moral practice, cultural awareness, and early literacy	Integrates cooperative football-themed play with broader learning objectives
Religious and moral education	Habituation, respect, gratitude, and character formation	Connect value practice with shared games and global cultural themes	Embeds fairness, gratitude, respect, and care in everyday play
Multicultural and diversity education	Cultural awareness, inclusion, and bias reduction	Connect cultural encounters with familiar sporting symbols and stories	Uses guided observation and discussion to encourage respectful curiosity
Technology and media literacy	Digital play, guided media use, and screen-related concerns	Connect media observation with physical and social participation	Uses brief visual prompts followed by discussion, creative work, and movement
Family and community engagement	Home-school partnerships and contextual learning	Establish a recognizable theme for sharing family experiences	Incorporates family stories, local games, and community practices

Source: Author's synthesis of the literature reviewed.

Overview of Literature Included in the Conceptual Synthesis

The conceptual model was developed through a synthesis of literature addressing complementary dimensions of early childhood education. Table 2 summarizes selected sources informing the synthesis, their research focuses, and their relevance to the proposed model. The literature covers physical activity, prosocial behaviour, religious and moral education, multicultural inclusion, play-based learning, and digital literacy. These sources were used to identify conceptual connections and pedagogical principles that informed the model's design rather than to establish the empirical effectiveness of World Cup-based learning.

Table 2. Overview of Literature Included in the Conceptual Synthesis

No.	Author(s) and year	Research focus	Relevance to the proposed model
1	Faulkner et al. (2023)	Educator-led physical literacy and activity interventions	Provides a basis for integrating movement and educator-guided physical activity

2	Wolfenden et al. (2022)	Physical activity interventions in early childhood education and care settings	Informs the design of structured, developmentally appropriate movement activities
3	Li and Shao (2022)	Sports activities and prosocial behaviour among children and adolescents	Provides a basis for examining cooperation and social participation through sport
4	Handayani et al. (2025)	Introduction of Islamic values in early childhood education	Informs the integration of religious values into early childhood learning experiences
5	Firdaus and Sari (2024)	Implementation of moral and religious values in early childhood	Supports the inclusion of moral and religious education as a pedagogical dimension
6	Ramdhan (2025)	Multicultural awareness, curriculum, interaction, and bias reduction in early childhood education	Informs the model's emphasis on cultural awareness and respectful interaction
7	Safita and Suryana (2022)	Multicultural education in early childhood education programmes	Provides a conceptual basis for incorporating cultural diversity into classroom activities
8	Sofija et al. (2023)	Creative and play-based interventions for culturally and linguistically diverse children	Informs the integration of play, creativity, and culturally responsive participation
9	Ulrich et al. (2021)	Physical-digital play technology and developmentally relevant child behaviour	Informs the use of digital resources as supplementary prompts for active learning
10	Tinmaz et al. (2022)	Digital literacy	Provides a conceptual foundation for the model's digital literacy component
11	Wuyckens et al. (2022)	Media literacy, information literacy, and digital literacy	Helps distinguish media-related learning objectives within the proposed framework

Source: Author's synthesis of the literature identified for the conceptual model.

The synthesis suggests that the main contribution of the proposed model is the integration of educational dimensions that are commonly addressed separately. Table 1 identifies the conceptual connections and integration opportunities, while Table 2 documents selected literature informing the model's development. Together, these tables clarify the relationship between the reviewed research streams and the proposed pedagogical framework. However, the identified gaps represent the authors' conceptual synthesis rather than a quantitative assessment of the prevalence of these gaps across published studies. The model should therefore be understood as a literature-informed pedagogical proposal whose feasibility and educational outcomes require further empirical investigation.

Pedagogical Components of the Proposed Model

The six components translate the cross-domain synthesis into practical classroom principles. Each component has a distinct pedagogical focus while contributing to the overall learning cycle.

Table 3. Components of the World Cup-Based Integrative Learning Model

Component	Pedagogical focus	Illustrative activities	Intended learning opportunities
Playful World Cup theme	Concrete experiences, movement, and symbolic play	Soft-ball games, picture discussions, role-play, and team badges	Participation, vocabulary development, and symbolic expression

Religious and moral values	Gratitude, honesty, fairness, respect, and care	Thank-you routines, fair-play agreements, and helping peers	Practising considerate behaviour and shared rules
National values	Belonging, civic symbols, and responsible pride	Flag drawing, age-appropriate songs, and classroom flag projects	Recognizing symbols and respecting other communities
Cultural values	Diversity, empathy, and respectful curiosity	Greeting cards, cultural collages, and map activities	Noticing differences without mockery or ranking
Family-community participation	Family experiences and local meaning	Family stories, recycled-ball projects, and local games	Connecting classroom experiences with home and community
Child-safe media literacy	Guided visual observation and active follow-up	Photo discussions, brief video prompts, and teacher-led conversations	Describing, questioning, interpreting, and responding creatively

Source: Author's conceptual model.

The components are designed to be adaptable to different early childhood settings. Teachers can select activities according to children's developmental needs, school context, cultural traditions, and available resources. The model does not require every classroom to use identical activities or to cover all components with equal emphasis.

Proposed Five-Day Learning Sequence

The model can be translated into a short thematic unit that combines movement, language, symbolic expression, emotional awareness, and family participation. Table 4 presents an illustrative five-day sequence.

Table 4. Sample five-day classroom learning sequence

Day	Core activity	Value focus	Developmental domain	Teacher safeguard
1	Photo-story circle exploring flags, jerseys, and celebrations	Respectful cheering	Language, visual literacy, and social awareness	Avoid team ranking and mocking
2	Cooperative ball passing and naming peers	Care and turn-taking	Motor development, attention, and peer interaction	Use soft equipment and offer alternative roles
3	Flag and classroom-badge art activity	Belonging and empathy	Fine motor skills, symbolic literacy, and creativity	Present flags as symbols of belonging, not superiority
4	Fair-play movement game and emotion cards	Honesty, patience, and emotional regulation	Social-emotional development and movement	Prioritize cooperation over elimination
5	Family-story sharing and class mini-book	Community connection	Oral language, early literacy, and identity	Keep participation accessible and low-cost

Source: Author's proposed learning sequence.

This sequence illustrates how one thematic context can connect several developmental domains without turning the classroom into a football-training environment. The activities remain illustrative and require adaptation before implementation.

Observation-Based Assessment Indicators

The proposed model uses formative observation rather than formal testing to document children's participation and emerging understanding. Assessment focuses on observable actions, language, emotional expression, and engagement rather than assuming that a single behaviour demonstrates a stable value.

Table 5. Observation-based assessment indicators

Value or developmental domain	Observable indicator	Evidence source	Interpretive consideration
Religious-moral	Expresses gratitude, helps peers, or follows agreed rules	Teacher anecdotal notes	Look for patterns across activities rather than isolated actions
National	Identifies a familiar flag and responds respectfully to another	Child discussion and artwork	Do not use factual accuracy as the sole measure
Cultural	Shows curiosity about another greeting, colour, or story	Discussion notes, collage, and role-play	Examine whether curiosity is expressed respectfully
Social-emotional	Names feelings associated with winning, losing, waiting, or missing a turn	Emotion cards and teacher journals	Consider developmental differences and the need for support
Physical	Participates safely through running, rolling, kicking, or an adapted role	Movement observations	Value accessible participation rather than football skill
Family-community	Shares a home experience or responds to a family contribution	Mini-books, parent notes, and classroom discussion	Do not disadvantage children whose families cannot contribute materials

Source: Author's proposed assessment framework.

These indicators provide a starting point for documenting learning processes. They have not been validated as a standardized assessment instrument, and they should not be interpreted as evidence that the model improves children's development.

Conceptual Learning Cycle



Children as World Cup supporters



Football play and peer interaction



Figure 1. Author-provided photo documentation used as visual prompts for World Cup-themed early childhood learning

The photo documentation is intended to support observation, vocabulary development, and guided discussion. Its interpretation should remain descriptive and inclusive, avoiding assumptions about children's identities or cultural backgrounds based solely on visual characteristics.

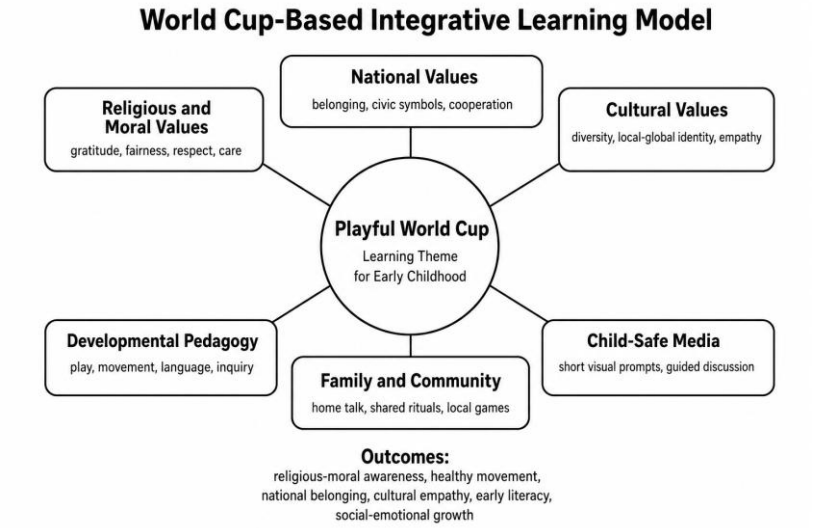


Figure 2. Conceptual model of World Cup-based integrative learning in early childhood

The conceptual model connects the six pedagogical components to intended learning opportunities through guided, developmentally appropriate participation.



Figure 3. Learning cycle for classroom implementation.

The learning cycle follows five stages: observe, play, talk, create, and share. Teachers may revisit earlier stages as children raise questions or develop new interpretations. The cycle is intended as a flexible planning framework rather than a fixed sequence that every child must complete identically.

Discussion

The findings of this integrative review suggest that the World Cup can serve as a thematic context for connecting physical activity, moral education, cultural awareness, early literacy, and family participation in early childhood education. This proposition is consistent with research emphasizing educator-led physical-literacy interventions and structured physical-activity opportunities in early childhood settings (Faulkner et al., 2023; Wolfenden et al., 2022). However, the proposed model extends beyond the movement-oriented emphasis of these research streams by integrating physical participation with religious-moral values, national belonging, and cultural recognition. This distinction represents a conceptual contribution rather than evidence of superior educational effectiveness. The findings therefore support the potential of thematic integration while highlighting the importance of teacher mediation, developmental appropriateness, and inclusive activity design in translating a global sporting event into meaningful learning experiences.

The model's emphasis on cooperative play and shared rules also corresponds with research examining relationships between sports participation and prosocial behaviour. Li and Shao (2022), through a systematic literature review, examined the influence of sports activities on prosocial behaviour among children and adolescents. The proposed model builds on this broader research direction by identifying specific pedagogical opportunities, including turn-taking, helping peers, respecting rules, and responding constructively to different outcomes. Nevertheless, the relationship between sports participation and prosocial development should not be interpreted as automatic. The present synthesis suggests that football-themed activities require intentional facilitation to prevent competitive dynamics from undermining cooperation. Its contribution is to specify how movement activities might be connected to observable social practices, while recognizing that these proposed relationships require testing in early childhood classrooms.

The integration of religious and moral values provides another point of comparison with existing literature. Research by Handayani et al. (2025) and Firdaus and Sari (2024) addresses the introduction and implementation of religious or moral values in early childhood education. The proposed model shares this concern with value formation but situates it within a thematic learning environment where ethical principles can be practised during movement, storytelling, and peer interaction. Rather than treating gratitude, fairness, honesty, and care as isolated instructional messages, the model connects them with specific classroom situations. Its distinctive contribution is therefore curricular integration, not the claim that sports-based learning is more effective than established approaches to moral education. Implementation must also remain sensitive to institutional religious commitments, family backgrounds, and children's developmental capacities.

The findings concerning cultural awareness and national belonging are consistent with literature emphasizing multicultural education and inclusive early childhood environments. Ramdhan (2025) examines multicultural awareness through curriculum,

interaction, and bias reduction, while Safita and Suryana (2022) address the importance of multicultural education in early childhood programmes. These studies provide relevant foundations for the model's emphasis on respectful cultural encounters. However, the World Cup theme introduces a particular pedagogical tension: national flags and team affiliations may support recognition and belonging, but they can also encourage comparison or cultural stereotyping when presented without critical guidance. The proposed model responds by connecting national identity with respect for other communities. Its contribution lies in framing global sporting symbols as prompts for guided cultural inquiry rather than as evidence of cultural superiority. Whether this approach reduces bias remains to be established empirically.

The model's use of guided play and creative activities also corresponds with research on culturally responsive and inclusive play-based learning. Sofija et al. (2023) review creative and play-based interventions for culturally and linguistically diverse children, highlighting a relevant research area for understanding participation across different backgrounds. Meanwhile, the proposed model incorporates observation, movement, discussion, creation, and sharing into a flexible learning cycle. This structure connects symbolic exploration with embodied experience and social interaction. Its novelty lies in organizing several educational domains around one recognizable thematic context rather than treating play, cultural inclusion, and value formation as separate activities. Nevertheless, a common theme does not guarantee equitable participation. Teachers must provide alternative roles, accessible equipment, and non-football activities for children with different interests, abilities, and experiences. These provisions are central design principles whose implementation and outcomes require further investigation.

The model's approach to digital media similarly reflects the need to connect technology use with meaningful learning. Tinmaz et al. (2022) provide a systematic review of digital literacy, while Wuyckens et al. (2022) examine conceptual distinctions among media, information, and digital literacy. Ulrich et al. (2021) review physical-digital play technologies and developmentally relevant child behaviour. Collectively, these research streams offer complementary perspectives, but they do not directly validate the use of World Cup media in early childhood classrooms. The proposed model contributes by positioning photographs and brief visual materials as prompts for active follow-up through conversation, drawing, and movement. This approach avoids making screen exposure the central learning activity. Its practical value lies in linking media interpretation with embodied and social experiences, although appropriate content, duration, accessibility, and developmental outcomes must be assessed in actual classroom implementation.

The principal novelty of this study is the proposed integration of physical activity, religious-moral education, national belonging, multicultural awareness, early literacy, media guidance, and family participation within a World Cup-based learning framework. Previous research represented in these domains provides relevant but differentiated foundations; the present synthesis connects them through the learning cycle of observing, playing, talking, creating, and sharing. This contribution should be interpreted as a conceptual and pedagogical innovation rather than a demonstrated intervention effect. The review does not establish that previous studies have never combined these elements, nor does it prove that the proposed model improves children's developmental outcomes. Future research should examine its feasibility, cultural adaptability, and

educational value through classroom observations, teacher reflections, family feedback, and child-created artefacts. Such evaluation would clarify whether the model can translate its integrative principles into equitable and developmentally appropriate practice.

CONCLUSION

This study developed a World Cup-Based Integrative Learning Model for Religious, National, and Cultural Values in Early Childhood, demonstrating the conceptual potential of a global sporting event as a meaningful context for holistic, inclusive, and developmentally appropriate learning. The key finding is that the World Cup can extend beyond festive activities and physical play when teachers integrate six components—playful thematic learning, religious and moral values, national belonging, cultural diversity, family-community participation, and guided media literacy—through the learning cycle of observing, playing, talking, creating, and sharing. The implications of the findings are that early childhood educators can use familiar cultural events to connect movement, language, moral habituation, and respectful intercultural interaction while prioritizing children's dignity and inclusion over competition. The study's scholarly contribution lies in proposing an integrative pedagogical framework that connects research domains often addressed separately and provides a foundation for curriculum development and empirical investigation. However, as a conceptual literature-based study, it does not establish the model's effectiveness or demonstrate measurable changes in children's development. Future research should implement and evaluate the model across diverse early childhood settings using classroom observations, teacher reflections, family feedback, and developmentally appropriate assessments to examine its feasibility, cultural adaptability, and potential contributions to children's prosocial behaviour, cultural awareness, moral practices, and family engagement.

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