

# PODIUM

Journal of Science and Technology in Physical Culture

---

Volume 19  
Issue 2

2024

University of Pinar del Río "Hermanos Saíz Montes de Oca"



*Original article*

## *Afro-Ecuadorian dance: methodological alternative for the inclusion of students with hyperactivity in Physical Education*

*La danza afro-ecuatoriana: alternativa metodológica para la inclusión de estudiantes con hiperactividad en la Educación Física*

*Dança afro-equatoriana: alternativa metodológica para inclusão de alunos com hiperatividade na Educação Física*

Mariela Estrada Cortez <sup>\*1</sup>  , David Job Morales Neira <sup>\*2</sup>  , Germán Rafael Rojas Valdés <sup>\*1</sup> , 

<sup>\*1</sup> Bolivarian University of Ecuador.

<sup>\*2</sup> Milagro State University.

Corresponding author: mestradac@ube.edu.ec

*Received:* 01/18/2024

*Approved:* 02/02/2024

---

### **ABSTRACT**

Afro-Ecuadorian dance is a bond of connection with ancestors and identity, and provides an education in movement that facilitates, in turn, the development of educational values around the treatment of the body; this favors motivation towards the practice of continued physical activity. The objective of the research lies in proposing Afro-Ecuadorian dance as a methodological alternative for the inclusion of students with hyperactivity and is contextualized in the tenth grade, with a total of 35 students, and a sample of a student with attention deficit hyperactivity disorder, from the Higher Basic School "José Otilio Ramírez



Reina" Educational Unit, province of Esmeraldas in Ecuador. The study was based on a quantitative-qualitative approach and the dialectical-materialist method; methods from the theoretical level such as historical-logical and analysis-synthesis and from the empirical level, documentary analysis, observation and survey, were used to interpret the derivations obtained in each stage that went from the exploratory, descriptive level, until reaching an explanation of the phenomenon investigated. The results reveal the insufficient recognition of Afro-Ecuadorian dance for the inclusion of students with this disorder, as well as the limited scientific production related to the topic. From the study carried out, it was concluded that Afro-Ecuadorian dance constitutes an expeditious route for better knowledge, enjoyment and preservation of identity in these students.

**Keywords:** physical activity, curriculum, Afro-Ecuadorian dance, inclusive education, hyperactivity

---

## RESUMEN

Se reconoce que la danza afro-ecuatoriana es un lazo de conexión con los ancestros y la identidad, y aporta una educación del movimiento que facilita, a su vez, el desarrollo de valores educativos en torno al tratamiento del cuerpo; ello favorece la motivación hacia la práctica de la actividad física continuada. El objetivo de la investigación radica en proponer la danza afro-ecuatoriana como una alternativa metodológica para la inclusión de estudiantes con hiperactividad y se contextualiza en décimo año, con un total de 35 estudiantes, y una muestra de un estudiante con trastorno por déficit de atención e hiperactividad, de la Básica Superior de la Unidad Educativa "José Otilio Ramírez Reina", provincia de Esmeraldas en Ecuador. El estudio, se sustentó en un enfoque cuantitativo-qualitativo y el método dialectico-materialista; se emplearon métodos del nivel teórico como el histórico-lógico y el análisis-síntesis y del nivel empírico el análisis documental, la observación y la encuesta, para interpretar las derivaciones obtenidas en cada etapa que transitó desde el nivel exploratorio, descriptivo, hasta llegar a una explicación del fenómeno investigado. Los resultados revelan el insuficiente reconocimiento de la danza afroecuatoriana para la inclusión de estudiantes con este trastorno, así como la escasa



---

producción científica relacionada con la temática. Del estudio realizado se concluyó que la danza afro-ecuatoriana constituye una vía expedita para un mejor conocimiento, disfrute y preservación de la identidad, en estos estudiantes.

**Palabras clave:** actividad física, currículo, danza afro-ecuatoriana, educación inclusiva, hiperactividad

---

### **RESUMO**

Reconhece-se que a dança afro-equatoriana é um vínculo de ligação com os ancestrais e a identidade, e proporciona uma educação em movimento que facilita, por sua vez, o desenvolvimento de valores educativos em torno do tratamento do corpo; Isso favorece a motivação para a prática de atividade física continuada. O objetivo da pesquisa reside em propor a dança afro-equatoriana como alternativa metodológica para a inclusão de alunos com hiperatividade e está contextualizada no décimo ano, com um total de 35 alunos, e uma amostra de um aluno com transtorno de déficit de atenção e hiperatividade, da Escola Básica Superior da Unidade Educacional "José Otilio Ramírez Reina", província de Esmeraldas no Equador. O estudo baseou-se na abordagem quanti-qualitativa e no método dialético-materialista; Métodos do nível teórico como histórico-lógico e análise-síntese e do nível empírico, análise documental, observação e levantamento, foram utilizados para interpretar as derivações obtidas em cada etapa que passou do nível exploratório, descritivo, até chegar a uma explicação do fenômeno investigado. Os resultados revelam o insuficiente reconhecimento da dança afro-equatoriana para a inclusão de alunos com esse transtorno, bem como a limitada produção científica relacionada ao tema. Do estudo realizado concluiu-se que a dança afro-equatoriana constitui um caminho expedito para um melhor conhecimento, diversão e preservação da identidade destes alunos.

**Palavras-chave:** atividade física, currículo, dança afro-equatoriana, educação inclusiva, hiperatividade

---



---

## INTRODUCTION

Educational institutions have the mission of promoting a good training environment that guarantees an equitable teaching-learning process, with respect for social diversity. The problem of exclusion can be accompanied by bullying and harassment; in addition, it can affect students' self-esteem, among other negative feelings.

The National Assembly of Ecuador, in Article 26 of the Constitution of the Republic of Ecuador provides that education is a right of people throughout their lives and an unavoidable and inexcusable duty of the State, it constitutes a priority area of public policy and state investment, guarantee of equality and social inclusion and an indispensable condition for a good life. Individuals, families and society have the right and responsibility to participate in the educational process.

To the same extent, Article 37 of the Children and Adolescents Code establishes that children and adolescents have the right to quality education. This right demands an educational system that guarantees access and permanence of all boys and girls in basic education, as well as adolescents up to high school or its equivalent, respecting the culture and specificities of each region and place.

It also requires that flexible educational proposals and alternatives be considered to meet the needs of all children and adolescents, with priority given to those who have disabilities, work or live in a situation that requires greater opportunities to learn.

When considering joint activity in an educational process, interdisciplinarity implies contemplating the educational space from the perspective of sociocultural content, that is, identifying and understanding what relationships and groupings of content can be carried out, by areas of knowledge or by experience. The interdisciplinary approach seeks to achieve integrative and less fragmented curricular structures ( Alcívar, 2021).

In the Physical Education (PE) curriculum, in the Higher Sublevel of Basic General Education, the intention to work in blocks is also related to those learning that young people put into play in the construction of their autonomy and in their performance as part of a



team, not only in the participation of corporal practices, but that favor the transfer to other school tasks and daily life.

In this area, objectives are established (O.EF) and in this case O.EF.4.9 is to recognize and value the meanings and senses that are constructed and transmitted through body practices in various cultures. Meanwhile, in the general objectives of the area (OG.EF), in OG.EF.6, it is evaluated to use the learning acquired in PE to make decisions about the construction, care and improvement of their health and well-being, according to your interests and needs. In that same order, OG.EF.3 proposes to effectively resolve the situations present in body practices (sports, dances, games, among others), having clarity about their objectives, logic and implications, according to the levels of participation in which they are involved (recreational, federative, high performance, etc.).

Such reasoning allows to understand that within the educational process, subjects such as PE are contemplated, which allows students to share different movements and its relationship with other subjects (interdisciplinarity) makes it easier to associate the contents with dance.

Likewise, inclusive education benefits all students in their diversity, incorporating them into an environment of equality and respect for their rights. It focuses on assuming significant changes in the educational system to respond to the learning needs of each person. Inclusion is a valuable approach that promotes the active and equal participation of all people in society and fosters a more respectful and enriching world.

The inclusion of students with hyperactivity from Afro-Ecuadorian dance is a transcendental issue for teachers. During the last decades in the Ecuadorian context, folkloric dance, like Afro-Ecuadorian dance, has played a primary role in the training of students. The contributions of Dallal (2020) and Olave (2022) stand out in order to strengthen knowledge related to this topic.

Afro-Ecuadorian dance has been a topic of growing interest in different research. The importance of the social phenomenon is manifested in an endless number of situations and



links, among which friendship groups, family, educational environments and communities are identified.

There is agreement in Conesa y Angosto (2017) when state that the use of Afro-Ecuadorian dance is conditioned by the time of the class programming itself, as well as by the perception of qualification to design and direct specialized sessions in folk dance applied to physical activity. This explanation focuses attention to include students with hyperactivity in this activity, from the changes towards new musical likes that have occurred in society.

Dallal (2020) states in his studies that dance is the oldest artistic interpretation in the world, also very complex and diverse, where the dancer and choreographer is responsible for explaining and identifying, to be exposed to the public, specific works and experiences of a place or event and music, like dance, has time in a space, with a beginning and an end.

The importance of considering Afro-Ecuadorian dance as a methodological alternative to include students with hyperactivity allows to reflect on the relationships that occur between these and other social actors, based on cultural elements, interests, likes, preferences and needs.

Afro-Ecuadorian dance requires coordination, concentration and discipline, which can help students with hyperactivity improve their ability to concentrate, follow instructions and control their impulsivity. Through the practice of Afro-Ecuadorian dance, students can also learn to channel their energy constructively and develop motor and social skills (Castillo, 2021).

This form of artistic expression combines movement, music, and cultural traditions, which can be especially beneficial for students with hyperactivity, providing them with an energetic and creative outlet. Furthermore, Afro-Ecuadorian dance can be a form of cultural inclusion, since it allows these students to know and appreciate the cultural richness of their country (Ibarra et al., 2019) . What has been expressed raises self-esteem, fosters a sense of belonging and promotes diversity in the classroom.





In relation to inclusive education, authors such as Muntaner et al. (2022) state that this seeks to achieve maximum learning for people with special needs according to their characteristics, abilities and potential, which implies the integration and participation of each student in the educational process; Zepeta and Castañeda (2022) add that inclusive education is based on the importance of diversity, through the adaptation of the educational system so that it can respond fairly to the characteristics, needs, interests, talents, skills and learning preferences of the entire student body.

It is important to highlight that the practice of Afro-Ecuadorian dance as a methodological alternative for the inclusion of students with attention deficit hyperactivity disorder (ADHD) must be adapted to the individual needs of each student. The physical and cognitive limitations, as well as the interests and abilities of each of them, must be taken into account.

It is worth noting that, from a psychological point of view, ADHD affects the capacity to concentrate, pay attention, listen, or make an effort to do school work. ADHD can also cause a student to be restless, fidgety, talk too much, or disrupt class. Those with this disorder may also have learning disorders that cause problems in school.

That is why the objective of this research lies in proposing Afro-Ecuadorian dance as a methodological alternative for the inclusion of students with hyperactivity. When taking into account the criteria of Hernández et al. (2018), the research presented has a mixed approach since it is based on collecting, analyzing and integrating both quantitative and qualitative research, for a better understanding of the problem to be investigated, from the combination of both in the same study.

## ***MATERIALS AND METHODS***

For this study, the population was made up of students from the tenth year "A" with a total of 35, and the sample was one student, specifically from the Higher Basic School of the "José Otilio Ramírez Reina" Educational Unit, located in the province of Esmeraldas, Ecuador. It





was contextualized in the first stage of the third academic period (November-December, 2023).

*Table 1. Population and sample for the study*

Population	Sample	Source of information
35 students	1 hyperactivity	5 PE teachers

The research was developed from the combination of different methods. As a general method, the dialectical-materialist method was determined and theoretical methods such as historical-logical and analysis-synthesis and the empirical level, documentary analysis, observation and survey were used.

In accordance with the objective, it was defined as an applied research, since a study was carried out in order to find a solution to the individual needs of students with ADHD and to be able to reduce their physical and cognitive limitations, as well as motivate their interests and capacities. In that same order, the research was descriptive because it was carried out through investigation and analysis of the reality that was studied.

According to the manipulation of variables, the research was **non-experimental, it was possible to observe the fact that there was no control over the variable:** concentration in the activity, and in the research it was measured mainly through observation. Its temporality was transversal since studies were carried out on the student with ADHD in the second period of the school year.

The historical-logical method was used to know the progress of the studied process, its fundamental historical links, general and main laws for its operation, development and determination of trends. The analysis-synthesis allowed the object to be decomposed into its parts and qualities and to perceive the essential elements that characterize it, revealed the fundamental relationships, the general originalities existing in them, to establish the antecedents and tendencies that decreed the behavior of said process and the theoretical foundation of the research.



The use of documentary review was valid for the exploration of all documents referring to Afro-Ecuadorian dances, inclusive education and ADHD. The documentation was exhaustively analyzed.

The observation served to understand the behavior of the students during the development of the PE class. Six teaching activities were observed that aimed to assess the performance of the student with ADHD in the educational teaching process. The dimension to observe was the concentration on the activity and the established criteria are manifested in attention to the exercise, execution of the exercise and fulfillment of the objective.

The survey made it possible to verify the teachers' perception of the process studied and its current state. Among the indicators to be taken into account the following were considered:

- Experience in teaching activity.
- Knowledge to face the challenges of inclusion.
- Afro-Ecuadorian dance.
- Knowledge of how to proceed in inclusive education.

## ***RESULTS AND DISCUSSION***

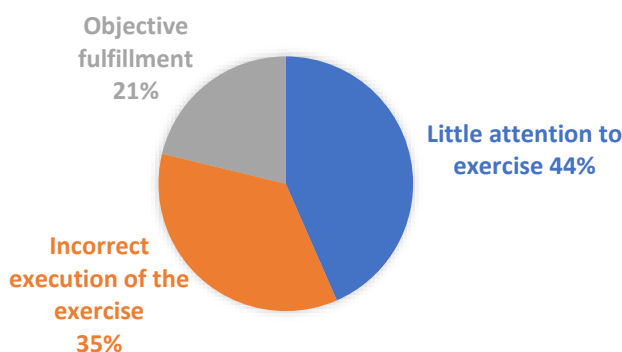
The research was carried out in the period between 2022-2023, and in the diagnosis the insufficiencies of the investigated process are identified. The historical-logical theoretical method allows to know the main contexts of the object that are manifested in the problem and can be solved in the research. The analysis-synthesis serves to verify the possibilities that the teaching curriculum offers to make adaptations, based on the possibilities and needs of these students.

The documentary analysis shows that teachers, within the PE program and their classes, do not design specific activities for individual attention to these students. In this same order, it is corroborated that there are elements of Afro-Ecuadorian dance as a manifestation of art, suitable to stimulate participation, such as rhythm and melody that also cause enjoyment, delight and concentration, all of importance for a student with ADHD, who shows lack of



attention, distraction, hyperactivity, impulsivity and disorganization as elements that hinder his learning, and it is towards him that the research is directed.

Regarding observation, it plays a fundamental role in the practice of students with ADHD in the educational teaching process. The dimension to observe is the concentration on the activity and the established criteria are manifested in attention to the exercise, the execution of the exercise and the fulfillment of the objective, as shown in Figure 1.



*Fig.1 Behavior of the indicators in the observation*

As the figure indicates, in 44%, the student with ADHD cannot clearly understand the activity that is oriented for the development of PE classes, in 35 %, he does not correctly execute the oriented exercises and only in 21% achieves correct execution, with adequate attention. Weakness is shown in the teachers' control of the class in the face of the student's attitudes. It is important to highlight that the fundamental cause is given by the student's lack of concentration, the disinterest shown in the contents that are addressed and the lack of teaching guidance to modify the content and provide a solution to the problem.

The survey, with the objective of knowing the evaluations that teachers have about the treatment of inclusion and the possibility of using Afro-Ecuadorian dance in PE classes, has a total of five questions, it is applied to five teachers, 100% of them graduates, with an average of five years of experience in the teaching activity they carry out.

It is revealed that 100% of teachers have little knowledge to face the challenges of including students with ADHD, since they did not receive it during their academic training.



In the third question, the inquiry is directed towards whether they know the benefits of Afro-Ecuadorian dance from PE classes for the motivation, coordination and disposition of body movements that meet the objectives set for this subject, specifically the treatment of the physical abilities and the quality of movements; in this sense, only 30% report receiving aspects related to Afro-Ecuadorian dance in their training; while the rest, 70%, describe not having received them. Another derivation provided by the survey was that of the five teachers surveyed, 40% mentioned the influence of Afro-Ecuadorian dance on the inclusion of students with ADHD.

The results achieved reveal the lack of knowledge about the main regulations for inclusive education at the international level and in the Ecuadorian context; of the five teachers, only 20% refer to elements related to inclusive education, while 80% lack knowledge about it. In addition, criteria are issued on the need for guiding materials that contribute to the topic in question.

Consequent to the results achieved, a methodological alternative is proposed to provide a solution to the existing problem. The general objective is to promote the inclusion of students with ADHD through Afro-Ecuadorian dance, guaranteeing their attention, concentration and motivation in PE classes. This methodological alternative, aimed at teachers, is implemented in the third academic period established from November 2023 to February 2024. It should be noted that for this study, only the first stage is shown, which consists of six weeks. The stages that make up the methodological alternative are the following:

- Diagnostic stage:

Date: November/2023. Week 1

Its objective is to know the behavior of students with ADHD in PE classes and their willingness to practice Afro-Ecuadorian dance.

Actions:



- Know the likes, preferences and skills of students.

- Planning stage. Date: November /2023. Week 2

Its objective is to organize, execute and evaluate actions aimed at the inclusion of students with ADHD in PE classes, with the practice of Afro-Ecuadorian dance. Treatment is given to a variety of musical genres, including Bambuqueado, Mapalés and Andareles.

It is important that significant qualities are generated, responsibility, willingness for the activity carried out and collectivism stand out.

Actions:

- Determine a system of dance actions by levels that move from the simple to the complex.
- Combine the dance actions with the contents of the PE classes for the degree.

- Implementation stage. Date: December/2023. Week 3 to 6

Its objective is the implementation of the methodological alternative. To do this, the contents of both skill and physical capacity are planned, based on the programming of the year's curriculum and the insertion of dance that responds to the required movements.

Actions:

- Execute the dance actions in the PE classes, with attention to the assumed developmental didactic conception, and in correspondence with the distributions of the projection, the dance exercises that contribute to the development of motor skills are applied.
- Coordinate body movements to the rhythm of music.
- Enhance the sense of balance, with the application of the game method.
- Gesture folk music, more as a physical activity than as a dance.
- Develop the imagination and creativity of those involved.



- To know the different steps of Afro-Ecuadorian dance.
  - Appropriate use of body segments, according to the objectives of the PE program.
  - Acceptance and respect for established rules.
  - Development of skills and competencies.
- Evaluation stage. Date: December/2023. Week 6

Its objective is to evaluate and readjust the inclusion of students with ADHD from PE classes, with the practice of Afro-Ecuadorian dance. It is important to assess the concentration of attention during the activity, the correct execution of the movements, as well as the fulfillment of the planned objectives for the class and for the work stage.

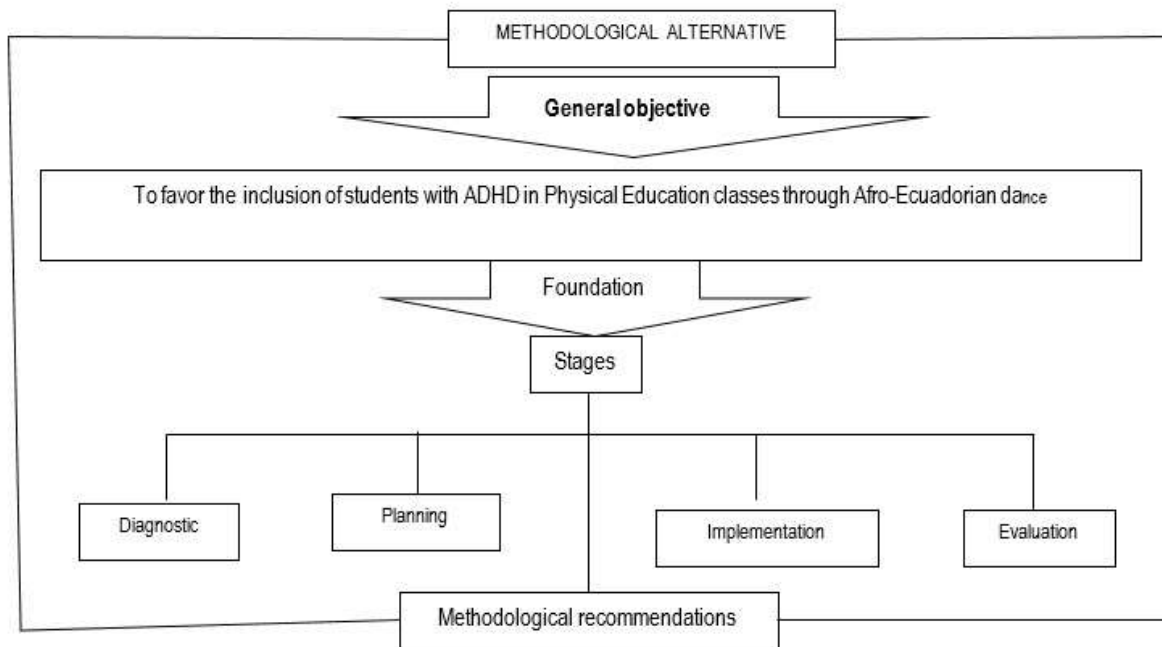
Actions:

- The quality of compliance with the actions of each stage of the methodological alternative is estimated in the group of teachers.
- Readjustment of the actions of the stages.

The strengths and weaknesses that are revealed in the development of the applied methodological alternative are identified and recommendations and projections are established for future academic years that allow its improvement.

Among the methodological recommendations, it is established that they must obey the objectives of the degree and the subject, as well as establish the interdisciplinarity between PE and body expression as subjects of the academic curriculum, ensure the development of the skills and competencies of the degree and that these are manifested from Afro-Ecuadorian dance. The evaluation of the content of the subject can be carried out from the dance presentations at events and celebrations of the educational unit.





**Fig.2** Graphic representation of the methodological alternative

**Table 2.** Didactic unit for curricular block 3

Subject: Physical Education
Curriculum block 3. Expressive-communicative body practices
Third academic period (November-December-January) 2023
Total week: 6 Time (40 min) Date: (November 06- December 22) /2023
Didactic Unit: Afro-Ecuadorian dance
<p>Week 1</p> <p>Curricular objective:</p> <ul style="list-style-type: none"> <li>• Diagnose dance likes and preferences</li> </ul> <p>Learning objectives :</p> <ul style="list-style-type: none"> <li>• Perform simple dances for the activity familiarization.</li> </ul> <p>Skill: It is worked on the disposition for body practices through native rhythms.</p> <p>Values: Self-recognition and elevation of self-esteem due to the task.</p> <p>Resources: Percussion elements (claps, sticks, cymbals, Chinese boxes, tambourine, drum) and dance music.</p>





Week 2

Topic I: Afro-Ecuadorian dance. Basic steps

Curricular objective:

- EF.4.3.1. Express and communicate perceptions, sensations and moods in expressive compositions (individual and collective).

Learning objectives:

- Master basic motor patterns, adapting to perceptual stimuli and selecting movements, after evaluating their possibilities.
- Use the expressive resources of the body and movement to communicate sensations, ideas and moods and understand simple messages expressed through the basic steps of dance.

Skill: It is worked on the different basic steps for the body practices that are related to each of the rhythms to be treated ( the bambuqueado, the Mapalés , andareles , lullaby and chigualos ).

Values: Become aware of the expressive possibility of rhythmic movement. Behave in a supportive and tolerant manner, rejecting any type of discrimination.

Resources: Music, scenery, lights, combination of practices, types of body languages.

Week 3

Theme II: The bambuqueado. Basic steps and figures

Curricular objective:

- EF.4.3.2. Recognize different expressive communicative body practices of bambuqueado.

Learning objectives:

- Become aware of the expressive possibility of rhythmic movement.

Skill: The different basic steps and the eight figures are worked on for the body practices that are related to rhythm and bambuqueado.

Values: Show love and respect for partner.

Resources: Bandola, tiple and guitar.

Week 4

Topic III: The Mapalés. Basic steps and figures

Curricular objective:

- EF.4.3.3. Identify and differentiate expressive resources (intentionality of movement, sensations, moods, gestures, use of time and space.

Learning objectives:

- Diversify rhythmic structures and adapt the movement to them, starting from the formations to make forward and backward advances.

Skill: It is danced with short steps, fast rhythm and clapping.

Values: Show enthusiasm and motivation for the activity they do.

Resources: The happy drum, the calling drum, guache or maracas and tumbara.

Week 5



Theme IV: The andareles. Basic elements for your dance

Curricular objective:

- EF.4.3.5. Recognize those elements that favor or hinder their participation in expressive-communicative bodily practices.

Learning objectives:

- Recognize and interpret gestures and expressions, managing to transmit emotions to and for the audience.

Skill: Rhythm, use of space and style predominate.

Values: Show confidence, shame, shyness, respect.

Resources: Polka and pasodoble. The flute and the accordion.

Week 6

Theme v: Playful-dancer festival

Curricular objective:

- EF.4.3.6. Recognize the importance of building collaborative collective spaces of trust and respect among peers, to build expressive-communicative productions in a pleasant and safe way, according to their own roles and that of each participant.

Learning objectives:

- Perform dances as bodily resources for the expression of feelings and moods.
- Recognize the motor skills acquired through dance.

Dexterity: Body gesture is used as a form of expression.

Values: Show responsibility and camaraderie in the activity carried out.

Resources: Percussion instruments (claps, drum) and recorded dance music.

Meanwhile, for the evaluation, some criteria from Torrentes (2010) are taken into account, which proposes using direct observation in a systematized manner as an evaluation procedure, with the following elements:

1. Perform simple story plays, using movement and music.
2. Repeat rhythmic phrases with movement and body movement, including silences and adapts to different rhythms by varying the movement and movements.
3. Create movement sequences combining movements, jumps and turns on rhythmic phrases with minimal balance.
4. Perform simple dances imitating characters.
5. Recognize and interpret coded gestures and expressions commonly used

It is assessed during the activities of the initial and final session.



**Table 3.** Data collection sheet for evaluation

No.	Student of:	1. Perform simple skits using their body.		2. It adapts to different rhythms by varying the movement and movements		3. Create movement sequences by combining movement steps, jumps and turns		4. Perform simple dances.		5. Recognize and interpret the gestures made by a partner.		Note
		YES	NO	YES	NO	YES	NO	YES	NO	Yes	NO	

*YES = 2 points NO = 0 points.*

The results achieved in the research show the current state of the inclusion of students with ADHD in PE classes and their willingness to practice Ecuadorian Afro-Ecuadorian dance and, in turn, state the need for the topic to occupy in this context.

The results coincide with similar studies carried out by Gómez et al. (2021) and Páez et al. (2022) who consider inclusion from their practice as a primary factor for the right to be educated in diversity.

The study of the difficulties revealed in the research attests that the inclusion of students with ADHD in the Ecuadorian context has limitations, in the epistemological and methodological order. In the epistemological order, the conflict to identify students with this type of disorder stands out, and in the methodological order, the existing curricular void in the discipline is expressed.

In their studies, Paredes et al. (2023) affirm that the development of dance and body expression favors the comprehensive development of students with ADHD. Furthermore, the development of attention and concentration for children with and without disabilities allows for bodily experience and cognitive sensations and improves quality of life, communication and self-esteem.



For Quintero et al. (2021), the PE class can be an organized and supervised setting where many integrative skills are developed in boys and girls with ADHD. It stands out that, together with social work, they are two areas of professional development that can provide substantial evidence for the integrative development and quality of life in them, an objective that this research proposes from the use of Afro-Ecuadorian dance as a methodological alternative.

This coincides with Rivera and Remón (2017), who state that PE teachers who work with these students, on many occasions, are not aware of the benefits that the practice of physical exercise can produce or how to treat them in their classes; greatly the benefits that the practice of sports physical activity brings to them, by producing benefits in cognitive function, executive function, motor coordination, academic performance, behavior and social skills, as well as that these improvements can reduce symptoms basics of long-term ADHD.

Meanwhile, Soler and Ramírez (2023) show the need to expand specific training in ADHD in teachers during their initial and continuous training, with the intention of having greater knowledge about this disorder, knowing how to relate in class with students who present inappropriate behaviors and help with the early detection of ADHD. Elements that accredit the methodological alternative proposed here.

Hernandez et al. (2022) presents a teaching unit titled "Sports guidance for people with ADHD" that offers possibilities to respond to these difficulties, through non-significant adaptations in the area of PE. Their proposal is focused on working with ADHD, through sports orientation, they propose that through physical-sports practice, the main symptoms such as impulsivity, loss of attention or hyperactivity are reduced. Therefore, it is essential to use self-control methods, active breaks, individual work within the group, monitoring of activities and control of environments to reduce possible distractions.

The result presented shows the same intention in children with ADHD only through Afro-Ecuadorian dance. It is important to apply the proposal presented, take into account likes and preferences, as they tend to be substantial indicators that denote motivation towards



completion, according to Matos et al. (2020). Likewise, consider dance as a physical-recreational and social manifestation. These elements corroborate the indicators taken into account for the diagnosis of this study and the planning stage referred to in the proposed alternative.

## CONCLUSIONS

In the study carried out, the role of the PE teacher as the most responsible for the motivation towards the practice of physical activities in the different educational teachings was confirmed; hence his awareness of educational inclusion in the pedagogical practice he carries out, as well as the search for tools that guarantee the success of his activity.

In the case in question, Afro-Ecuadorian dance as an educational entity of corporal expression allowed students with ADHD, the education of the body and movement, the advancement of creativity, correspondence between peers, self-knowledge, together with development of expressive capacity and, in turn, improve the ability to concentrate on multilateral physical development, from PE class.

## REFERENCES

- Alcivar-Alcívar, J. C., and Zambrano-Montes LC (2021). Interdisciplinary teaching strategies in meaningful learning for students in single-teacher schools. *Dom. Cien.*, ISSN: 2477-8818, 7(6), October-December 2021, pp. 1144-1165  
<http://dominiodelasciencias.com/ojs/index.php/es/index>
- Castillo-Paredes, A., Montalva Valenzuela, F., and Nanjarí Miranda, R. (2021). Physical Activity, Physical Exercise and Quality of Life in children and adolescents with attention deficit and/or hyperactivity disorder. *Habanera Journal of Medical Sciences*, 20 (5), e3714. <https://revhabanera.sld.cu/index.php/rhab/article/view/3714/2963>
- Conesa -Ros, E., and Angosto, S. (2017). Body expression and dance in secondary and high school physical education. *Sports Psychology Notebooks*, 17(2), 111120. <https://revistas.um.es/cpd/article/view/301961>



Dallal, A. (2020). The elements of dance. Mexico: UNAM, General Directorate of Publications and Editorial Development. [https://books.google.com.cu/books/about/Los\\_elementos\\_de\\_la\\_danza.html?id=vUjcDwAAQBAJ&source=kp\\_book\\_description&redir\\_esc=y](https://books.google.com.cu/books/about/Los_elementos_de_la_danza.html?id=vUjcDwAAQBAJ&source=kp_book_description&redir_esc=y)

Hernández Sampieri, R., Fernández Collado, C., and Baptista Lucio, P. (2018). *Research methodology* (Vol. 4, pp. 310-386). Mexico: McGraw-Hill Interamericana.

Gómez Valdés, A., Planes Rivera, D. de la C., and Gómez Ledesma, Y. (2019). Methodological actions to contribute to the Inclusive Physical Education process: An approach to the topic. *Mendive Magazine*, 17(1), 84-96. [http://scielo.sld.cu/scielo.php?script=sci\\_abstract&pid=S181576962019000100084&lng=es&nrm=iso&tlng=es](http://scielo.sld.cu/scielo.php?script=sci_abstract&pid=S181576962019000100084&lng=es&nrm=iso&tlng=es)

Hernández-Beltrán, V., González-Coto, VA, Gámez-Calvo, L., Luna-González, J., and Gamonales, JM (2022). Proposal for a teaching unit for Physical Education: "sports orientation as an inclusion tool for students with ADHD." *E-Motion: Journal of Education, Motor Skills and Research*, (19), 60-81. <https://doi.org/10.33776/remo.vi19.7220>

Ibarra E., Aracelly L., and Rivera, AM (2019). Formative and identity potentials of Colombian dance. *Conrado*, 15 (68), 135-141. Epub September 2, 2019. [http://scielo.sld.cu/scielo.php?script=sci\\_arttext&pid=S1990-86442019000300135&lng=es&tlng=es](http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S1990-86442019000300135&lng=es&tlng=es) .

Quintero-Olivas, DK, Romero Pérez, EM, and Hernández- Murúa , JA (2021). Quality of family life and childhood ADHD. Multidisciplinary perspective from physical education and social work. *Physical Activity Sciences Magazine*, 22 (1). <https://doi.org/10.29035/rcaf.22.1.1>

Matos, M., Smith, E. and Muñoz A. (2020). Folk dances: a way of learning and educating from a sociocultural perspective. 2020, *Retos*, 38, 739-744 © Copyright: Spanish



- Federation of Physical Education Teachers' Associations (FEADEF) ISSN: Printed edition: 1579-1726. <https://recyt.fecyt.es/index.php/retos/article/view/73725>
- Muntaner-Guasp, J., Mut-Amengual, B. and Pinya -Medina, C. (2022). Active methodologies for the implementation of inclusive education. *Educare Electronic Magazine*, 26(2), 85-105.  
[https://www.scielo.sa.cr/scielo.php?script=sci\\_arttext&pid=S140942582022000200085](https://www.scielo.sa.cr/scielo.php?script=sci_arttext&pid=S140942582022000200085)
- Olave , K.J. (2022). The Afro-Esmeralda dance as a symbol of resistance of the black maroon. Obtained from University of the Arts: <https://dspace.uartes.edu.ec/handle/123456789/1048>
- Paredes, AC, Lago, AC, Gacitúa, CN, Pacheco, RGP, and Wilkomirsky , A. (2023). Psicoballet, a clinical tool for social integration with benefits at a biopsychosocial level: A review of the literature. *Challenges: new trends in physical education, sports and recreation. Retos Magazine*, (47), 831-841  
<https://recyt.fecyt.es/index.php/retos/article/view/94228>
- Páez Basabe , M., Arcia Melgarejo, S., Escalona García, C., Vargas Géliga, E., and Darias Ávila, N. (2022). Brochure of compensatory corrective pre-sports games for students with intellectual disabilities. *Podium. Podium Magazine* , 17(3), 1006-1017  
<https://podium.upr.edu.cu/index.php/podium/article/view/1334>
- Rivera, AL, and Remón, Á. LC (2017). Benefits of physical-sports activity in boys and girls with ADHD. *EmásF: digital magazine of physical education*, (44), 63-78.  
<https://dialnet.unirioja.es/servlet/articulo?codigo=5807535>
- Soler, NS, and Ramírez, FG (2023). Physical Education teachers in active v/s in training: level of knowledge about Attention Deficit and Hyperactivity Disorder in schoolchildren. *Challenges: new trends in physical education, sports and recreation*, (50), 421-427. <https://dialnet.unirioja.es/servlet/articulo?codigo=9063942>





---

***Conflict of interest statement:***

The author declares that there are no conflicts of interest.

***Author's contribution:***

The author is responsible for writing the work and analyzing the documents.



This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International license.

