MULTICULTURAL ACTIVITIES

MOONSHINE BABY
Moonshine Baby originated in Ghana where it was played on the beach with shells. In other areas it is played outside with sticks and stones to outline the shape.

Materials:
- People
- Something to make an outline, like a rope or chalk

1) One person is named "IT" and walks away or covers their eyes.
2) Another person is chosen to the the "baby" and lay on the ground. Something is used to outline their bodies - the more detail the better.
3) The person who is it comes back and tries to guess who the baby is from the shape of the outline.

QUILLES
Quilles is played in France where it was invented.

Materials
- Piece of rope with a soft ball attached.
- Ten pins

1) Hang a rope with a ball attached so that it will touch the floor.
2) Place ten pins on the floor.
3) Each player takes a turn to swing the rope and tries to knock down as many pins as possible.
4) For each outer pin knocked down score 2 points. Each inner pin knocked over is 10 points.

KULIT K’RANG
Its origins are in Indonesia. It is also played in other parts of Southeast Asia.

Materials
- Seashells, dried beans
- Bouncy ball
- Basket, box or bowl

1) Six or more people sit in a circle.
2) You give each player 10-15 pieces (beans or shells) and put 20 in the container in the middle.
3) The first player places a bouncy ball on the back of his/her hand.
4) With a quick motion he/she tosses the piece in the air, grabs another piece from their pile on front of them and then catches the falling piece.
5) If the player succeeds in catching the falling piece they get to take a piece from the bowl but if they fail they must put a piece into the bowl.
6) The next player gets their turn.
7) The game is over when the bowl in the middle is empty.
8) The winner is the person who ends up with the most beans.

STUCK IN THE MUD
This is a Freeze Tag game played in Australia

1) One person is "it", and when they touch someone, that person is "frozen" in place.
2) They cannot move and must stand with their feet apart.
3) The only way they can become unfrozen is if someone crawls under their legs.
4) Play continues until all the players are frozen.
5) Then the last person to be frozen is "it" for the next game.
MULTICULTURAL ACTIVITIES

CATCHING STARS
This game was developed by the pygmy tribes in Africa.

Materials:
None, this is a running game

1) It takes seven or more players to play this game.
2) Divide the players into two groups: Stars and Catchers
3) Set up two boundaries about twenty feet apart.
4) Catchers: stand in the middle of the two boundaries
5) Stars: stand on one side of the boundaries
6) Catchers: say "star light, star bright, how many stars are out tonight."
7) Stars: say "more than you can catch!"
8) The stars run across to the other end and try not to get tagged. The winner is the last person to get caught.

TOPFSCHLAGEN (HIT THE POT)
In Germany, small children play a game called Topfschlagen. Often played it when there was a birthday. It is a game for very small children. They like to play it because they get a little present.

1) One person is it and has to close his eyes.
2) Somebody else puts a little present under the pot and hides it somewhere in the room.
3) The person who is it has to take a cooking spoon, get on the floor and look for the pot.
4) He has to keep banging the cooking spoon on the floor while he looks for the pot.
5) When he finds the pot, he can take the present, and someone else is it.

OCTOPUS
Game from England (5 or more players)

1) A child acts as "the octopus"; he/she then stands in the middle of the playground while the other players stand opposite to him/her, on one side of the playground.
2) The players must run to the opposite side of the playground without being touched by the octopus, who can move only along a horizontal line across the middle of the area.
3) When a player is touched by the octopus, he/she becomes a "baby octopus". The "baby octopus" can not move any more; it can only swing on its legs.
4) When all the players have been touched by the octopus, the first one who has been touched becomes, in turn, the octopus.

DREIDELE, or seivon in Hebrew, is a four-sided spinning top that children play with on Hanukkah. Each side is imprinted with a Hebrew letter. These letters are an acronym for the Hebrew words שנאה גודל חיה שמחה (Nes Gadol Haya Sham), "A great miracle happened there"), referring to the miracle of the oil that took place in the Beit Hamikdash.

| 1 (Nun) | Nun—nisht, "nothing"—nothing happens and the next player spins |
| 2 (Gimel) | Gimel—gants, "all"—the player takes the entire pot |
| 3 (Hay) | Hey—halb, "half"—the player takes half of the pot, rounding up if there is an odd number |
| 4 (Shin) | Shin—shtel ayn, "put in"—the player puts one marker in the pot |
MULTICULTURAL ACTIVITIES

World Passport
Teach pre-k and kindergarten children the concept of "Around the World" with this early childhood project. You may want to take more than one week to accomplish this project.

Materials: Blank booklet and a stamp for each country.

Description: Teachers decide which countries you want your class to visit. We did Russia, China, Mexico, Egypt and United Kingdom. We took a sheet of paper for each country and researched facts through books, the internet and guest speakers. We wrote down important facts and when we were done, I had made "stamps" from each country (Ex: Egypt = Pyramid) and the children glued them at the bottom of their sheet. Once the week was up we went through our passport and planned a 'Round the world party where each child dressed like the people from one of the countries we visited and we made native foods and played native games.

Bulletin Board: Native American Symbols
Materials: Large piece of brown butcher paper, paint, paint rollers, precut symbols (canoe, teepee, turtle, deer, sun, river, etc.).

Description: The teacher will precut a bear or deer shape from the brown butcher paper. The children place precut symbols (cut from tag board) onto the brown butcher paper. The children will roll their rollers into the paint and then they will roll over the symbol. Next, they lift the symbol and look at the designs they have created.

Multicultural: The "Talking Stone"
A preschool education circle time activity.

Often during circle time many preschoolers want to talk at once. One way to help children learn how to take turns is to use a visual clue. Teachers might try using a "talking stick" or "talking stone". This is a tradition with some Native Americans. Hold your 'stick' or 'stone' while you speak and then pass it on when it’s time for another person to talk.

You can use a colorful rock or decorate your stick in a special way. This technique helps young children learn to respect the speaker and to wait and listen. Continue with this idea and soon the children will be reminding each other.

Multicultural Puppet
Use puppets to help preschool children develop language skills, self expression and cultural awareness (Hawaii).

Materials: Brown lunch bags, glue, markers, paper or silk flowers.

Description:
Teachers help children cut on opening of bag upward 4-5 inches (for the grass skirt). Have them decorate a face on the flap part of the bag. Then glue flowers under the flap for the Lei. If available, use store bought eyes.

Variation: Paint or sponge paint the puppet, then cut the flap.
MULTICULTURAL ACTIVITIES

I Am Different
Materials: Just fingers. I also took all of the children’s pictures with a digital camera and decorated my bulletin board with the poem and the children’s pictures. The parents and children loved it! This activity is great for language recognition too!

This is a fingerplay to do with children during circle time.

I am different from my head to my toes (point to self then to head and toes)
I am different from my eyes to my nose (point to self then eyes and nose)
I come from a place that is far and wide (point to self then spread arms wide open)
A place where we all smile instead of cry (act like you are tracing your lips into a smile and bring hands down eyes as if you were crying)
I am very different as you can see (point to self then at a friend)
But I still have a lot of love in me! (point to self place hand over the heart then hug yourself)

Multicultural Activity: "Egypt Cracked Egg Art"
"Shem ai neseem, means "smell the breeze". Egyptians welcome spring with red roses, fancy clothes and family picnics."

Materials: Eggshells, washed out well, food coloring, strainer and cup, poster board, white glue, child safety scissors, and paper towels.

Description:
1. Cut out an egg shape from the poster board. add water and a few drops of food coloring to a cup.
2. Break eggshells into small pieces; then place them in food coloring.
   Strain shells when colored. gently dry on paper towels.
3. Cover the poster board egg with glue; then press on eggshells.

* Egyptians celebrate spring with a picnic breakfast. you can have a breakfast picnic, too. Fill a basket with hard cooked eggs, bread, fruit and cheese.
* Which other springtime holidays use eggs in the celebration? If you guessed Easter and Passover, then you are right. Why do you think eggs are used in these celebrations? Where else do you see eggs in spring?
* Find Egypt on a map or globe. what continent is Egypt in?
Is Egypt close or far away from where we live on the map?

Chop Stix Pick-up
During this multicultural activity preschool children will use eye-hand coordination and fine motor skills.

Materials: Enough pairs of chop sticks for everyone in the small group, lots of large cotton balls, paper plates.

Description:
1. Explain to a small group of preschoolers that not everyone eats with forks and spoons.
2. Introduce the chop sticks and tell children they are used for eating.
3. Let the children help put the cotton balls (pretend food) on their paper plates and ask them how they could use the chop sticks to pick up the pretend food.
4. Permit the children to experiment with ways to pick up the cotton balls. Then demonstrate how they might pick up the pretend food. Give children children lots of time to try before reading the book: How My Parents Learned To Eat (Japanese - American) by Ina R. Friedman
Pollito, Chicken
Improvise a tune for this bilingual song (Spanish-English)

Pollito, chicken; Gallina, hen.
Lapiz, pencil, y Pluma, pen.
Ventana, window; Puerta, door.
Maestra, teacher, y Piso, floor.

Use this version if the teacher is a woman. If a man, change "maestra" to "maestro".

Multicultural Book
Materials: Construction paper or cardboard, old magazines, glue and ribbon.
Description: Teachers ask children to cut out various pictures from magazines (old National Geographic ones are great). Make a book by using construction paper or cardboard. Children glue pictures on to pages. Punch holes, and add ribbon to make the book. They can also dictate their thoughts about the pictures to you. Write their responses down on that particular page.

Japanese: Hinamatsuri Day!
Materials: Dolls, pretend tea set and newspaper print paper (end of the paper rolls).
Description: We celebrated Hinamatsuri Day "The day of the Dolls" which is celebrated in Japan to commemorate ancestors.
1) Told everyone in advance to bring a doll for Hinamatsuri Day. The day of the Dolls. We explained what Hinamatsuri Day was to the children. Then, each child took turns telling about their doll and why it was special to them (some brought stuffed animals).
2) Later on we made paper kimonos out of newspaper print paper (end of the paper rolls). A lot of newspapers give these away for free or for a very small amount and they have lots of paper left on them. Each child decorated their own paper kimono and then a belt was fastened out of string.
3) After lunch we had a tea party, Japanese style, with everyone seated on the floor. We read a short book about life in Japan so that children could see how Japanese people sit around their table on the floor.
Comments: Kids really enjoyed this day! Kids didn’t want to take off their kimonos. Great way to learn about another culture without it being boring.

Rain Rhythm Sticks
Materials:
Paper towel tubing, plastic lids from milk jug, tape, beans or rice or cereal, felt tip markers.
Description: Teachers give the children a paper towel tube and let them decorate it with markers and sticker. Close one end off with a milk cap (we taped ours with masking tape just to make sure the filling wouldn’t come out). Let the children partially fill the tube with beans or even dried cereal. Close the other end with a cap. Then let them shake, shake shake. It sounds just like raindrops!

Gayle’s Note: African, Chilean and Indian cultures make traditional use of rainsticks.

From Gayle’s Preschool Rainbow: http://www.preschoolrainbow.org/multicultural.htm
### Multicultural Books

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