

Preschool Activities for a Multicultural/Diversity Theme

Cultural Competency Standard: Beliefs and Attitudes Benchmark E: The culturally competent individual is aware and appreciates the relationships and processes of interaction of all elements in the world around them.

21st Century Skill: *Creativity and Innovation*

Level of Bloom's Taxonomy: Level VI - Creating

Creating – *Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.*

Early Learning Content Standards for Social Studies

People in Societies Standard

Cultures

2. Demonstrate awareness of different cultures through exploration of family customs and traditions (e.g., exploration of music, food, games, language, dress)

It is Okay to be Different

Purpose: Help preschool children develop language skills, self-expression and cultural awareness.

Materials needed: Fingers

Do this fingerplay with children during circle time. *Doing the motions will make it easier for the students to remember the words.*

Everyone knows

(point to head)

It is okay to be different

I am, from my head to my toes.

(point to self then head to toes)

Yes, it is okay to be different

(give a thumbs up)

I am, from my eyes to my nose

(point to self then eyes and nose)

Although we come from different places

We all make the world shine, with our smiling faces
(point to mouth and smile)

I am quite different as you can see
(point to self and then another classmate)

But I still have a lot of kindness in me!
(point to self, place hand over heart and give yourself a hug)

Multicultural Puppets

The Standard:

SL.K.6 – Speak audibly and express thoughts, feelings, and ideas clearly.

Purpose: Help preschool children develop language skills, self expression and cultural awareness.

Materials needed: pictures of people from the African-American (Black), Appalachian-American and Hispanic/Latino (Brown) cultures (preferably those of children) – try an Internet search to find some pictures, brown lunch bags, glue, crayons

Description:

Help the children cut the pictures to a size that is appropriate for the bag. Glue the picture on the flap part of the bag. Then decorate the bottom portion of the bag, using crayons.

Variation: Paint or sponge paint clothing on the puppet.

Music: Maracas

The Standards:

SL.K.1 – Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

SL.K.4 – Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Purpose: Use fine motor and sensory skills to create a Mexican instrument.

Materials needed: Cut up squares of tissue paper (using a variety of colors), watered down glue, small water bottles, and beans or rice (or anything else that makes noise)

Description: You will want to demonstrate the following, before letting students begin working, individually:

Ask children if they know how to make music? Let volunteers share with the rest of the group. Explain to the students that they are now going to make music by creating Mexican instruments called “Maracas.”

Take the small water bottle and paint it with the watered down glue. Put colored tissue paper all over and even on the top. After the bottle is covered, do it once more. Then, paint all over the two layers (with the watered down glue) again, and let it dry. *Note that it will look very glossy and with beans or rice inside of it, it will make beautiful noise. The children will enjoy making beautiful music together as they dance as well.*

The Standards:

W.K.2 – Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

SL.K.1 – Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

SL.K.2 – Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Purpose: Help children express themselves through and develop an appreciation of dramatic play and storytelling.

Materials needed: use of the Internet, chart paper, markers, dolls, rollers, spray bottles, water, tear-free shampoo, small basin, smocks or old shirts, (to keep the students dry)

Introduce students to Sarah “Madame C.J.” Walker, the inventor of the pressing comb, and Lyda Newman, inventor of the hair brush. Try doing an Internet search, to find information on the two ladies. Share this information with the class.

From your discussion with the students, create a language experience story by writing a summary of what was read, on chart paper. Five to six lines should suffice.

Now transform the classroom into a beauty salon. Each child will need a doll (they will bring from home), hopefully there will be dolls available in the classroom that reflect the ethnic make-up of the class. Children should take turns styling their dolls’ hair.

Pour a small amount of water in a spray bottle. Then let the children spray the dolls’ hair and set the hair on rollers. Remind the children that it is important that they do not spray

one another, only the dolls' hair! Provide a water play area and put a small amount of tear-free shampoo in the water and let the children have an opportunity to shampoo the dolls' hair.

Assessment: Ask the following questions for:

Aesthetic and Artistic Development – Does the child demonstrate an ability to imagine and visualize? Does the child demonstrate an interest in and enthusiasm for art, drama and music? Does the child use materials appropriately?

Emotional and Social Development – Does the child consider the feelings of others and interact appropriately? Does the child cooperate and collaborate? Does the child take emotional risks?

Intellectual Development – Does the child demonstrate curiosity and ask questions? Does the child apply problem-solving strategies (define, gather, analyze, solve)? Does the child use language to explore, learn and represent knowledge and understanding? Does the child use language to communicate effectively? Does the child apply problem-solving strategies? Does the child involve self in the process of reading and writing?

Physical Development and Well-Being – Does the child work cooperatively and collaboratively in a physical activity setting? Does the child show care and respect for own and others' bodies? Does the child handle toys, tools, implements and equipment appropriately? Does the child demonstrate an awareness of the need for safety in a variety of settings?

Development of Responsibility – Does the child show a tolerance for differing opinions, feelings and points of view? Does the child appreciate cultural differences? Does the child show pride in own heritage? Does the child lead, cooperate and follow as appropriate? Does the child appreciate and respect the environment?