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## Multi-Cultural Awareness Week

A 5-day curriculum

### Designed for the Brevard County, FL Classrooms

For **THE PRESCHOOLERS** (age 3 and 4) and  
**THE KINDERGARTENERS** (age 5 and 6)

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# Day 1

## Differences/Specialness in ourselves

- \*Skin color
- \*Hair/hairstyles
- \*Fingerprints
- \*Differences inside

### **Activity Station #1**

Trying on "skin" (multi-colored knee high nylons.) Is yours lighter/darker than your own skin? Can you find one that closely matches yours? Explain people's skin is not really white/black/red/pink. Emphasizing skin color differences are interesting and desirable like a garden with many beautiful flowers. Learn song "We Are Drops" by singer/song-writer Red Grammer.

### **Activity Station #2**

Pictures of children with different hair. Point out the aspects of hair, texture, color, straight/curly/wavy. Read book "I love My Hair" or other children's books about hair. Speaker should wear a silly wig!

### **Activity Station #3**

"We are alike and we are all unique." Someone may have your name, or the same hair, but we have some things about us that are one-of-a-kind, ex; fingerprints. 3x5 card with child's fingerprint on it. Use magnifying glasses to examine up close. Add, "fingerprint art".

### **Activity Station #4**

Discuss other things that make us unique - likes/dislikes, feelings, and situations. What is your favorite food? Favorite color? What do you do when you feel happy? How many people live with you? For each question give each child a card with their answer. At the end of the quiz, have them glue their answers on an answer sheet. Note that each child's answers are not completely the same.

### **Large Group Activity Introducing Cultures**

Clothing/Music/Dances of different cultures to be discussed in the week to come. (African American, Native American, Puerto Rican, Mexican), and other additional cultures. Perhaps a representative of some of these cultures could come and perform.

### **Wrap-Up Activity**

Making a book containing what we have discussed. Scraps of nylons "skin", a picture of a garden/flowers. Some writing about the differences between us making us interesting and beautiful like a garden. Picture of child with alternate hairstyles. "About Me" answer sheet, words of song "We Are Drops", 3x5 card with fingerprint. Maybe an introduction letter to parents and a quick preview of what's to come (introduction to Kwanza, Native American culture, Puerto Rican, Mexican, an invite to "fiesta" at end of week.) Review the song.

## **Day 2**

### **African American Culture of Kwanzaa**

- \*Kinari coloring correctly, learning how to say days/principles in Swahili.
- \*Craft Vibunzi ears of corn
- \*Song Kwanzaa Song/movement
- \*Book Kwanzaa by Deborah M. Newton Chocolate
- \*Snack Sweet Potato Fritters

#### **Activity Station #1**

Each child is given a color sheet of Kinari and instructed on how to color. The red represents the blood shed by their ancestors, the green faith, and the black represents their skin color. Children are told how to pronounce Swahili words for each day, and other words (greeting; Habari gani?)

#### **Activity Station #2**

Children are given corn and husk and asked to fill in with "kernels", can use real kernels, or popped corn, or wadded up pieces of tissue paper. Vibunzi means ears of corn and they symbolize the children, our hope for the future.

#### **Activity Station #3**

Children learn song "Did You Ever See Kwanzaa?" Eat snack, fritters.

#### **Activity Station #4**

Read Kwanzaa book.

#### **Large Group Activity**

South African music/dancing.

#### **Wrap-Up Activity**

Sing Kwanzaa song.

## **Day 3**

### **Native Americans**

- \*Discussion about Native Americans/different tribes and dwellings.
- \*Craft Totem Poles
- \*Music and movement
- \*Book Native American literature

#### **Activity Station #1**

Discussion about Native American tribes across North America. There are today 564 recognized tribes in U.S. Look at pictures of different dwellings depending on location/climate. Ask children what they think about when they hear the word "Indian"/Native American.

#### **Activity Station #2**

Totem Pole Craft. Totem poles proclaim tribes' status. Illustrates history, rights, privileges that particular tribe may enjoy. Color templates and glue onto cardboard rolls.

#### **Activity Station #3**

Native American drumming/chanting.

#### **Activity Station #4**

Book; example of Native American Literature

#### **Large Group Activity**

Native American music and dance (should preferably be lead by a Native American).

#### **Wrap-up Activity**

Ask children questions of what they learned. What is a totem pole? Can you name different kinds of Native American dwellings? What happened in the story? Etc.

## **Day 4**

### **Puerto Rican Culture**

- \*Learn the colors of the Puerto Rican Flag and what they symbolize.
- \*Coqui Information, color sheet, and poem.
- \*Parrandas (surprise Christmas caroling)
- \*Book about Puerto Rico (Juan Bobo Four Folktales From Puerto Rico By Carmen T. Bernier-Grand)
- \*Snack - Plantain chips

#### **Activity Station #1**

Discussion about Puerto Rico (is part of the U.S. but is self governing. people there speak mostly Spanish.) Guide children with the coloring of flag and say what colors symbolize.

#### **Activity Station #2**

Information about Coqui (Puerto Rican tree frog.) Children color tree frog and read poem.

#### **Activity Station #3**

Talk about "Parrandas". Practice some Christmas carols. Include if available guitar, maracas, and tambourines.

#### **Activity Station #4**

Book "Juan Bobo". Eat plantain chips.

#### **Large Group Activity**

Visit another classroom to "asaltar"(surprise) them with a song or two.

#### **Wrap-up Activity**

Ask children what their favorite part of the class was. Ask other questions about Puerto Rico. Make coqui sounds. Etc.

## **Day 5**

### **Mexican Culture**

- \*Talk about Mexico, learn Spanish words.
- \*Make a sombrero, or flower to wear.
- \*Game: "Rabbits House"
- \*Book Mexican Literature
- \*\*\*Fiesta\*\*\* Snack nachos, piñata, music etc.

#### **Activity Station #1**

Talk about Mexico. Geography, flag, capital is Mexico City, learn some Spanish (nino, nina, fiesta, Cinco de Mayo, casa, conejo)

#### **Activity Station #2**

Craft: making a sombrero or a flower to wear for the "fiesta". Sombreros take time to dry and can be finished off during the fiesta.

#### **Activity Station #3**

Learn game "Rabbits House" children stand in a circle, one is chosen for the middle. After the last verse, they choose someone else to be in the middle (alternate boy and girl.)

#### **Activity Station #4**

Book Mexican Culture

#### **Large Group Activity**

Fiesta!! Pin the tail on the Donkey, Piñata, nachos, and Mexican music!!

#### **Wrap-up Activity**

Parents are invited and presented with materials presented during the week.