



## ***International/Multicultural Activities***



*Camryn Krause, VISTA, UW-Extension, Fond du Lac County 2012* The University of Wisconsin-Extension does not discriminate on the basis of race, color, gender/sex, creed, disability, religion, national origin, ancestry, age, sexual orientation, pregnancy, marital or prenatal status in the admission or access to, or treatment or employment in its programs or activities, or in the provision of services.

## International/Multicultural Activities

This section of the Inclusive Club Resource Packet has ideas for activities to increase global and cultural awareness of club members in very fun ways!

It is important to learn about other countries and cultures, so that we can appreciate differences and see similarities. Being able to draw connections between our own culture and those that seem very different is powerful. If you can make connections on a broad scale, it is easier to connect with people on a personal level, even if they may seem much different than you.

4-H strives to help youth develop important life skills, and in today's world, being able to work comfortably with people from many cultures and countries is certainly an increasingly important life skill. These activities provide a good introduction to thinking about how other people in other countries live and how it compares to how people in Fond du Lac County live.

All of these activities are easy, educational AND fun.



## **International Potluck**

<http://extension.oregonstate.edu>

Consider new ideas for potluck night! Try an international potluck night. Pick a country or world-region theme, or have everyone make a dish from a country of their heritage! Check out this international recipe book from Oregon State Extension/4-H. It even has international game suggestions!

<http://extension.oregonstate.edu/catalog/4h/4-h9316.pdf>



## African-American Instruments

Did you know that many instruments played in North America, South America and the Caribbean were first played in West Africa? Instruments like the *shekere*, *djembe*, and the *akonting* were played for hundreds and maybe thousands of years before they were brought to the Americas by African slaves. The *shekere* has taken on new names in the Americas, but it hasn't changed much! The *djembe* didn't become very popular in the Americas until the 1950s, but today it is one of the most common African instruments that Americans know. The *akonting* is not commonly known or played in the Americas, but it is the grandfather of a popular North American instrument. Read on to learn about these West African instruments, where they are from, and how you can make your own!

### Shekere(shake-ray)

The *shekere* is an instrument made of a dried gourd with beads woven into a net covering the gourd. There are many gourd/bead or gourd/seed percussion instruments all around Africa. In Nigeria, it is called *shekere*. The instrument is very popular in Ghana, Liberia and other West African countries too, but it has different names and may look a little different. They might even sound a little bit different. The sound of the instrument depends on the shape of the gourd, and how many beads are put on it. The instrument is used in traditional music and also some popular music. To play it, it is shaken and/or hit against the hands. When West Africans were brought to the Americas as slaves, they brought some of their music with them. Today instruments that look and sound just like the *shekere* are very popular in Cuban and Brazilian music. Here is how you can make your own *shekere*:



### What you need:



**plastic jug** (a water bottle would also work for a mini-*shekere*. *Lengths of lace or yarn would need to be shortened*)

**beads**

**craft lace or yarn**

**paint**

**scissors**

**Directions:** Decorate the jug with the paint and let it dry. Cut two pieces of craft lace or yarn (one about 60 inches long and the other about 12 inches long). These will be the two anchors for the bead strands. String beads (around 8) onto the 12-inch piece and tie the ends to form a beaded ring. Trim the extra string at the ends. Double up the 60-inch piece and wrap it around the jug just below the handle. Tie a very tight triple knot, leaving the extra lace or yarn dangling. For each bead strand, cut a 26-inch piece of lace or yarn and tie a double knot about 4 1/2 inches from one end. String on a bead, push it down to the knot, then make another double knot about 1/4 inch from the bead. Continue knotting and beading until you have 6 to 8 beads on each strand. Tie four of the strands onto the doubled 60-inch anchor strand, equally spaced. Place the jug on its side. Holding the beaded ring centered against the jug's bottom, tie each of the four strands to it. (Note: Leave some slack in the strands so they can shake against the jug.) Continue adding more beaded strands. Finish the *shekere* by stringing beads on the loose ends of the anchor strands.

<http://familyfun.go.com/crafts/shekere-665646/>

## **Djembe** (jem-bay)

The *djembe* drum comes from the area of the [Mali Empire](#), which dates back to 1230 AD and included parts of the modern-day countries of [Guinea](#), [Mali](#), [Burkina Faso](#), [Côte d'Ivoire](#), and [Senegal](#). The drum is actually thought to be even older than the Mali Empire and may even be a few thousand years old! This drum, played with the hands, has been popular in these areas for a long time, but has become more popular around the world in the past 50 years. Maybe you've heard it in songs by the [Beatles](#), [Grateful Dead](#), [Paul Simon](#), [U2](#), or songs [Cirque du Soleil](#) performs to. Here is how you can make your own mini-*djembe*:



### **What you need:**



**drinking cups** (Styrofoam, plastic or paper)

*recycle tip: disposable cups can be washed and used in craft projects. It's worth asking the children to wash a couple of McDonald's (or other) cups to teach them about recycling.*

**glue**

**masking tape**

**permanent markers**

### **Directions:**

Glue two cups together, bottom to bottom and let dry. Have the children tear off 4 to 5 inch lengths of masking tape and completely cover the opening at the top and bottom of the cups. Using 3 to 4 inch lengths of masking tape completely cover the outside of the cups. Draw geometric or other designs on the drums with permanent marker.

<http://www.dltk-kids.com/world/africa/mdrum.htm>

## **Akonting** (ah-kon-ting)

The *akonting* is played by the Jola people of Senegal. Many similar stringed gourd instruments are played throughout Africa, but the Jola's instrument is most like early North American gourd banjos, not only because of how it's made, but also the way it is played.

Players of the *akonting* stroke the strings with their finger nails in a downward motion, instead of plucking them like on plucks guitar strings. This is one of the traditional ways of playing the North American banjo. Players do pluck the strings of some of the similar instruments from different countries, as do many American banjo players. Many people do not realize that the banjo was brought to the Americas by African people. However, white Americans did not even play the banjo until the 1840s. Until that time, it was an instrument played by slaves and freed peoples of African descent. Here is how you can make your own *akonting*:



### **What you need:**



**1 round ice cream, whipped cream, or cottage cheese carton**

**1 piece heavy cardboard 1 1/2" x 10"**

**four 1/2" paper fasteners or thumb tacks**

**two 3" rubber bands**

**crayons**

**scissors**

**Directions:** Cut slits 1 3/4" long on opposite sides of carton, parallel to top rim. Slide heavy cardboard through slits until it sticks out 1" from carton. Punch two holes in each end of cardboard and put paper fasteners in holes, or stick thumb tacks into the cardboard. Stretch the rubber bands between the paper fasteners at each end of cardboard, forming four banjo "strings." Where rubber bands cross top of carton, cut 1/4" slits in rim to hold the rubber bands in place. Decorate banjos with brand markings or other designs.

<http://www.artistshelpingchildren.org/make-guitars-crafts.html>



### **Travel Without a Passport**

<http://oregon.4h.oregonstate.edu/sites/default/files/WithoutPassport.pdf>

We would like to have you choose a nation that you think it would be fun to visit. You must pick the nation. Everyone should decide for themselves, but perhaps everyone in your group may choose the same nation. Ready?

What nation did you choose? \_\_\_\_\_

Before studying that nation-why did you choose that area to visit?

\_\_\_\_\_

What language do they speak in that nation?

\_\_\_\_\_

Locate the country on the globe or map. What countries would you like to visit on your way to that country?

\_\_\_\_\_

You may wish to read about the country you chose. What is the principal religion?

\_\_\_\_\_

Draw a picture of the flag of that country. Are there 4-H clubs in that country?

\_\_\_\_\_

Is the country a dry country or a country with normal or above normal rainfall?

\_\_\_\_\_

What crops are grown in that country?

\_\_\_\_\_

Other interesting facts about the country.

\_\_\_\_\_

## **Global Games**

Activity plan by Camryn Krause, VISTA UW-Extension, Fond du Lac County adapted from *Games around the World*  
<http://edis.ifas.ufl.edu>

Check out University of Florida Extension/4-H's compilation *Games around the World*

<http://edis.ifas.ufl.edu/pdffiles/4h/4h05500.pdf>

Here is a sample activity plan using two games from *Games around the World*:

### **Global Games**

**Goal:** To increase team work, problem solving and cultural awareness

**Time:** 5-10 minutes for each game

**Background:** Children's games provide a fun and space for youth to connect with each other. Interactions may increase in depth as children support each other, modify rules and strategize with each other. Global Games gives youth an opportunity to participate in games from countries other than their own. Youth will learn something simple about the games' countries of origin, as well as something about their own country of origin. Many of the games can be recognized as games played by youth in the U.S., but with slight variation. This helps youth recognize the strong similarities that connect them to youth around the world while still appreciating the differences that do exist.

Introduce these games as a warm-up icebreaker at the beginning of a meeting, use them as a meeting closer, or incorporate them into a theme of learning about different cultures and countries, or a theme about learning new games! Just remember to have youth "Talk it over."

**Helpful Hints:** Ask youth if they know where each country is located. Have someone find each on the map before you play that country's game, or show them where each country is. You may have to explain that England is part of the United Kingdom. Give youth some information about each game's country of origin. This will help them make connections between their own culture and the cultures represented by these games.

Try at least one round of the game according to the rules listed. Allow youth to offer up ideas to modify the game. If you do modify the rules listed, explain to youth that youth around the world adapt games to fit into their own culture. You are not playing a completely different game, just a variation that is more fun in your culture!

Present visuals during the activity. There is a labeled world map, and a poster with an image of each *Hana, hana, hana, kuchi* body part that is labeled with the English and Japanese word for each part. Feel free to use these, or create your own!

## Japanese Game

*Hana, Hana, Hana, Kuchi*

**Supplies needed:** enough space to form a circle, handouts (included)

**Do ahead:** Become familiar with the words: *hana, kuchi, me, mimi*

**What to do:** The players sit in a circle and imitate the leader, who taps his or her nose three times and mouth once, while saying "hana, hana, hana, kuchi," meaning, "nose, nose, nose, mouth." The leader continues to repeat the phrase but may touch any features in any order, regardless of the words being said. The players must do what the leader says and not what the leader does. A player failing to do this must become the leader or allow his or her cheek to be daubed with flour and water. The names of the features are:

me - **pronounced: meh (long a sound, but said very quickly)** – eye  
mimi – **pronounced: me me (long e sound, like English “me”)** – ear  
hana – **pronounced: ha nah (“nah” is said slightly longer than “ha”)** -nose  
kuchi – **pronounced: k’chi (“u” sound is barely noticeable)** -mouth.

### Expand/Simplify:

**Expand:** Other body parts may be added.

Play the game using a different language.

**Simplify:** Quiz players on the new words they’ve learned. For example, ask them to point to their “mimi” and see if they can do it or have the leader point to their nose and see if anyone can name that body part in Japanese.

Play follow the leader, instead of adding in the element of trickery.

Also, instead of having players that fail to follow what the leader says become the new leader, they may take a seat and the last player standing can become leader.

### Discussion:

Was it difficult to learn these new games?

What helped you to do better at these games?

Where these games like games you have played in the U.S. before?

What about these games was different from games you have played in the U.S. before?





### **English Game**

#### *Ladder Jump.*

**Supplies needed:** enough space for children to jump in a straight line

**What to do:** The players are divided into teams consisting of three or four members who are numbered 1, 2, 3, and 4. Each team stands in a file with No. 1 toeing the starting line. No. 1 jumps as far forward as possible keeping his or her feet together. No. 2 then jumps, his or her starting point is the heel marks of No. 1, and the race continues until all in the file have jumped. The team that covers the greatest distance wins. If a player loses balance and falls back in landing, the most backward mark is the starting point for the next player.

#### **Expand/Simplify:**

**Expand:** Add an element of time to the contest. You can also turn it into a relay race with a marked finish line.

**Simplify:** Adjust the number in each line to more or less than four.

#### **Discussion:**

Was it difficult to learn these new games?

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**me**



**eye**

**mimi**



**ear**

**hana**



**nose**

# kuchi



# Mouth

