

Susan Whited – EDUC 526: Language and Culture
Major project – Multi-Cultural Lesson Plan Unit

Title of Unit: Circle Games From Around the World

Setting: Christian based music program – Sunday school or Kindermusik class

Grade Level: Kindergarten or 1st Grade

Time Frame: 30 - 60 minutes

Each lesson has many procedures that may or may not be able to be accomplished depending on time. Lessons may have to extend to other lesson times or left out.

National Music Standards: 1) Singing, alone and with others, a varied repertoire of music. 2) Understanding relationships between music, the other arts and disciplines outside the arts. 3) Understanding music in relation to history and culture.

Background Information: Many of the world's circle dances/games were created as part of a festive or religious occasion. Like most traditional songs, they have many versions. Even when the melodies are different, the words and movements stay pretty much the same. These kinds of differences happen all over the world whenever music is handed down from generation to generation through an oral tradition.

Day One: God Created the Whole World / Jesus Loves Everyone

Objectives: 1) The learner will show understanding that God created the whole world.
2) The learner will show understanding that God loves His creation.
3) The learner will show understanding that people live all over the world.
4) The learners will sing together.
5) The learner will show the mood of a song by performing body movements.

Anticipatory Set/Bell Ringer: Show the class a large inflatable globe. Explain that the blue parts are showing where the oceans, lakes and rivers are and the brown and green colors are showing where the land is. Show America and where we live. Place a circle label sticker on America. Discuss that there are people living all over the whole world. "Each place is special and their music is too. Let's learn a little about how this big world was made."

Procedure:

1. Read the chapter, "Creation" from 5-Minute Bible Stories adapted by Brian Conway and illustrated by Claudine Gevry.

2. Discuss that God decided where all the water should go. He decided where all the land should go. He placed every mountain and every valley. Whenever He created something He said that it was good. He was pleased with what He made.
3. Read He's Got The Whole World In His Hands (book by Kadir Nelson)
4. Place the globe on a small table and stand around it in a circle. Teach and sing together "He's Got The Whole World In His Hands" acting out each verse: "itty, bitty baby", "you and me brother/sister", "everybody here".
5. Say, "God's Son, Jesus loves everyone on the earth too." Teach and sing "Jesus Loves the Little Children" Sing it again including each child's name during the 'color' portion of the song.
6. Listen to the song "Big Beautiful Planet" by Raffi. (Song and CD from The Music Connection – 1st Grade) Have students discuss the meaning of the song - We live on the earth and others live here too.
7. Students will use scarves to move to the music, making a circle with the scarf when they hear the words "big beautiful planet in the sky".
8. Read Whoever You Are by Mem Fox. Discuss the picture of the earth on the cover and how the people shown all look different. The book teaches that across the earth, people may have different skin colors, languages, types of clothing, etc. but we all have dreams and hopes and feelings. Say that children all over the world like to play just like they do. Explain that we made a circle because the earth is shaped like a circle. Explain that for the next few lessons the class will be playing music games in a circle that came from many places on the earth.
9. Remove the globe from the center of the circle. Teach the circle game "Circle 'Round the Zero" (Song and CD from The Music Connection – Kindergarten) The words of the song tell the players how to move. The game described in this song is played while all the players stand in a circle. One person stands in the center of that circle. Everyone in the circle moves together, but the person in the center can dance more freely. At the end of the song a new person is tapped to be in the center and it starts over.

Assessment: Does the student participate in discussions? Does the student participate in singing and moving?

Closure: In the circle around the globe, have students hold hands. Ask them to think about what we talked and sang about. Ask volunteers to go in the middle (if they are comfortable) to explain something they have learned. The class together raises their hands together and says "Yay (student's name)!" End with a prayer thanking God for always loving His creation and everyone in it.

Resources:

- The Music Connection textbook series by Silver Burdett Ginn; 1995; Kindergarten and 1st Grade levels.
- 5-Minute Bible Stories by Brian Conway
- He's Got The Whole World In His Hands by Kadir Nelson
- Whoever You Are by Mem Fox
- Inflatable globe with circle label stickers

■ Scarves

Day Two: African Circle Games

- Objective:**
- 1) The learner will perform circle games from Africa.
 - 2) The learners will sing together in a group.
 - 3) The learners will show cooperation while playing the games.
 - 4) The learner will show the steady beat through body movements.
 - 5) The learner will show that singing games can be used to help make friends.

Anticipatory Set/Bell Ringer: Begin class by making a circle around the globe again. Sing “He’s Got The Whole World In His Hands” again acting out each verse. At the end of the song tell the students we are going to add a verse. “He’s got people in Africa in his hands” and show the students where Africa is on the globe. Place another circle sticker in Africa. Sing the verse together. Explain that our circle games today are from Africa.

Procedure:

1. Read A Is For Africa by Ifeoma Onyefulu. Discuss that Africa is a very big area and that many different types of people live there and they speak different languages. In both singing games we play, you will hear two different types of languages that come from different places in Africa.
2. Have the children give examples of how they could say hello. Have them give examples of how they can show hello by movements. In this song from Zimbabwe people speak Shona and the word they use for hello is ‘sorida’.
3. Play the song “Sorida” (The Music Connection – 1st Grade). Ask students to listen for all the times they hear “sorida”. Explain that the song just uses parts of the word “sorida”. First just as “sorida”, then as “rida”, then finally as “da”. The students first practice singing the song together.
4. Explain how to play the game and practice the game slowly each with a partner. Sweep hands upward * On ‘sori’ (sorida): Clap own hands * On da (sorida): sweep hands up again * On ‘ri’ (rida): pat back of partner’s hands with back of own hands. * On ‘da’ (rida): clap own hands * On ‘da-da-da’: partners clap right hands, left hands then both hands. At the ends they spin around to trade places. Then students sing the song again with a new partner.
5. Students practice the game while singing.
6. Remove the globe from the center of the circle. Tell the students that this circle game is called “Obwisana”. This song comes from Ghana. Have them repeat the word. Obwisana means “Oh Grandma, I just hurt my finger on a rock.” Explain that in the singing game the children in Africa would sit on the ground and pass rocks to each other with the steady beat.
7. Listen to the song “Obwisana” (The Music Connection – 1st Grade). Have students practice singing the words. Discuss how the music sounds – strong drumbeats.
8. Model singing and clapping the steady beat. Have students join in.

9. Explain that we are going to use beanbags instead of rocks in our game. We will pass a beanbag around the circle to the steady beat. Start with one beanbag going around the circle. The picking up motion starts on the strong beat and the placing motion is made on the weak beat. The beanbag is placed on the floor in front of each student. When the students feel comfortable passing one beanbag, give everyone a beanbag. Everyone picks up and places each beanbag at the same time.

Assessment: Observe students for participating in the singing and game playing. Does the student sing the lyrics correctly? Is the student able to perform the movements correctly on the beats?

Closure: In the circle around the globe, have students hold hands. Ask them to think about what we talked and sang about. Ask volunteers to go in the middle (if they are comfortable) to explain something they have learned. The class together raises their hands together and says “Yay (student’s name)!” End with a prayer thanking God for Africa and the singing games and languages that the people there perform.

Resources:

- The Music Connection textbook series by Silver Burdett Ginn; 1995; Kindergarten and 1st Grade levels.
- A Is For Africa by Ifeoma Onyefulu
- Beanbags
- Globe and stickers

Day Three: Circle Games from Asia

Objective:

- 1) The learner will perform circle games from Asia.
- 2) The learners will sing together in a group.
- 3) The learners will show cooperation while playing the games.
- 4) The learner will show the steady beat through body movements.
- 5) The learner will show understanding that singing games are used to act out stories.

Anticipatory Set/Bell Ringer: Begin class by making a circle around the globe again. Sing “He’s Got The Whole World In His Hands” again acting out each verse, including Africa. At the end of the song tell the students we are going to add a verse. “He’s got the people from Asia in his hands” and show the students where Asia is on the globe. Place another circle sticker in Asia. Sing the verse together. Explain that our circle games today are from Asia.

Procedure:

1. Explain that we are going to sing two singing games from two different places in Asia, and just like in Africa, there are many different cultures in Asia where they have different beliefs and languages. Show photos of Asian children from the book Children Just Like Me by Barnabas Kindersley.
2. Listen to “Go Around the Cat’s Eye” (The Music Connection – Kindergarten) Explain to the students that first they hear English words “Go around and go around the cat’s shining eye” and then they hear words in Japanese, a language used in Japan. Teach the pronunciation of the Japanese words – “O ma wa shi, ne ko-no-me”.
3. Listen a second time and have the students clap with the snapping sounds on the recording. Then have them respond to the rhythm of the words as they chant the Japanese. They can bounce their bodies, brush their hands together, pat their legs, etc.
4. Teach the game. Remove the globe from the center of the circle. Holding hands, lead the circle around creating a coil smaller until you are in the center of the coil – the “cat’s eye”. The child at the end of the coil turns around and begins leading the line back into the large circle. Let the children take turns finding the “cat’s eye” with a new leader, singing with the recording.
5. Explain that another place in Asia is called Cambodia. This song is about another animal – a baby falcon. Listen to the recording of “Catch The Baby Falcon” - English version (The Music Connection – 1st Grade). Encourage the children to tap the beat with the music.
6. Have the students listen to “Chapp Kaun Khleng”, the Cambodian version of the song. Discuss the sound of the music. The Khmer language of the song means “Catch the baby eagle, play with the baby ak (large Cambodian bird) – The popich (small bird) calls, “My only baby”. The song is about how the birds care for each other and the lesson for the children is that they should love their families.
7. Teach the music game. Choose one child to be the hen and another child to be the eagle. All the other children form behind the hen to make a circle, holding hands representing the hen’s chicks. The eagle is in the middle. The eagle goes under the hands of the circle to weave in and out. At the end of the song whoever the eagle is by (chick) runs around the circle being chased by the eagle. The hen tries to catch the eagle before the eagle can catch the chick.

Assessment: Observe students for participating in the singing and game playing. Does the student sing the lyrics correctly? Is the student able to perform the movements correctly on the beats?

Closure: In the circle around the globe, have students hold hands. Ask them to think about what we talked and sang about. Ask volunteers to go in the middle (if they are comfortable) to explain something they have learned. The class together raises their hands together and says “Yay (student’s name)!” End with a prayer thanking God for Asia and the singing games and languages that the people there perform. Thank Him for stories and lessons that we learn from them.

Resources:

- The Music Connection textbook series by Silver Burdett Ginn; 1995; Kindergarten and 1st Grade levels.
- Children Just Like Me by Barnabas Kindersley
- Globe and stickers

Day Four: Latino Circle Games

- Objective:**
- 1) The learner will perform circle games from Asia.
 - 2) The learners will sing together in a group.
 - 3) The learners will show cooperation while playing the games.
 - 4) The learner will show the steady beat through body movements and playing instruments.
 - 5) The learner will show understanding that all cultures show love for their families.
 - 6) The learner will show understanding that singing games can be used in celebrations.

Anticipatory Set/Bell Ringer: Begin class by making a circle around the globe again. Sing “He’s Got The Whole World In His Hands” again acting out each verse, including Africa and Asia. At the end of the song tell the students we are going to add a verse. “He’s got the Latino people in his hands.” Explain that Latino people are people who speak Spanish and they come from many different places. Show Spain/Portugal, Central America, South America, Puerto Rico and the Dominican Republic are on the globe. Place circle stickers in those places. Sing the verse together. Explain that our circle games today are from Latin countries.

Procedure:

1. Read Family Pictures by Carmen Lomas Garza. The book is about the day to day things she and her family does, from making tamales to going to a fiesta. Explain and fiestas are parties that Latino people attend. Many of these celebrations contain singing and dancing and games like this one.
2. Listen to the recording of “Al Citron” (The Music Connection – 1st Grade). Explain that much of the song contains nonsense Spanish words that are just said for fun. Discuss how the music sounds.
3. Teach the pronunciation of the lyrics to “Al Citron”. Have the students try to sing the song while patting the beat with a rhythm stick on a wood block.
4. Teach the music game. Each student has a wood block. In the game the students tap their own wood block placed on the floor in front of them on the steady beat. On the final words “triki-triki-tron”, they first tap the wood block of the person on their right, then on their left, then their own.
5. Another Latin circle game is called “The Turkey Game” from Chile. This game is also used in celebrations.

6. Listen to “The Turkey Game” (The Music Connection – 1st Grade). This song is completely in English. It is about a proud turkey who doesn’t think it can be caught.
7. Listen to the song again encouraging the students to strut around the circle like a proud turkey. Practice singing the song.
8. Teach the game. Everyone is in a circle with one child – the turkey- in the middle. Everyone sings the song. The circle moves to the left and the turkey struts to the right. During the second phrase of the song, they switch directions with the turkey singing a solo “You can’t catch me, you can’t catch me”. The circle waves their fingers at the turkey singing, “I’ll catch you quick before you know”. At the end of the song, the turkey closes his/her eyes and turns around to point to someone to be the new turkey.

Assessment: Observe students for participating in the singing and game playing. Does the student sing the lyrics correctly? Is the student able to perform the movements correctly on the beats?

Closure: In the circle around the globe, have students hold hands. Ask them to think about what we talked and sang about. Ask volunteers to go in the middle (if they are comfortable) to explain something they have learned. The class together raises their hands together and says “Yay (student’s name)!” End with a prayer thanking God for the Latin countries and the singing games and languages that the people there perform. Thank Him for our families and celebrations.

Resources:

- The Music Connection textbook series by Silver Burdett Ginn; 1995; Kindergarten and 1st Grade levels.
- Family Pictures by Carmen Lomas Garza
- Wood blocks and rhythm sticks
- Globe and stickers

Day Five: Culminating Activity: A Circle Game for the Whole World

Objective:

- 1) The learner will show understanding that children from all over the world like to do the same things – have fun, smile, play, etc.
- 2) The learner will sing together.
- 3) The learner will create a likeness of him/herself.
- 4) The learner will show understanding that God/Jesus loves everyone in the world.
- 5) The learner will show understanding that each one of them is special to God and Jesus, just like all children are.

Anticipatory Set/Bell Ringer: Begin class once more by making a circle around the globe again. Discuss the stickers on the globe. Say that we have sung and played circle

games from all of these places. Sing “He’s Got The Whole World In His Hands” again acting out each verse, including Africa, Asia, and Latino people. While singing, pass the globe around the circle allowing the students to study it and all the places we have “visited”.

Procedure:

1. Read several stories from some of the places we discussed from the book Children Just Like Me by Barnabas Kindersley.
2. Discuss the differences and similarities: languages, clothing, foods, etc.
3. Discuss the similarities: having fun, loving families, having friends, etc.
4. Show the poster of children holding hands around the globe. “We All Smile In The Same Language” poster. Children are in native dress with varied skin tones – but all are smiling. Discuss how each one is different, but they are all friends. God doesn’t care that they look different – that is what makes them special, and He loves everyone.
5. Teach the students the song “You’re Not Ev’rybody” (The Music Connection – Kindergarten). This song states that each person looks different and likes different things to make them special.
6. Give each student a paper doll cutout – 12 inches tall. Each student will use markers, crayons, yarn for hair, etc. to create their own likeness on the paper doll.
7. When they are finished they will place the dolls in stands so they are standing around the inflatable globe. Place cardboard cutout paper dolls of a variety of children from other countries between the students’ dolls.
8. Teach the students the song “It’s A Small World” written by Robert and Richard Sherman, to explain even though we are all different, there are so many things that connect us. Standing behind their paper doll, the students hold hands and sing “It’s A Small World” together.

Assessment: Observe students singing. Does the student participate? Does the student create a unique likeness of him/herself? Does the student participate in the discussion?

Closure: Still standing in the circle, remind students that a circle has no beginning and no ending. God doesn’t pick and choose just certain people to love, He loves everyone. Sing “He’s Got The Whole World In His Hands” with all the verses (new and old) and finish by singing all the students names, “He’s got Amy and Johnny in His hands”, etc.

Resources:

- The Music Connection textbook series by Silver Burdett Ginn; 1995; Kindergarten and 1st Grade levels.
- Multicultural paper dolls – printed from www.makingfriends.com
- Plain paper dolls
- Markers, crayons, glue, yarn, other art supplies
- Paper doll stands
- Children Just Like Me by Barnabas Kindersley

■ “We All Smile In The Same Language” poster

Extensions: This unit actually would be part of a much larger unit containing more of the uses of music around the world. I would like to include a mini-unit on cultural instruments and a mini-unit about cultural dances. I would still use the beginning lesson with the large inflatable globe. I would use different colors of circle shaped stickers to represent the circle games, instruments and dances and we would use those to label the country from where each came. I would hope to use as much parental support and information as possible. I would greatly enjoy having a “Cultural Celebration” at the end of the entire unit where students would dress in costume, taste a variety of authentic cultural foods and perform the circle games and dances, as well as play the instruments that were learned.