**MULTI-CULTURAL GAMES**

Many games are useful in helping students to develop eye-hand coordination, enhance throwing accuracy skills, promote the use of positive social skills, and to build fitness through full participation.

**BUILDING TARGET SKILLS...**

**Hoops** (from Greece). Students work in groups of four or five with one beanbag per student. Each group has a “roller” who rolls a hoop past the group. As the hoop goes by, students try to toss their beanbag through the hoop. To increase the challenge, students gradually increase the distance away from the hoop. Repeat this process several times, changing the “roller” regularly. Rolling the hoop at different speeds will also increase or decrease the challenge.

Source: Ontario Health and Physical Education Curriculum Support: Kindergarten to Grade 1, Unit 10, Sub-task #2

**Kotaut Mina Mieta** (Australian Aborigines). Students work in groups of four or five. Tie a beanbag to a long skipping rope. This is the target. One student pulls the target along the ground in front of the group. Students toss beanbags at the target. To decrease the challenge, pull the rope very slowly. To increase the challenge, pull the rope more quickly. Repeat this several times, changing the student who pulls the rope regularly.

Source: Ontario Health and Physical Education Curriculum Support: Kindergarten to Grade 1, Unit 10, Sub-task #2

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**FROM THE EDITORS**

Adding multicultural games to a physical education curriculum is an excellent way to provide students with the opportunity to acknowledge, appreciate and experience the cultures and traditions of people from around the world. Many of us will find a diversity of ethnic, racial, and cultural make-ups right in our own communities and in our own schools. By educating students about these diversities, we help them to learn to respect cultural differences (and similarities), traditions and values.

This issue contains an array of multi-cultural activities and program ideas. For added value, we have included discussion that will help you stimulate class discussion and motivate further study.

The next issue of *The Clipboard* will focus on cooperative games. We encourage you to share with us your tried and tested ideas. Please forward them to:

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**AT THE WALL...**

Seven (from Australia). This is a handball game that students play independently. The object is to try and “beat” the wall. Each student should have a ball that bounces well against a wall. Students stand about 1.5 metres from a wall, throwing and catching the ball. Each time the ball is thrown at the wall, students call out a number and follow the directions of that number:

- **“Onesies”**: Throw the ball against the wall and catch it.
- **“Twosies”**: Throw the ball against the wall, let it bounce once before catching it. (Repeat two times.)
- **“Threesies”**: Throw the ball against the wall, clap before the ball is caught. (Repeat three times.)
- **“Foursies”**: Throw the ball against the wall, spin around, and catch the ball after the first bounce. (Repeat four times, spinning in the opposite direction each time.)
- **“Fivesies”**: Throw the ball against the wall, clap your hands behind your back twice, catch the ball. (Repeat five times.)
- **“Sixies”**: Throw the ball against the wall, get down in a push-up position, then jump up and catch the ball after it bounces once. (Repeat six times.)
- **“Sevensies”**: Throw the ball against the wall, clap your hands once in front and once behind before catching the ball. (Repeat seven times.)

Source: Ontario Health and Physical Education Curriculum Support: Kindergarten to Grade 1, Unit 10, Sub-task #2

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**FINE MOTOR SKILL DEVELOPMENT...**

Trier (from Trinidad). Each student has five dried beans (or small objects). Each student tosses the beans in the air and catches as many as possible with one hand.

**Variation**: Place the five beans on the back of one hand. Toss them up and catch them with the palm of the same hand, or with both hands. Repeat, trying to catch more beans each time.

Source: Ontario Health and Physical Education Curriculum Support: Kindergarten to Grade 2, Unit 10, Sub-task #6

Thanks to Myra Stephens, Toronto, Ontario for submitting these activities.

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The best teachers show children there is no line of demarcation between learning and life. Their students soon find out that it takes the same life qualities to get an A in basketball or dance: discipline, a good attitude, and plenty of practice.
Have you ever been to a
GREEK WEDDING?

I recently attended a Greek wedding and couldn’t get
enough of the Greek dancing that was being enjoyed by
all the guests. Doing the traditional Greek wedding
dances made me feel as if I was truly a part of the culture.
Whether you are doing Philippino tinikling, Serbian kolos,
Italian tarentellas or even the Mexican Hat Dance, there is
no better way to appreciate another ethnic culture than
by taking part in these traditional dances.

With Canada’s multi-cultural society, teachers have
an excellent opportunity to help students celebrate the
traditions and elements of our many cultures through
folk dance teaching units. (There are many cross-
curricular opportunities here as well.)

Here are some examples of Folk Dance that can be
researched and explored.

**Germany** – Trolley, D’Hammerschmeidsgellen
(Blacksmith’s Dance), Atlantic Mixer, Bavarian Landler

**Mexico** – La Danza de los Viejetos, La Raspa, El Jarabe
Tapatrico

**Israel** – Mayim Mayim, Hora (Hava Nagilah)

**Ghana** – Highlife

**Russia** – Troika, Korobushka

**Hungary** – Csebogar, Czardas-Vengerka

**Yugoslavia** – Pleskavao Kolo, Ersko Kolo

**Czechoslovakia** – Doudleska Polka

**Canada** – Brandy Rump Bump, Canadian Lancers, La
Bastringue

**Denmark** – Dance of Greeting

**U.S.A.** – Bingo, Cotton Eyed Joe, Virginia Reel, Teton
Mountain Stomp

**Poland** – Krakowiak, Lasowiak

**Italy** – Neapolitan Tarentella, Sicilian Circle

**Philippines** – Tinikling, Carinosa

**Sweden** – Tivoli Hambo, F’Jaskern (Hurry Skurry)

**Scotland** – Dashing White Sergeant

**Estonia** – Kiigidi Kaagidi

**Japan** – Solan Bushi, Tanko Bushi

**Switzerland** – Gruezi Wohl

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Teaching ESL Students in Physical Education.

Students who don’t speak English as a first language should still be
able to enjoy and succeed in a physical education program.

- Assign an English speaking “buddy” who might speak the
  same language.
- Physically move the student through the skill.
- Use gestures, cues and other visual aids
- Use facial expression and voice inflection to emphasize your
  points.
- Remember to speak slowly and enunciate clearly.
- Emphasize key words or phrases.
- Encourage the student to repeat the words as they execute the
  skill.
- Learn some of the important words or phrases from the
  student’s native language

**Physical Education Methods for Classroom Teaching, Bonnie Pettifor,**
**Human Kinetics (see www.cahperd.ca)**

“To teach is to touch lives forever.”

“Enseigner, c’est influencer des vies pour toujours”

“Ensennar es tocar vidas para siempre.”

- Anon

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THE CANADIAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE

Teaching Tips

Before the event:

• Teach Caribbean dances to students who will be participating in the event through the physical education class and/or extra-curricular program.

• Assign a committee made up of students, teachers, administration, community volunteers, and parents to oversee the planning and implementation of the event.

• Invite teachers from other curriculum areas to join in and link it to their own teaching units, such as geography (learn about the islands), social studies (learn about cultures), art (study art, develop artwork to promote the event, design props), drama (plan a skit), languages (incorporate the theme), home economics (develop food, costumes, etc) and so on. Offer spirit or house league points for mini-projects relating to the theme.

• Promote and advertise the Caribbana or Caribbean Spirit Day to the entire school. Plan the event for indoors to warm up a cold winter day or plan it for June to coincide with the warm weather.

• Invite parents or community members to volunteer or participate. Include information in the school newsletter or develop information flyers.

• Create awards such as Best Dressed, Most Unique, and the Carmen Miranda Award.

• Get students and staff in the spirit. Use Caribbean Music at school during the announcements and in the cafeteria during the days and weeks leading up to the event.

• Ask staff to plan an event as part of the celebration. They may want to create a Caribbean activity or station for the day of the event.

• Notify your local newspaper/television station of the event (where possible) so that the day can be recorded for posterity!

Teaching Caribbean Dances:

The following dances can serve as an introduction to Caribbean dance. Once students have learned a few dances, encourage them to create their own. Teach them to make note of the repetitions in the songs. These lend themselves nicely to repeated moves. Teach students that as long as they are moving, they are dancing.

Follow the Leader – by The Soca Boys:

The words of this song provide the best instructions... listen and follow along! Encourage students to keep moving their feet even during the instructions (have them imagine that they are standing in hot sand!)

During all repeats of follow the leader, take 2 steps forward, 1, 2, 3 rock-step, back two steps, jump, clap.

Hands Up, Hands Down – wave hands in the air, then wave hands down at waist.

One hand in the air – use one hand up, wave from left to right slowly then double time, with both hands.

Jump to the left, jump to the right – both feet, one foot... your choice!

Clap and Wave – 4 claps, V-step forward and wave hands in air.

Repeat after me...– the song calls to repeat, “I love Soca” however, you can replace this with your school name, house, class, etc. The song ends with everybody screaming. This is a big hit for students of all ages.

Jump and Wave – students jump and wave with hands in the air. Students can jump around in circle on repeats of “jump, jump, jump...”

The roof is on fire – The kids will know this move better than you! Push hands, palms up in air... wave fingers in air, row with the arms, punch to the left, then punch to the right.

Moving to the left – 4 side steps to the left, 4 steps to the right... repeat two times then Jump and Wave.

Freeze
Day of the Event:
You might choose to run this day as a tabloid event or as a free flow play day. Consider the following suggestions.

Tabloid Event:
Students rotate between events with their team, class or house league. Use the school bell or a music prompt to signal rotations. Give each event approximately 10 minutes.

Beach Volleyball – Using a large beach ball, the goal is to achieve as many consecutive hits over the net before falling on the ground.
Hula Hoop – Who can hula the longest?
Island Challenge – Use two gym mats per team. The area around the mat is shark-infested water. The students must get to safety (at the other end of the playing area) as quickly and with as many team members as possible. If they fall off the mat, they are out and must cheer their team on.
Hot Sand – Teams divide into two lines. Lines are numbered off. Place a beanbag or flag in the center. As the numbers are called, the two opposing players try to capture the beanbag/flag and return to their spot before the other player tags them.
Limbo Mania – Use Caribbean music to liven up the event. Divide players into teams. The team with the most participants still able to go under the stick as it is lowered earns points.
Parachute Games – A variety of games with a parachute can be a lot of fun. Use beach balls for ball games.
Caribbean Treats – Freezies can make an inexpensive yet appropriate Caribbean treat.

Free Flow Play Day:
Provide students with passports
Each station will represent a different Caribbean Country. For example:

<table>
<thead>
<tr>
<th>Country</th>
<th>Country</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Cuba</td>
<td>Dominican Republic</td>
<td>Jamaica</td>
</tr>
<tr>
<td>Guadeloupe</td>
<td>Aruba</td>
<td>Bahamas</td>
</tr>
<tr>
<td>Barbados</td>
<td>Cayman Islands</td>
<td>Turk &amp; Caicos</td>
</tr>
<tr>
<td>St. Martin</td>
<td>Martinique</td>
<td>Bermuda</td>
</tr>
</tbody>
</table>

Students must have their passport stamped at each country before they may return to a favourite event.

Other Event Suggestions:
Events for a free flow play day should be continuous and ongoing. Incorporate the names of the different countries in the titles of events. For example, the Dominican Ball Throw.

Caribbean Mural – Post large banner-type paper. You may want to start the mural with sand and palm trees. Students add to this mural.

Hula Hoop – Keep a record of times or contests between two or more people.
Create an Obstacle Course – Use symbolic props and actions.

Beach ball Throw – Plan age-appropriate activities that involve beach balls.

Limbo – Traditional limbo contest.

Nancy Crago – Renfrew County, nancycrago@hotmail.com
Erin Holmberg – York Region, emholmberg@hotmail.com
INDIA – Scorpion’s Sting:
Before the game is played, ask students to describe a scorpion. Provide useful information, such as scorpions are large, dangerous and numerous. Teasing a scorpion takes courage.

SPACE – Gym, grassy outdoor area or cleared classroom
EQUIPMENT – none

Action:
• Select a student to be the “scorpion”.
• The scorpion should travel around the designated play area on hands and feet.
• The scorpion attempts to “tag” classmates by raising and extending one leg (the stinger) and touching another player with one hand.
• Classmates may show bravery by gently touching the scorpion on the back, but must avoid being tagged, using speed and agility.
• The first player tagged becomes the new scorpion (or the teacher can rotate taggers intermittently).

Variations:
• Use more than one scorpion
• Decrease or increase the size of the play area
• Caution all players, including the scorpion, to tag and touch gently

Discussion:
How did this game illustrate the relationship between people and scorpions in India? Who had the most power – humans or scorpion? Can you think of games you play in which something in nature is more powerful than a human?

TEACHER: “I told you to stand at the end of the line!”
PUPIL: “I tried, but there was somebody already there!”

CHINA – Group Obstacle Course
SPACE – Gym, outdoor play area, cleared classroom
EQUIPMENT – none

Action:
• Divide the class into groups of two or three.
• Ask each group to construct an “obstacle” using only their own body. All members of a small group should be connected or touching.
• After the obstacles have been formed, have groups take turns traveling through each other’s obstacles.

Suggestions:
• Spread groups around the perimeter of a circle.
• Obstacles are not allowed to travel, but individual parts may move.
• Have group members hold hands as they travel through each obstacle.

Discussion:
What is the goal of this game? Does the game have a winner, a group of winners, or no winner at all? What other games can you think of that have no winners? Is it hard to think of many? This is called a cooperative game because all players cooperate to reach a goal and reaching it first or best is unimportant. How do you feel about this game? Do you think most of our games are competitive (have winners) or cooperative (no winners)?
EGYPT – Egyptian Stick Game

SPACE – this game may be played in any open area

EQUIPMENT – 1 stick, approximately 4 – 5’ in length for each participant (due to safety, you may want to have students use a ball instead– size depending on skill of students)

Action:

• Have participants form a large circle, standing 2 meters away and facing the center.

• Participants should hold their sticks in front of their body in an upright position (hold ball out in front of body in an under-hand position).

• On the command “charge”, players leave their sticks (or ball) and quickly race to the next stick (or ball) on the right, trying to catch the stick (or ball) before it hits the ground.

• Players are eliminated if the stick (or ball) they are trying to catch hits the ground (or give each players a letter for each miss until they spell “Egypt” to prolong elimination).

Variations:

• Start with a few players and gradually increase the number as students catch on.

• Move to the right as well as to the left.

• Skip two positions, instead of one.

Discussion:

This game was used to help young men prepare for war. How might it be useful for us (agility, quickness)? Determine ways to turn this into a team game. How could it be made more difficult? If you were training soldiers, would you use this game? Would you change it? How?

SPAIN – Pelele

This game may also be used as a fun art project.

SPACE – Gym or outdoor play area

EQUIPMENT – 1 “straw man”

(see construction notes), 1 large blanket

Action:

• Players spread out around the perimeter of the blanket.

• Players grasp the edges of the blanket and pull back until the blanket is taut.

• Place the straw man in the center of the blanket.

• On the signal (“throw”), the players quickly raise the edges of the blanket up above their heads and attempt to toss the straw man into the air.

• With each toss, the players attempt to throw the straw man higher.

Discussion:

This game is played all over the world. It was often a real person tossed into the air, but obvious dangers resulted in dummy replacements. How do you think this game got started? In Spain, the “pelele” was always a male and girls did the tossing to work off their resentment of the dominance of men in their society. Can you see such resentment in any of our games? The dummy in some cultures represents someone unpopular. Do we ever “attack” someone we do not like in play? Who? How?

The Eskimo turn the blanket toss into a competition. Imagine how that might be done. (They toss a man who tried to land on his feet. Such landings are counted until he loses his balance. The highest number wins). Are there any other observations or conclusions you can draw from this game concerning roles – who tosses, who is tossed and why?

Construction notes:

• Stuff a pair of old sweatpants and a sweatshirt with newspaper.

• Stuff a paper bag with newspaper and attach it to the opening of the sweatshirt.

• Draw a face on the front of the paper bag and add a wig if desired.

• Socks and gloves may also be stuffed and attached for a more realistic looking straw man.

Garth Wade – New Brunswick wademg@nbed.nb.ca
MultiCultural Games Unit

(For grades 3 – 5)

Divide the class into groups of three to five students. Every week, provide each group with a crate containing the following materials: a world map, a clipboard with information about a game originating in another country, and equipment to play that game. The group must locate that country on the map, read the important trivia facts about that country, and learn how to play the game with their group. Each group should present their game at the end of the class.

I used this lesson to integrate geography, history, reading, math, cooperative learning, oral presentation and cultural diversity. The students learned the origins of a lot of games that we continue to play today.

Brenda Huntley, Hidden Valley Elementary School, Charlotte, NC.

NORTH AMERICAN INDIAN – Battledore and Shuttlecock. (For grades 6+)

NUMBER OF PARTICIPANTS: 4 – 12

EQUIPMENT: – badminton birds and racquets.
NOTE: If badminton racquets are not available, have students hit the birds with their hands/arms.

Players form a circle with three to four feet between each player. Play begins when any player hits a bird, using an underhand stroke, to the player on the right. The object is for all players to work together to keep the bird in play. If a player bats the bird behind the next player, they leave the circle. If the player misses, or bats it so it can’t be played, they leave the circle.

As players leave the circle they start a new one. The original circle shrinks while the new circle expands. No one is eliminated from the second circle until the first circle is down to one player.

NORTH AMERICAN INDIAN – Double Ball
(Plains Cree) we pitisowewepahikan

EQUIPMENT:
• A stick approximately three feet long
• Two small balls in a knotted nylon can be used (long ago the Double Ball was made from two bags of deerskin stuffed with buffalo hair and joined by a leather thong.)

How to Play:
• The game can be played on a football or soccer field with eight or ten players on a team.
• The game is similar to shinny, except the balls are moved only by throwing the stick. It cannot be touched with the hands or feet.
• The game begins with one player throwing the balls from centre field.
• When the ball is caught, it must be passed (it cannot be carried.
• The team that throws the balls across the goal line scores.

INDONESIA – Ring and Rope Game
(Grade 1+)

Thread a long cord with a small ring and make a circle with the cord. The circle should be big enough to accommodate all of the participants (10 – 30) holding the cord with both hands. “It” stands in the center of the circle while the players pass the ring along the cord, trying to conceal the ring as they move, forward or back (or not at all). They chant “wora-wora, tjiptin (pronounced “Wora-wora, chin-chin”). Chant faster and faster as the ring moves faster and faster. It calls “stop” after four to six chants and guesses who is hiding the ring. If “It” guess correctly, he/she changes places with the person holding the ring.

WEB SOURCE

www.ga.k12.pa.us/academics/MS/6th/MCGAMES/

A sixth grade class developed this site. It contains a directory of multicultural games and how to play them with student opinions, teacher lesson plans and other links.