

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Birthday Traditions- Canada
<b>Focus:</b>	Celebrations and Traditions

**Materials:**

- Stencils (paper or plastic) of maple leaves
- Red crayons or markers, 1 per student
- 8" x 11" (approx.) pieces of white construction paper, 1 per student

### Opening

#### State the objective

Today we will:

- Learn about the birthday celebrations for children who live in Canada

**Gain prior knowledge by asking students, "What do you know about \_\_\_\_\_?"**

- Canada? What continent is it on? Where is it in relation to the United States?

### Content (the "Meat")

#### Instruction / Demonstration ("I do" – "We do")

**Background Information** (Share with students)

- Birthday celebrations began many, many years ago. Many people in different cultures and countries celebrate a child becoming one year older.
- Many birthday traditions began because birthdays were considered days that brought bad luck. People began having celebrations on these days to ward away the bad luck and bring good luck to the birthday boy or girl!
- In some parts of Canada\*, the birthday boy or girl has their nose smeared with butter! This help bad luck slip right off of them.
- The birthday kid also gets birthday punches. One punch for each year of their live and one more for good luck! \*
- Canadian children also receive cards on their birthdays.

**Demonstration for Creating A Canadian Themed Birthday Card**

- Fold an 8" x 11" piece of white construction paper in half to create the card.
- Show students how to trace the maple leaf in the center on the front of the card to represent the Canadian flag (pictured below).

**\*Activity → Teachable Moment(s) throughout**

\* Take the opportunity to show students where Canada is located on a map, if available.

\*How many punches you receive if you celebrated your birthday in Canada?

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- Color the leaf red and color in the two thick stripes on the sides.
- Students will write or draw the facts that they learned about Canadian birthday traditions on the inside of the card. Review the background information, if necessary.

### Students practice (“You do”)

#### Canadian Themed Birthday Cards

- Give each student the needed materials.
- Circulate and assist as needed as students create their cards.

### Closing

#### Review

- Please recap what we did today.
- Did we accomplish our objectives?

#### Debrief

#### Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activity. You might probe by asking, “What about this activity ...”

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Birthday Traditions- Denmark
<b>Focus:</b>	Celebrations and Traditions

### Materials:

- Large pieces of construction paper (lightly colored works best), 1 per child
- Art materials (crayons, markers, paint, etc)
- Decorations (glitter, feathers, glue, etc) optional

### Opening

#### State the objective

Today we will:

- Learn about the birthday celebrations for children who live in Denmark

**Gain prior knowledge by asking students, “What do you know about \_\_\_\_\_?”**

- Denmark? What continent is it on? \* (Europe)

### Content (the “Meat”)

#### Instruction / Demonstration (“I do” – “We do”)

##### Background Information (Share with students)

- Birthday celebrations began many, many years ago. Many people in different cultures and countries celebrate a child becoming one year older.
- Many birthday traditions began because birthdays were considered days that brought bad luck. People began having celebrations on these days to ward away the bad luck and bring good luck to the birthday boy or girl!
- In Denmark, when it is someone’s birthday a flag is hung from one of the windows of the house so that everyone knows that someone inside is celebrating a birthday.
- While the birthday boy or girl is sleeping, their parents sneak in a lay their presents around their bed so that they can see them right when they wake up.

#### \*Activity → Teachable Moment(s) throughout

\* Take the opportunity to show students where Canada is located on a map, if available.

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

#### Students practice (“You do”)

##### Instructions for Birthday Flags

- Inform students that they will be creating a birthday flag, much like the ones hung outside the houses in Denmark. They can decorate their birthday flag however they wish.
- Give each student a piece of construction paper and the needed art materials.
- Circulate and assist as needed as students create their flags.
- Allow time for students to come to the front of the group and share their flags with the class.

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### Closing

#### Review

- Please recap what we did today.
- Did we accomplish our objectives?

#### Debrief

**Liked Best, Next Time (LBNT):** In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on.

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

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<b>Component:</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Birthday Traditions- Holland
<b>Focus:</b>	Celebrations and Traditions

### Materials:

- Strips of colored construction paper (long enough to wrap around students' heads), 1 per student
- Streamers or crepe paper, various colors
- Scraps of colored paper
- Art materials (crayons, markers, etc)
- Staplers
- Scissors
- Glue

### Opening

#### State the objective

Today we will:

- Learn about the birthday celebrations for children who live in Holland

**Gain prior knowledge by asking students, “What do you know about \_\_\_\_\_?”**

- Holland? What continent is it on? \* (It is one of two countries in the Netherlands on the continent of Europe)

### Content (the “Meat”)

#### Instruction / Demonstration (“I do” – “We do”)

#### Background Information (Share with students)

- Birthday celebrations began many, many years ago. Many people in different cultures and countries celebrate a child becoming one year older.
- Many birthday traditions began because birthdays were considered days that brought bad luck. People began having celebrations on these days to ward away the bad luck and bring good luck to the birthday boy or girl!
- In Holland, children have big celebrations for “crown years”- the years that they turn 5,10,15,20, or 21. \*
- At home, the birthday boy or girl’s dining chair is decorated with flowers, streamers, and balloons.
- At school, the birthday child takes a treat for each of their classmates.
- Their teacher makes them a birthday hat decorated with streamers and paper flowers.

#### Demonstration For Creating Birthday Hats

- Show students how to wrap a paper strip around their forehead and have a partner help

#### \*Activity → Teachable Moment(s) throughout

\* Take the opportunity to show students where Canada is located on a map, if available.

\*Are you celebrating a crown year? What year would you celebrate a crown year if you lived in Holland?

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<p>staple it. (For younger students, a leader may want to do this for all students).</p> <ul style="list-style-type: none"> <li>• Show students how to make draw paper flowers on the scraps of paper, decorate with art materials, and glue to the outside of their paper crown.</li> <li>• Cut pieces of streamer to glue to the crowns.</li> </ul>	
<p style="text-align: center;"><b>Students practice (“You do”)</b></p> <p><b>Instructions for Birthday Flags</b></p> <ul style="list-style-type: none"> <li>• Give students the materials needed.</li> <li>• Circulate and assist as needed as students create their cards.</li> </ul>	

<b>Closing</b>
<b>Review</b>
<ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we accomplish our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Liked Best, Next Time (LBNT):</b> In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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<b>Component:</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Birthday Traditions- Israel
<b>Focus:</b>	Celebrations and Traditions

**Materials:**

- 2-5 potatoes
- 2-5 spoons

\*Spoons and potatoes should be equal in number

### Opening

#### State the objective

Today we will:

- Learn about the birthday celebrations for children who live in Israel

#### Gain prior knowledge by asking students, “What do you know about \_\_\_\_\_?”

- Israel? What continent is it on? \* (Asia)

### Content (the “Meat”)

#### Instruction / Demonstration (“I do” – “We do”)

**Background Information** (Share with students)

- Birthday celebrations began many, many years ago. Many people in different cultures and countries celebrate a child becoming one year older.
- Many birthday traditions began because birthdays were considered days that brought bad luck. People began having celebrations on these days to ward away the bad luck and bring good luck to the birthday boy or girl!
- In Israel, on a child’s birthday they wear crowns decorated with leaves and flowers.
- At their party they sit in a specially decorated chair. All of their guests dance around them and their parents lift their chair, with them in it, up into the air.
- They celebrate with cake!
- Afterwards, guests play games of skill. One game they play is a race with a potato and spoon.

#### \*Activity → Teachable Moment(s) *throughout*

\* Take the opportunity to show students where Canada is located on a map, if available.

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

#### Students practice (“You do”)

**Instructions for Potato Race Game**

- Split students in to groups of 2-5 (depending on the number of students and the number of spoons and potatoes).
- Each group should line up behind the starting line. Establish a finish line and share with students.
- Give the first person in each line a spoon and a potato.
- When the leader says go, the first person from each group should place the potato on the

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<p>spoon and balance it while walking or running down to the finish line. If the potato falls off, the student must return to the starting line and try again.</p> <ul style="list-style-type: none"> <li>• Once a student reaches the finish lines, they should turn around and head back to their team. If the potato falls off on the way back, they should return to the finish line.</li> <li>• Once the students return to their team, they pass the potato and spoon off to the next person in line.</li> <li>• Repeat until one team has gone through all of their players. This team is the winner.</li> <li>• Switch up teams and repeats as time allows.</li> </ul>	
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<b>Closing</b>
<b>Review</b>
<ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we accomplish our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b>          Ask the following three “what” questions:</p> <ol style="list-style-type: none"> <li>1. What did you enjoy most about this activity?</li> <li>2. What was the biggest challenge with this activity?</li> <li>3. What did you learn from the group?</li> </ol>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Birthday Traditions- Bingo
<b>Focus:</b>	Celebrations and Traditions

**Materials:**

- Paper, 1 per student
- Bingo markers (beans, paper scraps, etc)
- Supplemental Bingo Clues Card

### Opening

#### State the objective

Today we will:

- Learn about the birthday celebrations from around the world

**Gain prior knowledge by asking students, “What do you know about \_\_\_\_\_?”**

- Playing Bingo? What are the rules? How can we play responsibly? Respectfully? Safely?

### Content (the “Meat”)

#### Instruction / Demonstration (“I do” – “We do”)

**Instruction for Creating Bingo Cards**

- Give each student a piece of paper.
- On the board or chart paper, show students how to draw a 3x3 grid (as shown below)


- Write the list of countries on the board, as well:

Italy	Nigeria	Egypt	Russia
Hungary	Germany	India	United States
Brazil	Ireland	Malaysia	Vietnam
China	Norway	Panama	England

Allow students to choose 9 of the countries to fill in their bingo grids

#### \*Activity → Teachable Moment(s) *throughout*

\* Take the opportunity to show students where countries are located on a map, if available.

#### Students practice (“You do”)

**Birthday Celebrations and Traditions BINGO**

- Using the Birthday Celebrations and Traditions BINGO Prompts, read one fact allowed. If

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<p>a student has this country listed on their BINGO grid, they should use a BINGO marker to cover it. Repeat with a new fact. Continue until one student is able to mark off all nine of their chosen countries (or traditionally, until a student can mark off three in a row- vertically, horizontally, or diagonally).</p> <ul style="list-style-type: none"> <li>• Ask students to switch BINGO grids, if they choose, and play again.</li> <li>• Repeat rounds as time allows.</li> </ul>	
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Closing
<b>Review</b>
<ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we accomplish our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Four Step Debrief:</b> This strategy has four steps, each one designed to help the student “connect the dots” between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.</p> <p><b>Step 1:</b> Describe: Student(s) describe what they did during the activity.</p> <p><b>Step 2:</b> Interpret: Students answer one, some or all of the following questions:          What were your key learnings when you participated in this activity?          What skills did you need to utilize to participate in this activity?          How did you feel when participating in this activity?</p> <p><b>Step 3:</b> Generalize: How can you use the skills or your key learnings in your life?</p> <p><b>Step 4:</b> Apply: How can you use the skills or your key learnings at school?</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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<p><b>Modification of lesson:</b>          With younger students, you may choose to create the BINGO grids for them ahead of time.</p>
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<b>Component:</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Cultural Traditions- Bat and Bar Mitzvahs
<b>Focus:</b>	Celebrations and Traditions

**Materials:**

- Writing paper
- Writing materials (pencils, crayons, etc)

### Opening

#### State the objective

**Today we will:**

- Learn about the cultural tradition of Bat Mitzvahs and Bar Mitzvahs
- Discover how you can be responsible for your own actions

**Gain prior knowledge by asking students, “What do you know about \_\_\_\_\_?”**

- Being responsible? How were you responsible today?

### Content (the “Meat”)

#### Instruction / Demonstration (“I do” – “We do”)

**Background Information** (share with students)

- A Bat or Bar Mitzvah is a Jewish coming-of-age tradition. When boys or girls of the Jewish faith turn 13, they have a Bar (meaning son) Mitzvah if they are a boy or a Bat (meaning daughter) Mitzvah if they are a girl.
- It is a religious ceremony which ends with a celebratory meal with friends, family and members of the community.
- It is traditional to give a gift of money, books or jewelry to the celebrant of a Bar or Bat Mitzvah.
- There are many new responsibilities of the child. Among others, at 13, the child is now recognized as being responsible for their own actions.

#### Students practice (“You do”)

**Student Discussion**

Lead a student discussion by asking all students to gather in a large group (it would be ideal if they can sit in a cluster or circle on the floor with you). Use the prompts to facilitate a discussion:

- The participants of a Bar or Bat Mitzvah must be responsible for their own actions. What does being responsible mean?
- What does it mean to be responsible for your own actions? (own up to mistakes, think things through before you do them, don't procrastinate, don't wait for someone to tell

**\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

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<p>you to do something, be proactive, etc)</p> <ul style="list-style-type: none"> <li>• How will other people feel about you if you are responsible for your actions? Your parents? Your teachers? Your friends?</li> <li>• How will you feel about yourself if you are responsible for your own actions?</li> <li>• How do you feel about this responsibility? Do you want to be a person who is responsible for their actions? Why or why not?</li> <li>• What are things that you can do today to be responsible for yourself and your actions?</li> </ul> <p>Send students back to their seats and provide paper and writing materials. Ask students to write or draw their commitments on the paper. Share with a partner if time allows.</p>	
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<b>Closing</b>
<b>Review</b>
<ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we accomplish our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Four Step Debrief:</b> This strategy has four steps, each one designed to help the student “connect the dots” between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.</p> <p><b>Step 1:</b> Describe: Student(s) describe what they did during the activity.</p> <p><b>Step 2:</b> Interpret: Students answer one, some or all of the following questions:          What were your key learnings when you participated in this activity?          What skills did you need to utilize to participate in this activity?          How did you feel when participating in this activity?</p> <p><b>Step 3:</b> Generalize: How can you use the skills or your key learnings in your life?</p> <p><b>Step 4:</b> Apply: How can you use the skills or your key learnings at school?</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Cultural Traditions- Day of the Dead
<b>Focus:</b>	Celebrations and Traditions

### Materials:

- Tissue paper sheets, about 8" X 10" rectangles (you will need 1 per student for each banner you plan to make)
- Scissors- 1 per student
- String- about 18 feet per banner
- Clear tape

### Opening

#### State the objective

Today we will:

- Learn about the cultural tradition called the Day of the Dead

#### Gain prior knowledge by asking students the following questions

- The Day of the Dead? What do you think the Day of the Dead means based on the name?
- Mexico? Where is Mexico located? \*(take this opportunity to show students where Mexico is located on a map, if available)

### Content (the "Meat")

#### Instruction/Demonstration ("I do" – "We do")

#### Background Information (share with students)

- Day of the Dead is a cultural tradition celebrated in Mexico.
- The name sounds a little bit scary, but it is not! It began as a way to celebrate and give thanks for the harvest. It is also a time to remember ancestors and people we love that have died.
- The official holiday of Day of the Dead is one day, but it is often celebrated over three days.
- On Day 1, families visit graveyards and place flowers on graves. They create memory alters in their homes where they display pictures and favorite items of deceased relatives. They also prepare the favorite foods of the people that they are remembering.
- On Day 2, families and friends come over for big celebrations. They serve the food they made the day before and dance and sing. They also eat candies in the shape of skeletons.
- On Day 3, the whole town celebrates with parades, floats and people dress in costumes.
- People decorate for the festivities. A popular Mexican art form is called Papel Picado. Long ago, the Aztecs used to make paper from the barks of trees. They used this paper to make banners and flags. This tradition stuck and today is used to help decorate for Day of the Dead.

#### \*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

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<p><b>Demonstration</b></p> <p>Show students how to fold and cut their Papel Picados.</p> <ul style="list-style-type: none"> <li>• Use one piece of tissue paper. Fold edge to edge. Continue folding edge to edge several times.</li> <li>• Cut shapes into the SIDES of the folded paper. Do not cut the corners.</li> <li>• Unfold! You should have a square flag with shapes cut into it, much like a snowflake.</li> </ul>	
<p style="text-align: center;"><b>Students Practice (“You do”)</b></p> <ul style="list-style-type: none"> <li>• Allow students to gather tissue paper and scissors to create their flags.</li> <li>• As students complete their flags, help them attach the flags to a length of string. Fold ½ inch of the flag over a section of string and tape to secure. Attach one flag from each student to the string to create a banner.</li> <li>• Hang your completed banner in your classroom or after school space.</li> <li>• Make as many banners as time or space allows</li> </ul>	

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>What’s Important About That?:</b> This strategy allows for the debriefing to take a single student’s learning and thinking deeper. Unlike other strategies which encourage the facilitator to get the input of many students, this strategy focuses on one student’s opinion and thinking. Students are reminded of what they just participated in. The first question asking students generically, what is important about (that, use the words to describe the activity that was just completed. Ex. If you have just finished your homework time, the student is asked, “What is important about completing your homework?”) When one student responds, it is important to listen for what the student says is important about the activity that was just completed. Building on that statement, the question again is “What is important about that (whatever was stated by the student.) This process up to five times, each time taking the child’s understanding of what is important to a deeper level. At the end, the facilitator states, “Then what I heard you say is that the importance of (this activity that we just finished) is important because (fill in with the last thing that the student said.</p>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today during this hour.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> </ul> <p style="padding-left: 40px;">Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</p>

<p><b>Modification:</b></p> <ul style="list-style-type: none"> <li>• Younger students may only want to fold their tissue papers a few times, otherwise it may be too thick for them to cut!</li> </ul>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Cultural Traditions- Lantern Festival
<b>Focus:</b>	Celebrations and Traditions

### Materials:

- Large (11" x 17") sheets of colored construction paper.
- Scissors
- Tape
- Rulers
- Pencils
- Decorations- glue, glitter, sequins, etc (optional)

### Opening

#### State the objective

Today we will:

- Learn about the Chinese cultural tradition called the Lantern Festival

#### Gain prior knowledge by asking students the following questions

- Lanterns? What are they? What are they used for?
- China? Where is China located? \*(take this opportunity to show students where China is located on a map, if available)

### Content (the "Meat")

#### Instruction/Demonstration ("I do" – "We do")

#### Background Information (share with students)

- The Lantern Festival has been celebrated for more than 2,000 years in China,
- It happens on January 15 (of the Chinese lunar calendar). This is the night of the 1<sup>st</sup> full moon.
- The Lantern Festival symbolizes and celebrates the coming of spring.
- On this day, families gather together. They have many activities. Some activities include lighting fancy lanterns, looking at and appreciating the moon, lighting fireworks and eating traditional foods.
- The traditional food most commonly eaten on the day of the Lantern Festival are Rice Glue Balls. These are made of rice, sugar, bean paste and sesame. They are sometimes stuffed with meat or nuts and rolled into balls.

#### Demonstration

Choose a student to come to the front of the class and help you demonstrate how to create a paper lantern to symbolize the lanterns used during the Lantern Festival.

- Cut a one inch wide strip off of one of the short ends of the construction paper. Set this aside. This will be your handle.
- Fold the remaining large piece of construction paper in half. On a table or desk, place the

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

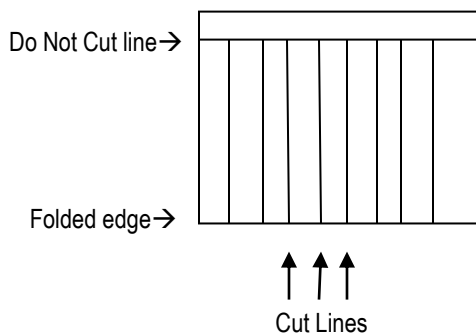
Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

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folded piece of construction paper so that the folded edge is facing you.

- Place the ruler along the top edge (the unfolded edge). Use a pencil to trace a line on the bottom side of the ruler. This will create a strip, the width of the ruler, along the top of the paper. This is your DO NOT CUT line.
- Use the ruler to now create 1 inch strips vertically down the paper, from the Do Not Cut line straight down to the folded edge. These are your Cut Lines.



- Using the scissors, cut along the Cut Lines, straight up from the folded edge to the Do Not Cut line.
- Unfold your paper.
- Match the long edges of the paper together and tape to secure.
- You should now have a long cylinder with a crease in the middle that causes the cylinder to push out in the middle.
- Staple the saved strip to the top of the cylinder to make the handle.

### Students Practice (“You do”)

- Allow students to gather the needed materials.
- Students can use the additional decorative materials to decorate their lanterns.

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**Liked Best, Next Time (LBNT):** In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on.

### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today during this hour.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way



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which was new to them. (Tweak)

- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

### **Modification:**

- With younger students, you may want to do each step individually, allow students to copy with their materials before moving on!

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Cultural Traditions- May Day
<b>Focus:</b>	Celebrations and Traditions

**Materials:**

- Paper flower cutouts (punch a hole in the middle with a hole punch)
- Straws (clear if possible), cut into 1 inch pieces
- String or yarn, cut into 2 foot strips; 1 per student

### Opening

#### State the objective

Today we will:

- Learn about the cultural tradition called May Day

**Gain prior knowledge by asking students, “What do you know about \_\_\_\_\_?”**

- Spring? What does spring bring? What do you think about when you think of spring?

### Content (the “Meat”)

#### Instruction / Demonstration (“I do” – “We do”)

**Background Information** (share with students)

- May Day is a celebration that welcomes spring!
- May Day has been celebrated for hundreds of years all over the world and many countries still celebrate it today. In some countries, in some countries it is a national holiday.
- Some countries celebrate May Day as International Worker’s Day.
- The European settlers brought May Day celebrations to America when they came to live here. Traditionally, it was a day to celebrate the coming of spring. People would make small baskets and fill them with flowers and treats. Then they would leave the baskets at people’s doorstep, ring the doorbell and run away! Whoever answered the door would chase after the person that left it and if they caught them they would have to exchange a kiss!
- In the 1920’s Hawaii\* began to call May Day, Lei Day, because of the focus on flowers and spring. They would make beautiful leis and exchange them with one another.

**Demonstration of Lei Making**

Show students how to make a lei.

- Choose a piece of string.
- String a paper flower onto the string.

#### **\*Activity → Teachable Moment(s) throughout**

\*Take this opportunity to show students where Hawaii is located on a map, if available

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

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<ul style="list-style-type: none"> <li>• String on a piece of plastic straw.</li> <li>• String on a flower, then a straw, then a flower.</li> <li>• Repeat until the string is full of flowers and straws.</li> <li>• Tie in the back.</li> </ul>	
<p style="text-align: center;"><b>Students practice (“You do”)</b></p> <p><b>Lei Making</b></p> <ul style="list-style-type: none"> <li>• Allow students to gather the necessary materials and complete their leis.</li> <li>• Circulate and assist as needed.</li> <li>• When leis are complete, allow students to exchange leis with other classmates or go out into the program and give leis to others. Encourage students to tell others about the history of May Day and about what they have learned.</li> </ul>	

<b>Closing</b>
<b>Review</b>
<ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we accomplish our objectives?</li> </ul>
<b>Debrief</b>
<p><b>What’s Important About That?:</b> This strategy allows for the debriefing to take a single student’s learning and thinking deeper. Unlike other strategies which encourage the facilitator to get the input of many students, this strategy focuses on one student’s opinion and thinking. Students are reminded of what they just participated in. The first question asking students generically, what is important about (that, use the words to describe the activity that was just completed. Ex. If you have just finished your homework time, the student is asked, “What is important about completing your homework?”) When one student responds, it is important to listen for what the student says is important about the activity that was just completed. Building on that statement, the question again is “What is important about that (whatever was stated by the student.) This process up to five times, each time taking the child’s understanding of what is important to a deeper level. At the end, the facilitator states, “Then what I heard you say is that the importance of (this activity that we just finished) is important because (fill in with the last thing that the student said.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Cultural Traditions- Quinceanera
<b>Focus:</b>	Celebrations and Traditions

<b>Materials:</b>
none

Opening
<b>State the objective</b>
<p><b>Today we will:</b></p> <ul style="list-style-type: none"> <li>Learn about the Hispanic cultural traditions of the Quinceanera</li> <li>Learn about the importance of family, friends, music, food and dance of your peers.</li> </ul>
<p style="text-align: center;"><b>Gain prior knowledge by asking students, “What do you know about _____?”</b></p> <ul style="list-style-type: none"> <li>Quinceanera’s?</li> </ul>

Content (the “Meat”)	
<p><b>Instruction / Demonstration (“I do” – “We do”)</b></p>	
<p><b>Background Information</b> (share with students)</p> <ul style="list-style-type: none"> <li>A Quinceañera is the Hispanic tradition of celebrating a young girl's coming of age - her 15th birthday.</li> <li>Today's celebrations embrace religious customs, and the virtues of family and social responsibility.</li> <li>The Quinceanera tradition celebrates the young girl and recognizes her journey from childhood to maturity.</li> <li>The customs highlight faith, family, friends, music, food, and dance.</li> <li>The Quinceanera celebration traditionally begins with a religious ceremony. A Reception is held in the home or a banquet hall. The festivities include food and music, and in most, a choreographed waltz or dance performed by the Quinceanera and her Court.</li> <li>It is traditional for the Quinceanera to choose special friends to participate in what is called the Court of Honor. Usually, these young people are her closest friends, her brothers, sisters, cousins – the special people in her life with whom she wants to share the spotlight. The Quinceanera's Court of Honor can be comprised of all young girls, all young men or a combination of both.</li> <li>The Quinceanera traditionally wears a ball gown; with her Court dressed in gowns and tuxedos.</li> <li>There are many traditions throughout the Quinceanera celebration. One of the most popular is the Changing of the Shoes. The father or favored male relative ceremoniously changes the young girl's flat shoes to high heels. This is a beautiful</li> </ul>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>

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<p>symbol of the Quinceañera’s transformation from a little girl to a young lady.</p> <p>Background information found on <a href="http://www.quinceanera-boutique.com">http://www.quinceanera-boutique.com</a></p>	
<p style="text-align: center;"><b>Students practice (“You do”)</b></p> <p><b>Thinking Circles</b></p> <ul style="list-style-type: none"> <li>• Introduce the Thinking Circles activity by saying, “The tradition of the Quinceanera happens when a young woman turns 15. The focus of the tradition is recognizing, appreciating and celebrating family, friends, music food and dance. We will be creating a thinking circle to reflect on how these things are impactful in our lives.”</li> <li>• Split students into two groups. Ask one group to form a circle and stand facing outwards. Ask the other group to create a circle around the first group facing inwards. The outside circle should be positioned so that they are facing a member of the inside circle.</li> <li>• With their first partner (the person they are facing), give the following prompt <b>“Tell your partner about your family. Who are the members of your family?”</b> Give students a 3-4 minute time limit to share. Next, prompt student conversation by saying, <b>“Why is family important to you?”</b> Give additional time for students to share.</li> <li>• Instruct the outside circle to move two people to the right. Now, they have a new partner. For this round, prompt student conversation by saying, <b>“Tell your partner about your friends. Who are your closest friends and why?”</b> Give students a 3-4 minute time limit to share. Next, prompt student conversation by saying, <b>“Why are your friends important to you?”</b> Give additional time for students to share.</li> <li>• Instruct the outside circle to move two people to the right. Now, they have a new partner. For this round, prompt student conversation by saying, <b>“Tell your partner about your interest in music. What is your favorite type of music and why?”</b> Give students a 3-4 minute time limit to share. Next, prompt student conversation by saying, <b>“Why is music important to you?”</b> Give additional time for students to share.</li> <li>• Instruct the outside circle to move two people to the right. Now, they have a new partner. For this round, prompt student conversation by saying, <b>“Tell your partner about your interest in food. What are your favorite foods and why?”</b> Give students a 3-4 minute time limit to share. Next, prompt student conversation by saying, <b>“Why are food or meal times important to you?”</b> Give additional time for students to share.</li> <li>• Instruct the outside circle to move two people to the right. Now, they have a new partner. For this round, prompt student conversation by saying, <b>“Tell your partner about your interest in dance. What is your favorite type of dance and why?”</b> Give students a 3-4 minute time limit to share. Next, prompt student conversation by saying, <b>“Why is dance important to you?”</b> Give additional time for students to share.</li> <li>• If time allows, allow student to share meaningful things they learned about their partners with the class.</li> </ul>	

## Consult 4 Kids Lesson Plans

### Closing

#### Review

- Please recap what we did today.
- Did we accomplish our objectives?

#### Debrief

**What's Important About That?** This strategy allows for the debriefing to take a single student's learning and thinking deeper. Unlike other strategies which encourage the facilitator to get the input of many students, this strategy focuses on one student's opinion and thinking. Students are reminded of what they just participated in. The first question asking students generically, what is important about (that, use the words to describe the activity that was just completed. Ex. If you have just finished your homework time, the student is asked, "What is important about completing your homework?") When one student responds, it is important to listen for what the student says is important about the activity that was just completed. Building on that statement, the question again is "What is important about that (whatever was stated by the student.) This process up to five times, each time taking the child's understanding of what is important to a deeper level. At the end, the facilitator states, "Then what I heard you say is that the importance of (this activity that we just finished) is important because (fill in with the last thing that the student said.

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Family Traditions- Who Is In My Family?
<b>Focus:</b>	Celebrations and Traditions

### Materials:

- Brown construction paper
- Green construction paper (two shades of green, if possible)
- Scissors
- Black markers or crayons
- Tape or glue

### Opening

#### State the objective

Today we will:

- Learn about the importance of family
- Identify the meaning of family
- Create a family tree

#### Gain prior knowledge by asking students the following questions

(Use these questions to facilitate discussion before you introduce the Family Tree activity)

- What does the word family mean to you?
- What does it mean to be a family?
- What are the different members of a family? (answers do not have to be only relations)

### Content (the "Meat")

#### Instruction/Demonstration ("I do" – "We do")

#### Creating A Family Tree

Depending on the age of your students, you can choose to either give instructions only (older students) or demonstrate how to create the family trees. It would be a good idea to have your Family Tree created to use as an example, especially if you are giving instructions only.

- Using a piece of brown construction paper, cut out a tree trunk. Decorate with "bark marks" if you like.
- Using a piece of green construction paper, cut out a tree top shape. (Think of it as a fluffy green cloud.)
- Using the light green construction paper, cut out leaf shapes. (The same green color as the tree top can be used if lighter green paper is not available).
- Tape the tree top to the tree trunk.
- Using a black marker or crayon, write the name and relationship of a family member on the leaves, 1 per leaf.
- Glue or tape the leaves to the tree top.

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the

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<p style="text-align: center;"><b>Students Practice (“You do”)</b></p> <p><b>***Do not send student work home with them. Save it for Friday’s activity!</b></p> <ul style="list-style-type: none"> <li>• Allow students to gather the needed materials.</li> <li>• Allow time for students to share their completed family trees with a partner, a small group or the whole class.</li> </ul>	<p>student become the teacher.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Liked Best, Next Time (LBNT):</b> In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today during this hour.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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<p><b>Modification:</b></p> <ul style="list-style-type: none"> <li>• With younger students, you may want to cut out the leaves ahead of time. You may choose to cut out the tree trunk and tree tops, as well.</li> </ul>
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## .Consult 4 Kids Lesson Plans

<b>Component:</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Family Traditions- Moments That Matter
<b>Focus:</b>	Celebrations and Traditions

**Materials:**

- Writing paper
- Pencils

### Opening

#### State the objective

Today we will:

- Learn about the importance of family traditions
- Discover why family traditions are important

#### Gain prior knowledge by asking students the following questions

- Think about the family traditions you have. Why are those moments important to have?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

**\*\*\*Do not send student work home with them. Save it for Friday’s activity!**

**Instructions**

- Give each 2 pieces of writing paper.
- On the first piece, ask students to create a list of their family traditions.
- On the second piece of paper, students should label the page Moments That Matter.
- Also on the second page, students will complete the following sentence for EACH of the traditions they listed on their first page.

**Our family tradition of \_\_\_\_\_ is important to me because \_\_\_\_\_.**

- Students can add additional thoughts to their sentences, if they choose to do so.

#### Students Practice (“You do”)

- Allow time for students to share their Moments That Matter pages with a partner, small group, or the whole class.

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

## .Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**What's Important About That?:** This strategy allows for the debriefing to take a single student's learning and thinking deeper. Unlike other strategies which encourage the facilitator to get the input of many students, this strategy focuses on one student's opinion and thinking. Students are reminded of what they just participated in. The first question asking students generically, what is important about (that, use the words to describe the activity that was just completed. Ex. If you have just finished your homework time, the student is asked, "What is important about completing your homework?") When one student responds, it is important to listen for what the student says is important about the activity that was just completed. Building on that statement, the question again is "What is important about that (whatever was stated by the student.) This process up to five times, each time taking the child's understanding of what is important to a deeper level. At the end, the facilitator states, "Then what I heard you say is that the importance of (this activity that we just finished) is important because (fill in with the last thing that the student said).

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today during this hour.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

#### Modification:

- With younger students, you may want to ask students the questions and write what they tell you!

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Family Traditions- Family Reunion
<b>Focus:</b>	Celebrations and Traditions

**Materials:**

- Book: The Relatives Came by Cynthia Rylant (optional)
- Writing paper or drawing paper
- Writing and drawing materials (pencils, crayons, markers, etc)

### Opening

#### State the objective

Today we will:

- Learn about a tradition some families have called Family Reunions

#### Gain prior knowledge by asking students the following questions

- What do you think a family reunion is? Have you ever been to one? What do you do at a family reunion?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

**\*\*\*Do not send student work home with them. Save it for Friday’s activity!**

#### Book Reading (optional)

- .Read the story, The Relatives Came by Cynthia Rylant, aloud to the class, stopping to discuss what is happening throughout. Point out when relatives have not seen each other in a while, there may be lots of hugging, talking and sharing taking place when they reunite. In your discussion, mention the custom associated with families having large meals when they get together. Have students share relevant personal experiences of family reunions. (Suggested by Scholastic).
- If you are not able to read the story, explain to students what a family reunion is. (A **family reunion** is an occasion when many members of an extended family get together. Sometimes reunions are held regularly, for example, on the same date of every year. Family members get together for food, recreation and discussion.

#### Ask students:

- What are some of the things that happened at the reunion in The Relatives Came?
- What are some activities or things that occur at family reunions you have been to?

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

### Students Practice (“You do”)

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<ul style="list-style-type: none"> <li>• Ask students to think about what they would like to do with their families if they were able to organize their own family reunion. Write these prompts on the board or on chart paper.             <ul style="list-style-type: none"> <li>Who would you invite?</li> <li>What would you talk about?</li> <li>What would you eat?</li> <li>What would you do (recreation)?</li> </ul> </li> <li>• Give each student a piece of paper and writing/drawing utensils. Ask older students to write about their perfect family reunion by answering the prompt questions. Ask younger students to draw pictures in response to the prompt questions. Ask students to title the page “(their last name) Family Reunion”. Example: Johnson Family Reunion.</li> <li>• Allow students time to share their writings/drawings with a partner, a small group, or the whole class.</li> </ul>	
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b></p> <p>Ask the following three “what” questions:</p> <ol style="list-style-type: none"> <li>1. What did you enjoy most about this activity?</li> <li>2. What was the biggest challenge with this activity?</li> <li>3. What did you learn from the group?</li> </ol>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today during this hour.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Family Traditions- Our Family Traditions
<b>Focus:</b>	Celebrations and Traditions

**Materials:**

- Large sheets of white construction papers
- Drawing and writing utensils (pencils, markers, crayons, etc)

### Opening

#### State the objective

Today we will:

- Learn about family traditions.
- Identify the meaning of a tradition.
- Share our family traditions with our peers.

#### Gain prior knowledge by asking students the following questions

- What is a family tradition?

### Content (the "Meat")

#### Instruction/Demonstration ("I do" – "We do")

**Discussion Prompt**

A family tradition is something that members of a family do together on a consistent basis. (Share a few of your family traditions. Examples could include things like:

- Every summer we go to the beach.
- On Saturdays my whole family watches a movie together.
- We have a 4<sup>th</sup> of July party every July.
- We make dinner together.)

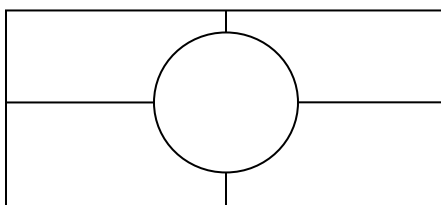
Traditions include the everyday things that families do together, vacations, schools attended, food and meals, holidays, service and many other things.

Ask: What are some family traditions that your family has?

Write all responses on a white board or chart paper.

**Demonstration for Creating Family Traditions Chart**

Demonstrate on a white board or chart paper how to create the following organizer.



Give students a piece of construction paper and allow time to recreate the organizer on their papers.

**\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

### Students Practice (“You do”)

**\*\*\*Do not send student work home with them. Save it for Friday’s activity!**

- In the middle circle, students should draw and label the members of their family.
- In the squares surrounding the circle, students should draw and label or write about their family traditions. 1 tradition for each square.
- Allow time for students to share their Family Traditions Charts with a partner, small group, or the whole class.

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

### Debrief

#### Three Whats

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today during this hour.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

### Modification:

- With younger students, you may want to create the charts for the students ahead of time. You may need to help them label their drawings, as well.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Family Traditions- Family Showcase
<b>Focus:</b>	Celebrations and Traditions

**Materials:**

- 1 piece of poster board or large sheet of butcher paper per student
- Tape or glue
- Markers or crayons
- Student work from previous Family Traditions activities

### Opening

#### State the objective

Today we will:

- Create a family showcase using the work that we have completed throughout the week.
- Share our families and traditions with others.

#### Gain prior knowledge by asking students the following questions

- Why is it important to celebrate and share our families and our family traditions?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

- Hand out the student work you have been collecting throughout the week. (the Family Tree, the Family Traditions Chart, the Moments That Matter writings, and the Family reunions.

#### Students Practice (“You do”)

- Give each student a piece of poster board or butcher paper.
- Instruct students to write their name largely at the top of the paper.
- Using tape or glue, students can organize their work on the poster board or butcher paper.

Hang students completed posters around the classroom or closing area. Invite parents and other classes to view the Family Showcase. Send posters home with students.

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**Liked Best, Next Time (LBNT):** In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today during this hour.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)



## Consult 4 Kids Lesson Plans

<b>Component:</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Boxing Day
<b>Focus:</b>	Celebrations and Traditions

### Materials:

- Large cardboard boxes
- Art materials (Markers, glue, glitter, crayons, construction paper, etc.)

### Opening

#### State the objective

Today we will:

- Learn about a December tradition called Boxing Day
- Learn about and practice goodwill in our community

**Gain prior knowledge by asking students, “What do you know about \_\_\_\_\_?”**

- Canada? What continent is it on? Where is it in relation to the United States?
- A Canadian tradition called Boxing Day? What do you think people do on Boxing Day?

### Content (the “Meat”)

#### Instruction / Demonstration (“I do” – “We do”)

##### Background Information (Share with students)

- Boxing Day is a day celebrated in not only Canada, but in Australia, New Zealand, the United Kingdom, Ireland and South Africa.
- It is sometimes called the Day of Goodwill\*.
- Boxing Day has traditionally been a day of giving money or goods to those that need extra things.
- It is most often celebrated on December 26<sup>th</sup>.

##### Instruction For Donation Boxes

- Ask students what ideas they can think of to replicate the idea of boxing day- giving to those in need. Help steer students towards the idea of collecting clothes or canned goods to donate to a local shelter or other organization.
- Introduce the idea of a donation box- a box in which students will work in small groups to decorate the outside of boxes to collect food or canned goods.
- Show students where the art materials are. Brainstorm ideas with students that they can use on their boxes.

#### \*Activity → Teachable Moment(s) *throughout*

\* Take the opportunity to show students where Canada is located on a map, if available.

\*What is goodwill? (Friendly, helpful, or cooperative feelings or attitude)

#### Students practice (“You do”)

## Consult 4 Kids Lesson Plans

### Donation Boxes

- Split students into 4-5 small groups.
- Give each group a box and allow them to collect the art materials they would like to use.
- Allow time for students to work together to create their boxes.
- Allow time for students to share their boxes with the large group.

Distribute boxes around your school or program spaces. Encourage students and parents, if able, to donate items to their boxes. Donate the boxes to a local charitable organization of your choice.

### Closing

#### Review

- Please recap what we did today.
- Did we accomplish our objectives?

#### Debrief

#### Three Whats

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today during this hour.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

#### Modification of lesson:

Younger students may enjoy working to create one classroom box, rather than several small boxes.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Kwanzaa 1
<b>Focus:</b>	Celebrations and Traditions

<b>Materials:</b> None
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Opening
<b>State the objective</b>
<p>Today we will:</p> <ul style="list-style-type: none"> <li>Learn about the December tradition of Kwanzaa</li> </ul>
<b>Gain prior knowledge by asking students the following questions</b>
<ul style="list-style-type: none"> <li>What do you know about Kwanzaa?</li> </ul>

Content (the “Meat”)	
<p style="text-align: center;"><b>Instruction/Demonstration (“I do” – “We do”)</b></p> <p><b>Background Information</b> (share with students)</p> <ul style="list-style-type: none"> <li>Kwanzaa is a weeklong celebration held in the United States honoring universal African-American heritage and culture, observed from December 26 to January 1 each year. It features activities such as lighting a candle holder with seven candles and culminates in a feast and gift giving.</li> <li>Each day of Kwanzaa is celebrated by a different principle: <ul style="list-style-type: none"> <li><b>Umoja</b> (unity) to strive for and maintain unity in the family, community, nation and race.</li> <li><b>Kujichagulia</b> (self-determination) to define ourselves, name ourselves, create for ourselves and speak for ourselves.</li> <li><b>Ujima</b> (collective work and responsibility) to build and maintain our community together and make our sister's and brother's problems our problems and to solve them together.</li> <li><b>Ujamaa</b> (cooperative economics) to build and maintain our own stores, shops, and other businesses together.</li> <li><b>Nia</b> (purpose) to make our collective vocation the building of our community to restore our people to their traditional greatness.</li> <li><b>Kuumba</b> (creativity) to do as much as we can to leave our community more beautiful and beneficial than we inherited it.</li> <li><b>Imani</b> (faith) to believe with our hearts in our people, our parents, our teachers, our leaders and the righteousness and victory of our struggle.</li> </ul> </li> </ul>	<p style="text-align: center;"><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>

## Consult 4 Kids Lesson Plans

### Students Practice (“You do”)

After discussing each principle with students, circle back to focus on Kuumba, or creativity, which is defined by “doing as much as we can to leave our community more beautiful and beneficial than when we inherited it.”

Ask the following question of students:

- What is a community?
- What makes up our community?
- How can we emulate the Kwanzaa principle of Kuumba in our community? List all answers on a white board or chart paper. (clean up the school grounds, institute a recycling program, etc)

Ask students to vote on what project they would like to work on as a class.

Lead students in a planning discussion:

- What materials or supplies will we need?
- Who will be responsible for what?
- What help or support will we need and who can help us?

Group students into small groups, based on the needs you determined. Allow students time to create a plan for what they will do tomorrow, the implantation day for their day of community service.

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**Liked Best, Next Time (LBNT):** In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on.

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today during this hour.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Kwanzaa 2
<b>Focus:</b>	Celebrations and Traditions

**Materials:**

- As needed, depending on the project that students have chosen to implement

### Opening

#### State the objective

Today we will:

- Implement our plan for Kuumba- making our community a more beautiful place

#### Gain prior knowledge by asking students the following questions

- What do you know about proving service?
- Why is helping our community or school to be more beautiful or beneficial important?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

Recap the plan that students created in the previous Kwanzaa activity.

Make sure each student or group understands their role.

#### Students Practice (“You do”)

- Distribute the needed materials.
- Assist students in completing their plan for community beautification.

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**What's Important About That?:** This strategy allows for the debriefing to take a single student's learning and thinking deeper. Unlike other strategies which encourage the facilitator to get the input of many students, this strategy focuses on one student's opinion and thinking. Students are reminded of what they just participated in. The first question asking students generically, what is important about (that, use the words to describe the activity that was just completed. Ex. If you have just finished your homework time, the student is asked, "What is important about completing your homework?") When one student responds, it is important to listen for what the student says is important about the activity that was just completed. Building on that statement, the question again is "What is important about that (whatever was stated by the student.) This process up to five times, each time taking the child's understanding of what is important to a deeper level. At the end, the facilitator states, "Then what I heard you say is that the importance of (this activity that we just finished) is important because (fill in with the last thing that the student said.

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today during this hour.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Hanukkah
<b>Focus:</b>	Celebrations and Traditions

### Materials:

- The Story of Hanukkah, found at [http://www.teachervision.fen.com/tv/printables/botr/botr\\_026\\_11-12.pdf](http://www.teachervision.fen.com/tv/printables/botr/botr_026_11-12.pdf)
- Potatoes, cut in half or in quarters
- Paint, various colors
- Paper
- Paper plates

### Opening

#### State the objective

Today we will:

- Learn about the December holiday tradition of Hanukkah.
- Make a Hanukkah inspired craft using potatoes

#### Gain prior knowledge by asking students the following questions

- Hanukkah?

### Content (the "Meat")

#### Instruction/Demonstration ("I do" – "We do")

#### Background Information (share with students)

- Hanukkah, the "Festival of Lights," starts on the 25th day of the Jewish calendar month of Kislev and lasts for eight days and nights.
- Share the story of Hanakkuh with students.  
([http://www.teachervision.fen.com/tv/printables/botr/botr\\_026\\_11-12.pdf](http://www.teachervision.fen.com/tv/printables/botr/botr_026_11-12.pdf))
- The festival is observed by lighting a unique candelabrum, the nine-branched *Menorah*, one additional light on each night of the holiday, progressing to eight on the final night.
- There is a custom of eating foods fried or baked in oil, as the original miracle of the Hanukkah menorah involved the discovery of a small flask of pure olive oil. This small batch of olive oil was only supposed to last one day, and instead it lasted eight.
- Accordingly, potato pancakes, known as *latkes* in Yiddish, are traditionally associated with Hanukkah, as they are prepared by frying in oil.

#### \*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the

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<ul style="list-style-type: none"> <li>The <i>dreidel</i> is a four-sided spinning top that children play with on Hanukkah.</li> </ul>	<p>student become the teacher.</p>
<b>Students Practice (“You do”)</b>	
<ul style="list-style-type: none"> <li>Create small groups of students.</li> <li>Give each group several paper plates with different color paints poured on each, and a potato piece for each color.</li> <li>Give each student a piece of paper.</li> <li>Students will use the potatoes as stamps to create potato art work.</li> </ul>	

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>Please recap what we did today.</li> <li>Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>WHI?</b> Ask the following three question:</p> <ol style="list-style-type: none"> <li>1. What were some of the questions that came up in your group?</li> <li>2. How did you go about including everyone?</li> <li>3. If you were to try this again, what might you do differently?</li> </ol>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>Ask students to think about what they did today during this hour.</li> <li>Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Putting It All Together
<b>Focus:</b>	Celebrations and Traditions

### Materials:

- 1 long sheet of butcher paper (8-10 feet long)
- Drawing and writing utensils (pens, markers, crayons, etc)

### Opening

#### State the objective

Today we will:

- Reflect on all of the celebrations and traditions we have learned about
- Create a mural or a graffiti wall to share with others what we have learned

#### Gain prior knowledge by asking students the following questions

- What is a mural?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

##### Discussion/Brainstorm

Ask students to brainstorm the different activities and traditions they have learned about over the course of the month. Record on a white board or chart paper. Examples may include:

- Boxing Day
- Kwanzaa
- Hanukkuh
- Family traditions
- Family reunions
- Moments That Matter
- Various birthday celebrations from around the world
- Any specific activities they have done

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

#### Students Practice (“You do”)

- Roll out the butcher paper on a large table or on the ground.
- Allow students to gather writing/drawing utensils and gather around the butcher paper.
- Students should draw pictures, write descriptions or both regarding the activities they have done or the things they have learned about celebrations and traditions.

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<ul style="list-style-type: none"> <li>• Display mural/graffiti wall in a common area.</li> </ul>	
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<b>Closing</b>
<p style="text-align: center;"><b>Review</b></p> <p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<p style="text-align: center;"><b>Debrief</b></p> <p><b>Three Whats</b></p> <p>Ask the following three “what” questions:</p> <ol style="list-style-type: none"> <li>1. What did you enjoy most about this activity?</li> <li>2. What was the biggest challenge with this activity?</li> <li>3. What did you learn from the group?</li> </ol>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today during this hour.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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