

Lesson Plan: Customs & Traditions

<p>Warm-up: Conversation circle Time: 10 minutes Focus points: Build schema for lesson, cross-cultural sharing Materials: Conversation Card: <i>Traditional Clothing</i></p>	<ul style="list-style-type: none"> • Show students Conversation Card: <i>Traditional Clothing</i>. Talk about the pictures. • Questions for discussion could include: <ul style="list-style-type: none"> ○ What traditional clothes do people in your country wear? ○ Are there different clothes for everyday and for celebrations or holidays? ○ Do many people wear western style clothes, or have they kept their clothing traditions? ○ Do you dress differently than you did in your home country? How? Why? ○ Do you like to shop for clothing? ○ Look at the pictures. Why do you think these people in these cultures dress the way they do? Why do some wear brightly colored clothes, or cover their heads, etc? Why do people dress the way they do in your country? For example, religious reasons, climate, etc. ○ What do you think about tattoos? Green hair? High heels? Body piercings? ○ Do you have a favorite item of clothing or color of clothing you like to wear? <p>* The Conversation Card: <i>Greetings</i>, from the My Home lesson, would also work well here.</p>
<p>Activity: Traditional Clothing from Around the World Time: 10 minutes Focus points: Cross-cultural sharing and understanding Materials: Internet link</p>	<ul style="list-style-type: none"> • Show the YouTube clip about Traditional Clothing from around the world. https://www.youtube.com/watch?v=WHtdejRimSI • Stop the video occasionally, especially if a country represented in your classroom is shown. Ask students if the clothing is correct and if people wear it every day or only for special occasions. • Have a short discussion about what they saw. Were any of the National Costumes familiar? Which ones did they like?, etc.
<p>Activity: Cultural Traditions Time: 30-40 minutes Focus points: Cross-cultural awareness and understanding Materials: You will need to collect the items needed, depending on the culture and activities you choose.</p>	<p>*Japan is used only as an example for this activity. Choose any culture that you have access to or resources for. It is interesting to use a culture different from any in your classroom, and is even better if you can bring in someone from that culture to talk about it as an example.</p> <ul style="list-style-type: none"> • Choose several aspects from Japanese culture. The following are only suggestions. Share, demonstrate, or do an activity with two or three of the following: <ul style="list-style-type: none"> ○ Traditional dress: Show or wear a kimono. ○ Art: Origami – Choose a simple pattern to make with the students ○ Food: Create and activity or game where students use chopsticks (moving mini-marshmallow from one bowl to another, etc.) ○ Food: Bring in a few Japanese foods, ie, seaweed crackers, to try. Teach words that people say before they eat (“itadakimas”) ○ Family: Roles, size of family. Share traditional cultural expectations. ○ Sports: What sports are popular? Show pictures of sumo wrestlers, etc. ○ Customs: Bowing, taking shoes off when entering a home

	<ul style="list-style-type: none"> • As you work through a few activities, invite students to start talking about customs and traditions from their own cultures. • Make a note of these for the ‘your turn’ activities that follow.
<p>Activity: Your turn Time: 20 minutes Focus points: Cultural sharing Materials: Large paper, labeled</p>	<ul style="list-style-type: none"> • Consider doing this activity at the same time as the previous. For example, after sharing traditional dress from a culture, have students write, draw, or find pictures on the internet about traditional dress from their home culture. • Have students sit in culture/language groups. • Give each group large papers labeled <i>Dress, Food, Family, Sports, Customs</i> (or whatever areas you want to focus on). Try to have enough for everyone in the group to be able to make a contribution, although they should be encouraged to work together and share ideas. Students can choose to make more categories. • On each paper, have students draw and write (in English and/or their first language) about that aspect. For example, draw traditional and everyday clothing on the <i>Dress</i> paper, etc. Students could also find photos on the internet. Have students trade a papers a few times if they have more ideas. • Consider taking photos where appropriate, such as students modeling greetings, etc. • Label items in English and the students L1 if possible, or do later with the help of a translator. • Give the students plenty of time to do this activity. • When finished, give each culture group a chance to share 2-3 of their papers with the class. • If you are making books, save all of this information to include.
<p>Activity: Brainstorm! Time: 15 minutes Focus points: The five senses, cultural sharing Materials: 5 senses worksheets, or recreate on larger paper if desired</p>	<ul style="list-style-type: none"> • Teach Vocabulary <i>Smell, Taste, See, Hear, and Touch</i> by writing each word with a simple figure by each. Practice by having students touch their eyes, nose, ears, mouth and hands. • Draw an example worksheet on the whiteboard. • Model by filling examples from your community, or even from your classroom. For example, what sounds can you hear, such as bells, traffic, sirens, trains, etc., • Now give each culture/language group their own worksheets – about one for every two students. Have them brainstorm at least 3 ideas for each category – more if they can. They can write these either in English or their first language or draw a picture.
<p>Activity: ‘We are from ____’ Time: 20 minutes Focus points: Poetry as a means of self-expression and cultural preservation Materials: Information gathered from the ‘Your turn’ activities, We are from ____ poem template</p>	<ul style="list-style-type: none"> • By now you will have collected quite a bit of information about the students’ cultures, both from their brainstorming and from what you have saved from their sharing. • We are now going to use all of this information they have created (the senses chart, and the customs papers) to write a poem. You might also have information from the music and storytelling lessons to add. • Model the ‘<i>I am/we are from _____</i>’ poem structure. • With a teacher, interpreter, or other volunteer, help students fill in the blanks on the poem with the words and ideas from the sheets. • Allow students to add other ideas, or express things in other ways besides the exact form of the template.

	<ul style="list-style-type: none"> • Encourage them to add details where possible. You can write it for them if needed. • These can be really beautiful poems. Encourage students to think of what identifies their cultures and homes to them. • Students can illustrate their poems, or find photos on the internet. • Save these poems for inclusion in cultural preservation books and/or for a celebration.
<p>Wrap-up: Not wrong, just different Time: 10-15 minutes Focus points: Awareness of attitudes towards differences in customs and traditions Materials: PowerPoint, Yes, No cards</p>	<ul style="list-style-type: none"> • Using the PowerPoint ‘Not wrong, just different’, look at each slide. • Have students hold up their yes/no card to respond to the question of whether these are things that are acceptable in their home cultures or not. • Discuss as much as possible. • Have students share customs from their culture which they found different when they came to the United States.
<p>Extension Activities</p>	<ul style="list-style-type: none"> • Attend a cultural celebration in your community, such as a Native American Pow Wow, Chinese New Years event, or St Patrick’s Day Parade.