

Unit #1 Title: Individual and Group Differences

Lesson Title: Family Traditions

Lesson 2 of 3

Grade Level: 2

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard:

PS.2: Interacting with Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):

PS.2.B.02.a.i: Identify similarities and differences among families and their traditions.

American School Counselor Association National Standard (ASCA):

Personal/Social Development

A: Students will acquire knowledge, attitude and interpersonal skills to help them understand and respect self and others

Materials (include activity sheets and/ or supporting resources)

A symbol, picture or story regarding family traditions (e.g. a pickle ornament that is hidden on the tree each year; a dreidel that is used to play the “dreidel game” on the first night of Hanukah, or a kinara that holds the red, green, and black candles of Kwanzaa each year).

Family Tradition Activity Sheets

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	1. Speaking and writing standard English 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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	Fine Arts	
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Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Performance activity: Student will be able to discuss the school and family traditions that he/she takes part in.

Student will be able to complete Family Tradition worksheet accurately.

Lesson Preparation

Essential Questions: Why is respect for others important?

Engagement (Hook): Counselor will show and, as appropriate, pass around the symbol(s) of a family tradition he or she brought to the class.

Procedures

Instructor Procedures:	Student Involvement:
1. After all students have had a chance to look at the symbol(s), the counselor will ask students to hypothesize about the meaning of the chosen symbol(s). When students have had an opportunity to make a number of guesses, the counselor will tell students the story of the meaning of the symbol(s) in his or her family.	1. Students will offer their ideas about the meaning of the symbol.
2. Counselor will ask students to explain what tradition means and then help define it for them (i.e. custom, ritual, habit, practice). Counselor will ask the students to name traditions that happen in their school.	2. Students will raise their hands and share what they think tradition means. Students will also share what traditions that they see in their school.
3. Counselor will share with students some traditions that their family participates in.	3. Students will share traditions that exist in their family.
4. Counselor will ask students to think of some traditions that exist in his or her family. Counselor will then get students to focus on some family traditions that they	4. Students will share traditions that their family participates in. Students' will then focus on what traditions their family has during the winter.

have during the winter. Counselor will then discuss Ramadan, Christmas, Hanukah, and Kwanzaa. Some families based on their religious beliefs do not participate in any celebrations during the winter months.	
5. Counselor will hand out Family Traditions worksheets and go over the directions with the students.	5. Students will cut out pictures and paste them under the appropriate heading.

Teacher Follow-Up Activities

Teacher may do a writing activity with the students using Family Traditions as a prompt.

Counselor reflection notes (completed after the lesson)

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FAMILY TRADITIONS

Different families have different traditions. Some families traditionally celebrate one of the following holidays during the winter months.

KWANZA

HANUKAH

RAMADAN

CHRISTMAS

ONE OF MY FAMILY'S TRADITION S:

PLEASE CUT THESE PICTURES OUT BELOW AND PASTE THEM UNDER THE APPROPRIATE HOLIDAY.

