

<b>Unit 1 Title:</b> Individual and Group Differences	
<b>Lesson Title:</b> Family Traditions	<b>Lesson 2 of 3</b>
<b>Grade Level:</b> 2	
<b>Length of Lesson:</b> 30 minutes	
<b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> PS.2: Interacting with Others in Ways That Respect Individual and Group Differences	
<b>Grade Level Expectation (GLE):</b> PS.2.B.02: Identify similarities and differences among families and their traditions.	
<b>American School Counselor Association (ASCA) National Standard:</b> 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

	Fine Arts	
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**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will identify one personal family tradition.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.**  
 Students will discuss the school and family traditions that he/she takes part in.  
 Student will 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**

<p><b>Instructor Procedures/Instructional Strategies:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Counselor will share with students some traditions in which his or her family participates in.</li> <li>4. Counselor will ask students to think of</li> </ol>	<p><b>Student Involvement/Instructional Activities:</b></p> <ol style="list-style-type: none"> <li>1. Students will offer their ideas about the meaning of the symbol.</li> <li>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.</li> <li>3. Students will share traditions that exist in their family.</li> <li>4. Students will share traditions that their</li> </ol>
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<p>some traditions that exist in his or her family. Counselor will then get students to focus on some family traditions that they have during the winter. Counselor will then discuss Ramadan, Christmas, Hanukkah, and Kwanzaa. Some families based on their religious beliefs do not participate in any celebrations during the winter months, which is their tradition.</p> <p>5. Counselor will hand out <i>Family Traditions</i> worksheets and go over the directions with the students.</p>	<p>family participates in. Students' will then focus on what traditions their family has during the winter.</p> <p>5. Students will cut out pictures and paste them under the appropriate heading.</p>
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**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)**

# **FAMILY TRADITIONS**

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

**KWANZAA**

**HANUKKAH**

**RAMADAN**

**CHRISTMAS**

**ONE OF MY FAMILY'S TRADITIONS:**

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

