**5B HOW WE EXPRESS OURSELVES 2009-2010 Lesson plan**

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| Learing intention (we are learning to) | Suceed criteria (what islearning for)  Questions/concepts/sklls | Learning engagement |
| **Knowledge**  To explain what culture is | * Define the meaning of culture * Mention and explain elements of culture   What is ritual, tradition, celebration, cultures, fetival, etc?  How are they different and similar?  *FORMS, Research skills* | **Defining the key words**  Students define some of the keywords from the unit such as ritual, tradition, beliefs, values, etc with their own words. Then they try to find factual information about this terms and hen copmpare their answer then they will create the new meaning including the examples   |  |  |  |  | | --- | --- | --- | --- | | Own definition | From resources | NEW definition | Example | |  |  |  |  |   Write the word "culture" in bold capital letters across the board. Ask students as a class to come up with a definition. |
| To experience certain ritual and traditionl | * write the procedure of the dance ritual completely * mention the propeties used in the dance in details * identify the meaning of each property and the ritual itself | **Traditional dance ritual “Tari Kecak” from Bali**  Students will have a guest speaker who will come and lead a dance ritual. Guest speaker will explain each property used, each step of the process and explain the beliefs and values behind it. In the class, teacher discusses a little about the event and students then will ***make a procedural writing*** of this event contains of each step of the acivity process the properties used and explain the meaning behind. |
| To recognize rituals and traditions as part of culture | * What are the elements used in the rituals you see? * How do they do the rituals? * Why do you think they do that? * When and where it happens?   *FORMS and FUNCTION*  *Thinking skill* | **Ritual or Tradition -** *Pictures analysis*  As a pre assessment, students will sorting out some pictures of rituals and tradition based n the category then they will analyze what they see in the pictures. This activity will shape more understadning of rituals and tradition. |
| * What did you do during certain celebration? Who, when, where, why, did you do it? * How did you express your selves in doing the celebration? * What makes the day different from other days in the year?   *REFLECTION*  *Research skill* | **It’s my party**  Students write an experience of a celebration which may include ritual and tradition within the family that they have ever experienced in a form of recount writing. They will include information about what they did, what rituals or tradition included in the event, (e.g, exchanging gift, cutting the cake, pray together,etc) |
| * What did the family celebrate? * How did the family do the rituals and tradition? * Did family always do tradition from genration to generation? * What is the in the familymost favorite ritual and tradition?   *CHANGE*  *Research skill* | **Family Ritual and Tradition album**  Students bring their family pictures which do a celebration, tradition or ritual. They will tell a story behind the tradition and ritual that the family does. They will compile the pictures into a family album. And analyze the values or beliefs in every tradition. |
| To identify different kinds of ritual and tradition  **Attitudes**   * **Demonstrates appreciation to other cultures** * **Demonstrates tolerance to accept cultural differences** | * find out some ritual or tradition from different culture * Explain it through 5W-H questions * gather complete data about those rituals and tradition   Survey questions:  What activities did you do?  Why this event mportant or special? Why did you do it? When it happens? What clothes do you wear? What food do you eat? What music do you play or sing? What special decoration or other artifact you use during the day? WHY? How did you feel? | **Ritual and Tradition survey**  Students investigate the rituals and tradition happens in the family and also around school community through a survey. They at least have to find four different ritual, tradition, and celebration from the oldest generation to the youngest. Then they will brainstrom the list of the rituals at school and collect them as the whole class list in a form of big chart displayed inside the class –*explained in sorting out stage* |
| **Personal fieldtrip to a Cultural community**  Students will go to the nearest community to find out the cultural beliefs and values in every ritual and tradition they do. They will analyze the cultural activities performed by this community and then try to bring it to the class to relate it with the central idea. |
| **Concept**  To understand how rituals and tradition represent a culture | * recognize the elements of certain culture  1. explain what elements that are used in the ritual and tradition (music, clothes, decoration, artifacts,  * find the belief and values (meaning) of any element used in the ritual and tradition   *How are they different?*  *What ritual, tradition, or celebration in certain culture?*  *How did they do ritual?*  *What are the elements in this ritual?*  *FUNCTION, CONNECTION* | **Class chart of rituals & traditions**  The survey result will be put in big chart contains of ( 5 W & H ) music , clothes , food , decorations and displayed n a big chart. Students may add the info along the unit.  Analyze the meaning of each element used in the ritual and tradition |
| To understand the importance of ritual and tradition as part of culture. | 1. mention how people usually do rituals and tradition in their culture 2. identify reason why people do the ritual and tradition 3. categorized the ritual and tradition based on its purpose   *Why are celebrations similar and different from?*  *Why we do celebration?*  *Hwo important is a celbration, ritual and tradition?*  *Why we have to do celebration?*  *Why do you think they belong together?*  *FUNCTION* | **Categorize the celebration (Importance of Celebration)**  Students will write the celebration on a hard paper then they will try to categorize based on the food eaten, fun or serious occasion, purpose, events in or lives, birth, death, season change, believe in God, new year, remembering significant people in past, etc   1. Watch video/ read book, or article about the history of certain ritual and tradition. 2. Analyze artifacts and elements related to the ritual and tradition.   Make a ritual and tradition category chart (to memorize an important person, to celebrate change of season, to mark a significant events in our lives, to praise God, etc) |
|  | *How can you conclude the rituals, tradition and celebration practised from community?*  *FUNCTION*  *CONNECTION*  *PERSPECTIVE* | **Understand the important or ritual and tradition**  Students must understand that:   1. Rituals, traditions, and celebrations often mark siginificant events in our lives 2. There are universal human experiences that are marked by rituals, tradition and celebration 3. They have many common elements in different rituals, tradition, and celebrations. 4. People use R and T to give their lives meaning 5. R, T and C may be experienced by individu, families, and larger community 6. Borrow elements of other cultures R, T and C and incorporate them in our own. |
| To understand how people express cultures in various way | *How do ritual and tradition similar to and different from?*  *Why are they different?*  *How each individu express the celebration of their culture?*   * Explain the rituals of 2 different cultures which share the same purpose. * Compare and contrast the values and beliefs behind the rituals. * Conclude how different cultures show their beliefs and values in different ways.   *PERSPECTIVE* | **How people celebrate or do ritual differently**  From the survey students try to find factual information and then analyze the info they get and compare it with the survey result to get the differences. Later on they will ask other person who celebrate this, which finally will come up with conclusion that every one do the ritual in different way. |
| To apply understanding about ritual or tradition to represent culture | *Why do you do it?*  *What are the elements of your celebration?*  *What will you do in the event?* | **Create rituals and traditions**  Students will try to apply their understanding and knowledge of rituals and tradition to create their own rituals and tradition including the activities, reason or purposes, and elements. They must do it to remark one significant event in their lives |
| **I’m in charge of celebration or Planning Celebration**  All students in class will be divided into groups and will organize an activity, celebration which includes rituals and tradition including beliefs and values. Each group will work in preparing the elements of the celbration, music coordinator, clothes coordinator, decoration coordianors, food, activities, rituals and tradition. | *FUNCTION*  *What is the significant event?*  *Who will be involved?*  *When and where It should be held and the duration of the event.*  *What activities should be involved?*  *Whether special food, décor, etc, should be included*  *How people will be invited*  *REFLECTION*  *How did you feel about our celbration?*  *What effects do you think it had onus as a class? On our visitor?*  *What would you change if we ere to do it again?* |
| **Creating symbols**  Students create symbols for certain cultures and also for their | | |
| **Present a ritual, tradition or celebration**  **SUMMATIVE TASK** | | |