

# Traditions

## Overview

Students will read directions for a traditional Chinese children's game. Then they will go outside to play the game. Finally, students will discuss how well the directions were written, what was included in them, and then write their own directions for a traditional game they enjoy.

## Lesson Planner

Time Required	1 hour
Key Concepts/Terms	Traditions, Cultures, Directions
Prerequisites	<ul style="list-style-type: none"><li>• Knowledge of expectations for outdoor classroom conduct</li><li>• Knowledge of traditions and of other cultures</li></ul>
Setting	<ul style="list-style-type: none"><li>• 10-minute field study (game) outside</li><li>• Remainder of lesson inside</li></ul>

## Standards

### **MD VSC 3<sup>rd</sup> Grade Reading/Language Arts**

2.1.b. Read, use, and identify the characteristics of functional documents such as *set of directions*, science investigations, atlases, posters, flyers, forms, instructional manuals, menus, pamphlets, rules, invitations, recipes, advertisements, other functional documents.

4.2.a. Compose to express personal ideas to develop fluency using a variety of forms such as journals, narratives, letters, reports, and *paragraphs*.

### **MD VSC 3<sup>rd</sup> Grade Social Studies**

2.A.1.a. Use fiction and non-fiction to compare the elements of several cultures and how they meet their human needs for clothing, food, shelter, *recreation*, education, stories, art, music, and language.

## Objectives

Students will follow a set of directions to learn about a Chinese tradition and then write their own set of directions about one of their own traditions by using the original set as a model.

**Materials  
Required**

- Paper for composing sets of directions
  - Pencils
  - Copies of directions for game
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**Background  
Information**

At this point in their reading/language arts theme, students have been reading various stories about cultures and traditions. They have specifically been learning to identify important details. This lesson will extend this learning by looking at a functional document of a recreational tradition in another culture and finding the important details. Students will follow the directions outside. Then they will discuss the features of the set of directions. Finally, they will write their own set of directions for a traditional game they enjoy. These sets of directions could be compiled in a class book or students could compose them in a power point to create a class slideshow, etc.

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**Procedure**

Follow the steps in the table below to conduct the activity. **Sentences in bold are suggestions for what teachers might say to students.** *Items in italics are possible teacher answers to questions.*

Phase	Step	Action
<b>Engage</b>	<b>1</b>	<p><b>Ten Minute Exercise:</b> Introduction to concept maps/outdoor learning.</p> <p>If students are unfamiliar with concept maps and/or using the schoolyard as a classroom, begin by creating a concept map together as a class to go over rules and expectations for learning outside.</p> <p>As you go through the concept map, think aloud for how you are choosing where to draw your bubbles to connect different concepts on the map. For instance,</p> <p><b>“I am going to write the idea first and then put a bubble around it to make sure my bubble isn’t too big or too small for my information.”</b></p> <p>Or</p> <p><b>“I am going to connect this idea to that one instead of the main topic since they are related.”</b></p> <p>Or</p> <p><b>“That’s a good idea! Where would you connect that idea on our concept map?”</b></p> <p>Have in mind some expectations for outdoor learning specific to your schoolyard that you want to be sure students include. For instance,</p> <ul style="list-style-type: none"> <li>• <i>Regular school rules still apply (respect each other, listen to the speaker, follow directions, etc.)</i></li> <li>• <i>No yelling, screaming, tapping on/waving into windows that will disrupt class learning inside the school building.</i></li> <li>• <i>“Look, learn, and let go” when you see insects.</i></li> </ul>

	<b>2</b>	<p><u>Read Game Directions (10 Minutes)</u></p> <p>In groups, have students read the directions for their games.</p> <p>As a class, discuss the important details in the directions. Record these on the board.</p>
<b>Explore</b>	<b>3</b>	<p><u>Directions (5 minutes)</u></p> <p>Outside, students will be playing the game. Depending on the class size, you may want to split the class in half for the game or they can play as a whole class. Or try it both ways!</p>
	<b>4</b>	<p><u>10-Minute Field Study</u></p> <p>Bring students outside. Keep track of the time, giving students ample warning for when it's time to head back in. Have students play the game.</p>
<b>Explain</b>	<b>5</b>	<p><u>Sets of Directions (10 minutes)</u></p> <p>Once back in the classroom, debrief with students about the directions. Were there questions that came up that were not answered in the directions? What might they have added to the directions or taken away from them? Write these down for the class to see.</p> <p>Since students will be writing their own directions, explain that we need to determine what the important details are to include. Record on the board the important elements for these directions. Include things such as how many can play, the age, rules, the point of the game, how to win or keep score if necessary, etc.</p>

<b>Evaluate</b>	6	<p><u>Writing (10 minutes)</u></p> <p>Have students choose a traditional game they enjoy playing to write directions for. Encourage students to be sure to include all of the important details in their directions. If they get stuck, suggest games such as:</p> <ul style="list-style-type: none"> <li>• Tag (different versions?...)</li> <li>• Follow the Leader</li> <li>• Simon Says</li> <li>• Hide and Seek</li> <li>• Red Light Green Light</li> <li>• Kickball</li> </ul>
	7	<p>Students can continue their writing through the different writing stages (revising, editing, publishing). Compile student work into a class book of traditional games, or have students each create a slide or two to create a class power point presentation of traditional games. Or student work can be displayed on a bulletin board, etc.</p>

**Vocabulary**

Understanding of the following terms is required in this activity.

Term	Definition
Traditions	Ways of living passed down through generations.
Culture	A group of people sharing commonalities such as clothing, food, shelter, recreation, education, stories, art, music, and language,
Directions	Steps for completing a task.

**Written by Christa Haverly**



# Catch the Dragon's Tail

This traditional Chinese game is great fun for the playground. You will need a large group of children - at least 10, but the more the merrier!

**Age:** Any

The children all form a line with their hands on the shoulders of the child in front. The first in line is the dragon's head, the last in line is the dragon's tail.

The dragon's head then tries to catch the tail by maneuvering the line around so that he can tag the last player. All the players in the middle do their best to hinder the dragon's head. Don't let the line break!

When the head catches the tail, the tail player takes the front position and becomes the new dragon's head. All the other players move back one position.



[http://www.activityvillage.co.uk/catch\\_the\\_dragons\\_tail.htm](http://www.activityvillage.co.uk/catch_the_dragons_tail.htm)