

**Intended for Grades:** 4-8 **Est. Time:** 60-120 min. (class & home)

**Lesson Title:** MY “MIXED PLATE”

**Lesson Purpose:** Students will:

- \* Learn about family and personal connections to community and culture
- \* Develop deeper understandings about each other to build a strong learning community
- \* Create & share a collage of personal connections to Home, Host, Local, & Global cultures

**Materials & Preparation:**

- \* *Student Project Guide*, one per participant (*Guidelines, Planning Form, Reflection Sheet, and Project Rubric* - See Lesson Resource)
- \* Extra supplies if needed by students (Paper plates, cardboard, glue, magazines, etc.)
- \* An example (*Build relationships by sharing your own Mixed Plate.*)

**Background Information:**

Hawai'i is one example of a multi-cultural place, with some familiar introduced cultures reaching back to plantation days. New groups of immigrants from the Pacific as well as around the world join the local population each year.

Like these islands in the 21<sup>st</sup> Century, many places around the world are known for a rich tapestry of cultures. Each culture offers unique ways of being... of doing the daily things we find normal. Exploring layers of culture can help participants appreciate the wide variety of unique differences we all have *and* the many similarities we all share at the same time.

**Steps:**

1. Discuss the purpose of this lesson and how students will explore different aspects of culture, including that of their families and communities.
2. Invite students to share what they know about culture: Some prompt questions include:
  - \**What do you think of when you hear the word “Culture”?*
  - \**What are different ways people demonstrate their cultures? (I.e.: music, art, dance, language, values, spirituality, clothing, homes, martial arts, sports, etc.)*
  - \**What do people do to preserve and share culture?*
 Help the group develop a simple definition of culture; chart their ideas if possible.

3. Write the following on the board & invite students to share what these terms might mean.

**Layers of Culture: \*HOME \*HOST \*LOCAL \*GLOBAL**

Discuss student responses and then post and talk about the Layers of Culture definitions (see below). Explain that deepening their knowledge about connections to culture can help them learn more about themselves as well as about their community. Learning about the world or global culture can help develop appreciation for differences.

4. Introduce that students will be exploring their own cultural connections by making a unique collage. Distribute and discuss the “My Mixed Plate” Student Project Guide. Clarify that completing their guide as well as creating their project are both part of their responsibility and grade.

5. Review each section of the project guide to clarify what needs to be completed. Provide a model of a Mixed Plate project, emphasizing the chance to be creative and to learn more about your self. (*Having a model of your own “Mix Plate” can help you build relationships with students.*)
6. Facilitate partners or small groups to discuss and record their personal connections to the four layers of culture. Allow class time and/or assign for homework for students to plan their collage and gather materials. Provide help as needed, paying attention to any students that may have challenging family situations where questions might not be possible.
7. Debrief, set a due date, and check back periodically to assess project progress and provide support as needed.
8. After due date, have students present their “Mixed Plate” Project. Post them on the walls and encourage students to get to know each other by viewing their peers’ work. Help students understand how getting to know each other helps build a strong community of learners. You can work with students to:
  - \* Identify the diversity and similarities amongst classmates.
  - \* Discuss if their collages might represent their local community; how and why.

***\*Alternative to Mix Plate Project:***

Invite students to bring in one artifact that best represents their home culture and share why that artifact is important. (You can also extend this activity to 1 artifact per layer of culture.)

**Reflection Questions:**

- \* What did you learn about yourself and your family from doing this project?
- \* What did you learn about your peers?
- \* What do you appreciate now that you did not appreciate before doing this project?
- \* How might this information help us work better together as a community of learners?

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_



## "MY MIXED PLATE" STUDENT PROJECT GUIDE

**Purpose of this Project:** Participants will:

- \* Learn more about where you live, your family, yourself, and your classmates
- \* Develop a deeper understanding about communities and culture

### **Background:**

Your connections to culture are uniquely your own, just like a plate of food you might create at a buffet or luau. Your task is to create a "Mix Plate" collage or image that shares about yourself in relationship to the different layers of culture that make up your community.

### **Project Steps:**

1. Review information about Layers of Culture (see below. Think about how you connect or relate to each layer.
2. Answer the questions below and write down other ideas for your "Mix Plate".
3. Gather supplies and create your "Mix Plate".
4. Share your project.

### **Supply List:**

Be creative! You may need a paper luau tray or cardboard, glue, photos, magazine pictures and words, felt pens, scissors, other items that can be glued on, string, etc.

### **Project Guidelines:**

1. Use a disposable luau tray, cardboard, or go creative to make the base or plate for your collage (maximum size 11" x 17")
2. Include 2 or more items for each layer of culture (use a variety of materials)
3. Include words, pictures, and artifacts (items that can be attached)
4. Write a thoughtful reflection about your project - see below
5. Prepare to orally present your "My Mixed Plate" Project to others

NAME \_\_\_\_\_ DATE \_\_\_\_\_ CLASS: \_\_\_\_\_

**"MY MIXED PLATE" Research Notes**

**HOME CULTURE:** \*Culture of you and your 'Ohana (family); your ethnic identity, cultural heritage, genealogy, family background; family practices, interests, skills and knowledge.  
\* What words, pictures, or artifacts (items) represent you and your family?

**HOST CULTURE:** Indigenous (native) culture of a specific location; people deeply connected and knowledgeable about where they live and how to sustain resources.  
\* What do you appreciate about Hawaiian culture?

\* What is something you practice or do that is part of Hawaiian culture?

**LOCAL CULTURE:** Various groups from a particular location; these folks have interactive relationships in their community (schools, clubs, teams, churches, local organizations, etc.)  
\*How do you describe the community where you live?

\* What different groups does your family and you belong to?

\*What community events you do and your family participate in or attend?

**GLOBAL CULTURE:** (Inter & intra-dependent relationships connecting us to the world at large; classroom connections made to important issues in real life impacting everyone)  
\*How are you tied to other people and places beyond Hawai'i?

\*What is one way you would like to help the world become a better place?

**Project Reflection:** (Please add paper or write on back for more space.)

**Describe 8 important items on your Mixed Plate Collage and why you used these items (Two for each layer of culture):**

HOME CULTURE	
HOST CULTURE	
LOCAL CULTURE	
GLOBAL CULTURE	

How might this information help you in life?

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What is something you liked about this project?

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How might this project be improved?

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**“MIXED PLATE” PROJECT RUBRIC**

CATEGORY	Excellent ___ Points per item	Proficient ___ Points per item	Developing ___ Points per item
<b>PROJECT GUIDE</b> (Notes & Reflection)	<input type="checkbox"/> All sections done + extra ideas <input type="checkbox"/> All answers easy to understand <input type="checkbox"/> Details enhance meaning	<input type="checkbox"/> All sections done <input type="checkbox"/> All answers understood <input type="checkbox"/> Some details included	<input type="checkbox"/> Most sections are done <input type="checkbox"/> Most answers understood <input type="checkbox"/> Only a few details included
<b>COLLAGE</b> <i>Content Clarity</i> <i>Artistic Design</i>	<input type="checkbox"/> Each item is unique and relevant <input type="checkbox"/> Careful planning; details apparent <input type="checkbox"/> Collage is especially attractive	<input type="checkbox"/> Items represent clearly <input type="checkbox"/> Some planning & detail <input type="checkbox"/> Collage is attractive	<input type="checkbox"/> Some items represent well <input type="checkbox"/> Minimal planning and detail <input type="checkbox"/> Less than attractive
<b>PROJECT SHARING</b> <i>Preparation</i> <i>Delivery</i>	<input type="checkbox"/> Confident and well prepared <input type="checkbox"/> Enthusiasm & enjoyment evident <input type="checkbox"/> Clarity & volume enhanced speech	<input type="checkbox"/> Prepared and poised <input type="checkbox"/> Interest shown <input type="checkbox"/> Clear; loud enough	<input type="checkbox"/> Presenter unsure <input type="checkbox"/> Minimal enthusiasm <input type="checkbox"/> Hard to hear/understand
<b>POINTS</b>			

Area to improve upon:

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