

Lesson Plan: Expressive Arts Lei Making

“In the Spirit of Aloha”

Lacey Chong

1. Title: In the Spirit of Aloha

2. Context: Fifth Grade expressive arts lesson on how people in Hawai'i make a lei or garland to wear around their necks

Time Required – 45 minutes

3. Objectives:

During this lesson, students will demonstrate their developing understanding of how to make a lei by following a lei making pattern.

By the end of this lesson, students will be able demonstrate their understanding of how to string a lei by constructing their own flower paper lei.

4. Standards:

Art

AR.05.CP.01 Use experiences, imagination, observations, essential elements and organizational principles to achieve a desired effect when creating, presenting and/or performing works of art.

AR.05.HC.04 Describe how the arts serve a variety of purposes and needs in other communities and cultures.

5. Preparation:

Colored construction paper (various colors)

Construction paper flowers (various colors, some pre-cut for each group)

- find the outline of a basic flower online

Hole punchers (5, one for each group)

Yarn (one piece should be two arm spans in length, and one yarn per student, triple knot it at one end about 1 inch from the end)

Straws (pre-cut, each piece about 1 inch long)

Tape

Waste basket trash bags (5, to collect any paper to be recycled after the lesson)

Hawaiian music (to be played in background during work)

- Recommended artists: Na Palapalai, Keali'i Reichel, Amy Hanaiali'i

Pictures of flower leis made in Hawaii on PowerPoint

Steps to Making a Lei on PowerPoint

Students will supply a pair of scissors and a pencil each

Sentence frame my mentor teacher suggested I include (This is a _____ and it is a symbol of _____.)

6. Lesson Introduction/Set: (2 minutes)

(Ask students to join you on the carpet bringing a pair of scissors and a pencil with them and placing it on their supply boxes. Tell them you need five scissors on each box. The box they put their scissors on will be their group, but you don't need to tell them this just yet.)

Aloha! That is the Hawaiian greeting for Hello! Many of you have expressed an interest in my culture and I am happy to share a little about it with you today. We will be learning briefly about what a lei is as a part of the Hawaiian culture and its significance in Hawai'i.

7. Sharing Objectives: (1 minute)

The main purpose of this lesson will be to learn how a lei is made, how lei are used in Hawai'i and use that knowledge to create a lei of your own to keep.

8. Learning activities:

A. Whole group (8 minutes) – (If you haven't already, gather students on the carpet in front of the projector screen.) *Please find a spot in this area where you can do their best learning and sit criss cross apple sauce facing the screen. If at any time during the lesson you feel you need to move because the spot you originally chose is no longer working for you, you may quietly move your body to a new place on your own. There will be moments in the lesson when I ask for questions. I will know if you have a question when I see your hand raised and I will call on you.*

Before we begin, I'd like to introduce you to some vocabulary words that I will be using throughout this lesson. It will work like this. I will say the word then all of you will say it together. You will know it's your turn when I point to you. After each word we will briefly discuss its meaning.

(Point to yourself) *The first word is "Aloha". (Point to students for their turn). Aloha means hello in Hawaiian. It is a greeting you use when you see a friend. "Aloha _____!"*

(Point to yourself) *Our second word is "lei". (Point to students for their turn). Lets pause here for a minute. I heard you folks are studying homophones. Lei is pronounced the same way as lay, but they have a different meaning. Hmm this is interesting to me! A lei is something you wear and lay is an action like laying on the floor or when my mom use to tell me to lay out my clothes on my bed for school.*

(Point to yourself) *Our third word is "Mahalo." (Point to students for their turn). Mahalo means thank you in Hawaiian. When someone does something for you that you appreciate, you tell him or her, mahalo. "Mahalo fifth graders for sitting so nicely!"*

I will leave your Hawaiian vocabulary words on the board for this lesson so you can look back at them when you'd like to remember and practice the words or if you forget the meaning and hear me say it, you can always look to your board to refresh your memory.

Most often a lei is a symbol of friendship, respect, appreciation, celebration, accomplishment, and love. In Hawai'i, people wear lei to celebrate graduations from school (show graduation picture from college), weddings, birthdays, anniversaries, mother's day, father's day, and other special occasions such as celebrating a person's life. Other times people

just like to wear lei because it smells good. Begin to think of the kind of lei you'd like to make today. What will it represent? Friendship, respect, appreciation, celebration, accomplishment, or love? (Introduce the sentence frame "This is a _____ and it is a symbol of _____" as requested by my mentor teacher.)

B. Creative Extension: Group Explanation (20 minutes – Students still sitting in a group) *Now that you have learned a little about lei, you will now be making your own lei. I will tell you which group you are in. Each group will be getting a box with supplies. In your box you will find pre-cut paper flowers, straws, yarn, and a hole puncher. Everyone will get a string of yarn. You will begin making your lei using this pattern. Please watch carefully. First each yarn has a knot at one end. Do not take the knot out. You need it. Next you will choose any flower color you'd like and string it through the hole until it touches the knot. Then you will string a piece of straw, which will be followed by a flower. You will repeat this pattern until you reach the end. However, leave 1 inch at the end just like you did in the beginning. Finally, you'll tie the two ends together into a knot and wear your lei!*

(Call on someone to recite what he or she just heard.) Great listening! In case you prefer reading the steps to make a lei like how I favor sometimes, I have the steps posted up front for you to look at. Before we move on, are there any questions?

When people from my culture string lei, they sit on the floor like we are doing right now. We sit facing one another and we talk about positive things. While stringing a lei with real flowers, we say and think happy things so that our lei will turn out to look nice. If we don't, then our flowers will die early. Even though we do not have real flowers to string today, we still want to think happy thoughts because it's good for us too. As you make your lei, think about what it will be a symbol of.

Each box has a color on it. If you placed your scissors on the red box, you will be in the red group. Which ever box you placed your scissors on will be your group. Each box has the same supplies in it. I have pre-cut flowers in each box, however, you may run out. If you do, I have construction paper here. You can use a flower to trace it on the color paper of your choice and cut out the number of flowers you need. If you have left over paper, return it to the stack of construction paper so others can use it. Place your scraps of paper in the plastic bags in your box to be recycled after the lesson. (Ask someone to explain what you just said)

I will let you know when you have 5 more minutes to work on your lei by using this method. I will sing "5 more minutes" and I will know you heard me when you sing it back to me. Lets practice!

Are there any questions?

I will play music for you while you make your lei. If we cannot hear the music, that means the noise level of the classroom is too loud. Thumbs up if you think you can keep the noise level down. If you finish early, please get my attention by raising your hand and I will let you know what you can do next.

You may begin! Your group may use any space in the room.

(Walk around the room. Don't forget to use the vocabulary words you introduced)

C. Differentiations

Content – Tie the knots at the end of the yarn ahead of time because some students may not know how to tie three knots in the same place.

Process – Post Lei Making Steps on the board for all to see. Assist students you anticipate having problems stringing a lei. Tape one end of the yarn with tape to make a needle like point for easy stringing.

Product – If students feel strongly against making a flower lei, allow students to cut out their own shapes to make a circle lei, square lei, triangle lei, etc.

Environment – Allow students to take their group to different parts of the room. Make sure there is enough room for the students to gather around their boxes.

D. Extensions – If students finish early, they can make another lei if they want. Students can clean up their area and sit and chat with their group mates.

9. Closure (remaining time): Gather students back in same area as the beginning. Ask students to share their lei with a partner. Have them use the sentence frame. This is a _____ and it is a symbol of _____. Encourage them to share with the entire group why they chose the colors they did to make their lei.

It has been a pleasure and a lot of fun sharing part of my culture with you. As we set out to achieve, all of you demonstrated your understanding of how to string a lei by making one of your own. Job well done! (Assign helpers to put extra paper into the recycling while the rest of the class puts the class back together)

10. Student Assessment:

The teacher will assess for understanding by walking around the classroom from group to group to listen and observe the students. Their positive conversations will manifest their understanding that when stringing a lei they need to talk nicely. Through observation the teacher will be able to determine if students understand the pattern of how to string a lei. Their end product will be another way of assessment.

11. Teacher Self-Reflection:

Before: Anticipate that students at this age can be a little silly. They may bring up getting “laid” which is different than “lei’d”. Inform students that, that it is not appropriate to use that talk during the lesson or in school. If some students are having difficulty stringing the yarn through the straw, provide them with a piece of tape. Have them wrap it around one of the ends to make a more definite point like a needle. Know that students may have a lot of questions regarding the Hawaiian culture. Let them know that the appropriate time to ask those questions would be when they are stringing their lei and I am moving from group to group. Please note that when you ask students to talk, the noise level of the classroom may increase. Let students know that you will be playing music and while they are to chat with their group mates we still need to hear the music. If the students cannot hear the music that means the noise level of the classroom is too loud. Students need to know what to do with their rubbish. Have them use rubbish bags, which will be emptied after the lesson so no one has to get up from their group.

After: The students were eager to learn. They didn’t act silly. As I anticipated, a few students had difficulty stringing the yarn through the pieces of straw. I gave them tape to wrap around one end of the yard and it helped. Overall, the lesson was a success. I can conclude this by the lei the students produced at the end of the lesson. All of the students completed a lei by following the pattern I demonstrated for them with the whole group. The students had a lot of

fun and this was manifested through their positive talk and feedback after the lesson. They proudly showed me their lei and wanted to wear them immediately. The material boxes were a great idea and it made for an organized lesson. The fifth graders sat near their boxes and with their friends for the entire lei stringing part of the lesson. I walked around to offer assistance, but my help was not needed. They paid close attention to the pattern of the lei and they executed it very well. I posted the pattern on the screen for those who needed a reminder. I observed students helping their friends when it was necessary. Gathering the students on the floor worked well for them. They were focused. I enjoyed having my students near. I wasn't able to start the lesson when I was told I could due to a guest teacher's lesson running over time so I had to work within a 30 minute time slot rather than a 45 minute slot. One way in which I can improve this lesson is to have a better introduction. Next time I can bring a lei to wear or greet a student with. Perhaps I can show them my graduation picture with my lei stacked high around my neck to surprise them. Another way I can introduce the lesson is by coming to class dressed up in Hawaiian wear speaking the vocabulary words to greet my students. In general, the lesson was a lot of fun and my students enjoyed having an art lesson as a part of their day.