



IGNITE MY FUTURE

LESSON TITLE

Celebrate Together

Guiding Question: How could we improve the world?

SUBJECTS

English Language Arts
World Languages

COMPUTATIONAL THINKING PRACTICES

Decomposition
Abstraction

COMPUTATIONAL THINKING STRATEGY

Developing and
Using Abstractions

MATERIALS

[Holiday List](#) student handout

[Holiday Research](#)
student capture sheet

[Triple Celebration](#)
student capture sheet

[Celebration Storyboard](#)

Devices with access to the
Internet (optional)

Ignite Curiosity

- What role do holidays play in your life?
- Have you ever noticed that some holidays from very different cultures might have some things in common? Why do you think that might be?
- How could learning about different holidays bring people together?

In this lesson, students use the computational thinking strategies of decomposition and abstraction to find the commonalities among different holidays. In **THINK**, students act as club leaders who are planning a cultural celebration. They will work in groups to select a cultural holiday with which they might not be familiar. Each student group should select a different holiday. Each group will then research their holiday and put together a shopping list of all the items they would need to host their celebration of this holiday. In **SOLVE**, student groups use the computational thinking strategy of abstraction to reduce each holiday to its primary component or idea and pare down their shopping list to the essential component. In **CREATE** students partner with two other groups to create a triple Venn diagram that identifies the similarities and differences among their three celebrations. Then, they create a shopping list that will work for all three events, combining them into one big celebration. In **CONNECT**, students gain insight into how holidays can introduce people to new cultures and cultural ideas, bring communities together, and lead to greater understanding of different cultures. This can lead to discussion of careers in sociology and anthropology, politics and community planning and the arts.

Students will be able to:

- **Evaluate** cultural celebrations by abstracting holidays into their primary components or ideas,
- **Analyze** relevant information about cultural celebrations, and
- **Create** and implement a problem-solving process that maintains and integrates the most essential parts of different cultural celebrations.



Students act as club leaders who are planning a cultural celebration.

1 Read the following scenario to students:

Imagine this: you are part of a student club that is planning a holiday celebration. Your school has one big event space that student groups use for planning events, and that space is triple-booked! Two other student groups are looking to celebrate their own cultures' holidays in that space. Can your group partner with the other groups to find the common ground among the different holidays and host one big celebration?

Ask students to think about their favourite holiday. Then, point out that many different cultures tend to have similar holidays at similar times. For example, Christmas and Chanukah usually fall in the middle of winter, while Ramadan and Paryushan Parva take place over the summer months. Other holidays have similar customs. For instance, Lunar New Year and Dia de los Muertos both involve parades.

Inform students that they will be using a computational thinking skill called decomposition to break down holidays into their component parts. Ask for suggestions on what the components of a holiday might be (food, music, dancing, etc.).

2 Distribute the [Holiday List](#) student handouts and the [Holiday Research](#) student capture sheets. Have students divide into groups, and then direct each group to choose a holiday from the [Holiday List](#) student handouts and research that holiday. (Students can use internet-accessible devices if you have them in your classroom). Students may also suggest their own holiday in order to be culturally responsive to the cultures in your classroom. Have students write down the information they have learned, as well as a shopping list for all the items they would need to celebrate that holiday.

Teacher Note: Remind students that open sources like Wikipedia are not reliable, but they can use any links from a Wikipedia entry as a jumping-off point for their research. If students are having difficulty finding reliable sources, suggest sites such as [Time and Date's worldwide holiday list](#). Students can find information about most of the holidays on the [Holiday List](#) handouts by clicking the United States link in the North America column.

3 Lead students to consider the following questions while creating their holiday shopping list:

- How can decomposing a holiday help plan a celebration for that holiday?
- What are some component parts of the holiday that are important to consider?
- Why is it important to explore holidays with which you are unfamiliar?

4 Challenge students to identify and summarize the problem that needs to be solved. Remind them of the original scenario, in which they are looking for the common ground among three organizations that have triple-booked the celebration space in their school. Ask them how decomposing holidays to learn more about them can help solve this problem.



Student groups use the computational thinking strategy of abstraction to reduce each holiday to its primary component or idea and pare down their shopping list to the essential components.

- 1 Distribute** the [Holiday Abstraction](#) student capture sheets. Explain that abstraction is another computational thinking skill that reduces complex ideas to their most important components. This strategy is a great way to solve many problems with one solution. Explain that students will abstract their chosen holiday into its most essential elements to make it easier to combine it with other holidays for a shared celebration.
- 2 Instruct** students to review the information they gathered about their holiday within their group. They should agree on the most important idea or element of their holiday and write it on the [Holiday Abstraction](#) student capture sheets. Students should also include a brief explanation of why they chose that element for their abstraction—in other words, why they decided that element was the most important part of their holiday.
- 3 Once each group has extracted its chosen holiday**, instruct students to review the shopping list they created for their celebration. Ask them which items on the list still apply to their abstracted holiday. Then, have them copy only those items onto the [Holiday Abstraction](#) student capture sheets.
- 4 Remind students** that they are looking for two other holidays that could share the same celebration. Instruct the groups to meet with one another and each group to find two other groups that have chosen a holiday that would be compatible with theirs for the shared celebration, using their abstractions as a guideline. Encourage students to consider many different possibilities for compatible holidays: time of year, religion, similar customs, and so on.



Students partner with two other groups to create a triple Venn diagram that identifies the similarities and differences among their three celebrations, and then create a shopping list that will work for all three events.

- 1** **Once students have determined** which three holidays will be included in their group celebration, hand out a copy of the [Triple Celebration](#) student capture sheets to each group. Instruct them to fill in the three-way Venn diagram at the top of the worksheets with the decomposed characteristics of their chosen holidays.
- 2** **Instruct** students to label each Venn circle with one of the three chosen holidays. They should then write characteristics that only apply to one holiday in that circle's non-overlapping section. Next, students should write characteristics that apply to two holidays in the overlap between those two circles. Finally, students should write characteristics that apply to all three holidays in the overlap between all three circles.
- 3** **Once students have completed their Venn diagrams**, direct them to look at the characteristics all three holidays share. Encourage them to discuss these commonalities and to draw their own conclusions about the cultures in which the holidays are celebrated. Do they have more commonalities or more differences? What is the best way to show and celebrate these common elements?
- 4** **Direct** students to review the shopping lists for all three holidays, and then think about what items they would need for a celebration that could include all three. Direct them to use abstraction, comparing their lists to the characteristics in the centre of their Venn diagram, to pare their list down to the essential items.
- 5** **Distribute** the [Celebration Storyboard](#). Direct students to use the storyboard to either write or draw an outline of their planned triple-holiday celebration. Encourage them to be creative, think of interesting and unexpected ways to combine the three holidays, and to include specific details. Remind them to focus on the abstracted holidays and shopping lists.



Select one of the strategies listed below to help students answer these questions:

- How do this problem and solution connect to me?
- How do this problem and solution connect to real-world careers?
- How do this problem and solution connect to our world?

- 1 Write** the three questions on PPT or flip chart slides and invite students to share out responses.
- 2 Distribute** chart paper around the room, each with one question written on it. Ask students to write down their ideas on each sheet.
- 3 Assign** one of the questions to three different student groups to brainstorm or research, and then share out responses.
- 4 Direct** students to write down responses to each question on a sticky note, and collect them to create an affinity diagram of ideas.

How does this connect to students?

Students may be aware that some of their friends celebrate different holidays than they do. This can be particularly apparent during times of the year when many cultural celebrations are happening at once. In this lesson, students will learn how computational thinking strategies like abstraction and decomposition can help us better understand one another.

How does this connect to careers?

Sociologists and **anthropologists** use holidays to gain an understanding of the cultures they study.

Community Planners and **local Politicians** can help bring communities together and solve problems by celebrating holidays on a community level.

Teachers use holidays to introduce students to new cultures and cultural ideas.

Artists and **Journalists** use holidays as inspiration for works of art and news stories. Holidays are particularly popular for makers of film, animation, and television.

How does this connect to our world?

Communicating among different cultures is a part of our daily lives. Holidays can serve as a positive way to introduce people to cultures outside their own. Understanding the underlying ideas beneath the individual details of holidays can help people see the similarities among these holidays and the cultures that celebrate them. This, in turn, leads to a greater understanding of the underlying similarities of various cultures and greater acceptance of people from different cultures.

TATA Consultancy Services believes in the importance of diversity and inclusion in the workplace. You can read more about this [here](#).

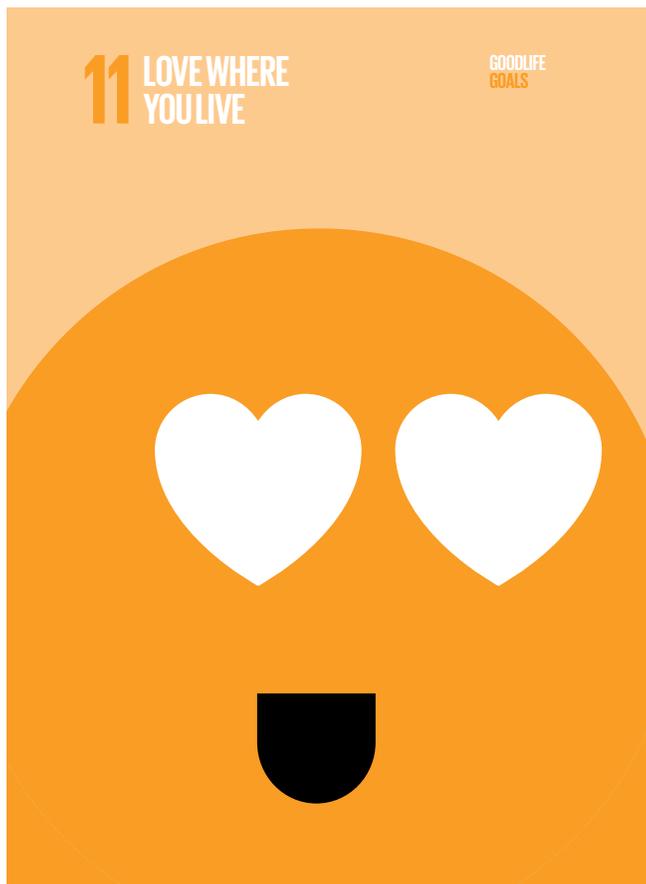
Curriculum Connections

UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS



“For the goals to be reached, everyone needs to do their part: governments, the private sector, civil society and **people like you.**”
-The United Nations

“The Sustainable Development Goals are the blueprint for a better future. And together we can reach them. By following the Good Life Goals, we can all help make tomorrow better than today. Let’s do this! #GoodLifeGoals”



LOVE WHERE YOU LIVE
Actions

11

1 Learn about, and take part in, local decisions

4 Protect local trees, wildlife and natural areas

2 Prepare for emergencies

3 Get to know your neighbours and welcome new people

5 Demand safe and good quality public transport



Make cities and human settlements inclusive, safe, resilient and sustainable.

SUSTAINABLE DEVELOPMENT GOALS

Source:

[The Good Life Goals by Futerra Sustainability Communications Ltd and 10-Year Framework of Programmes on Sustainable Lifestyles and Education Programme](#) is licenced under CC BY-ND 4.0.

Find more easy-to-implement resources to integrate computational thinking practices into your classroom by visiting [ignitemyfutureinschool.ca](https://www.ignitemyfutureinschool.ca)

Global Competencies

CMEC (Council of Ministers of Education, Canada) Pan-Canadian Global Competencies Descriptions

Highlighted sections apply to this lesson

Global Competency	Definition	Student Descriptors
Collaboration	Collaboration involves the interplay of the cognitive (including thinking and reasoning), interpersonal, and intrapersonal competencies necessary to participate effectively and ethically in teams. Ever-increasing versatility and depth of skill are applied across diverse situations, roles, groups, and perspectives in order to co-construct knowledge, meaning, and content, and learn from, and with, others in physical and virtual environments.	<p>Students participate in teams by establishing positive and respectful relationships, developing trust and acting co-operatively and with integrity.</p> <p>Students learn from and contribute to the learning of others by co-constructing knowledge, meaning, and content.</p> <p>Students assume various roles on the team, respect a diversity of perspectives, and address disagreements and manage conflict in a sensitive and constructive manner.</p> <p>Students network with a variety of communities/groups and use an array of technology appropriately to work with others.</p>
Communication	Communication involves receiving and expressing meaning (e.g., reading and writing, viewing and creating, listening and speaking) in different contexts and with different audiences and purposes. Effective communication increasingly involves understanding both local and global perspectives, societal and cultural contexts, and adapting and changing using a variety of media appropriately, responsibly, safely, and with regard to one's digital footprint.	<p>Students communicate effectively in different contexts in oral and written form in French and/or English through a variety of media.</p> <p>Students communicate using the appropriate digital tools and create a positive digital footprint.</p> <p>Students ask effective questions to acquire knowledge, listen to understand all points of view, voice their own opinions, and advocate for ideas.</p> <p>Students gain knowledge about a variety of languages and understand the cultural importance of language.</p>

Global Competencies cont.

Highlighted sections apply to this lesson

Global Competency	Definition	Student Descriptors
<p>Global Citizenship and Sustainability</p>	<p>Global citizenship and sustainability involve reflecting on diverse worldviews and perspectives and understanding and addressing ecological, social, and economic issues that are crucial to living in a contemporary, connected, interdependent, and sustainable world. It also includes the acquisition of knowledge, motivation, dispositions, and skills required for an ethos of engaged citizenship, with an appreciation for the diversity of people, perspectives, and the ability to envision and work toward a better and more sustainable future for all.</p>	<p>Students understand the ecological, economic, and social forces, their interconnectedness, and how they affect individuals, societies, and countries.</p> <p>Students take actions and responsible decisions that support quality of life for all, now and in the future.</p> <p>Students recognize discrimination and promote principles of equity, human rights, and democratic participation.</p> <p>Students understand Indigenous traditions and knowledge and its place in Canada, learn from and with diverse people, develop cross-cultural understanding, and understand the forces that affect individuals, societies, and nations.</p> <p>Students engage in local, national, and global initiatives to make a positive difference.</p> <p>Students contribute to society and to the culture of local, national, global, and virtual communities in a responsible, inclusive, accountable, sustainable, and ethical manner.</p> <p>Students as citizens participate in networks in a safe and socially responsible manner.</p>

Global Competencies cont.

Highlighted sections apply to this lesson

Global Competency	Definition	Student Descriptors
Critical Thinking and Problem Solving	Critical thinking and problem solving involve addressing complex issues and problems by acquiring, processing, analysing, and interpreting information to make informed judgments and decisions. The capacity to engage in cognitive processes to understand and resolve problems includes the willingness to achieve one's potential as a constructive and reflective citizen. Learning is deepened when situated in meaningful, real-world, authentic experiences.	<p>Students will solve meaningful, real-life, complex problems by taking concrete steps to address issues and design and manage projects.</p> <p>Students will engage in an inquiry process to solve problems as well as acquire, process, interpret, synthesize, and critically analyse information to make informed decisions (i.e., critical and digital literacy).</p> <p>Students will see patterns, make connections, and transfer what they have learned from one situation to another, including in real world applications.</p> <p>Students will construct, relate, and apply knowledge to all domains of life such as school, home, work, friends, and community.</p> <p>Students will analyze the functions and interconnections of social, economic, and ecological systems.</p>
Innovation, Creativity and Entrepreneurship	Innovation, creativity, and entrepreneurship involve the ability to turn ideas into action to meet the needs of a community. The capacity to enhance concepts, ideas, or products to contribute new-to- the-world solutions to complex economic, social, and environmental problems involves leadership, taking risks, independent/unconventional thinking and experimenting with new strategies, techniques, or perspectives, through inquiry research. Entrepreneurial mindsets and skills involve a focus on building and scaling an idea sustainably.	<p>Students formulate and express insightful questions and opinions to generate novel ideas.</p> <p>Students contribute solutions to complex economic, social, and environmental problems or to meet a need in a community in a number of ways including; enhancing concepts, ideas, or products through a creative process, taking risks in their thinking and creating, making discoveries through inquiry research, and by hypothesizing and experimenting with new strategies or techniques.</p> <p>Students demonstrate leadership, initiative, imagination, creativity, spontaneity, and ingenuity in a range of creative processes and motivate others with an ethical entrepreneurial spirit.</p>

Global Competencies cont.

Highlighted sections apply to this lesson

Global Competency	Definition	Student Descriptors
<p>Learning to learn and to be self-directed and self-aware</p>	<p>Learning to learn and to be self-directed and self-aware, means: becoming aware and demonstrating agency in one's process of learning, including the development of dispositions that support motivation, perseverance, resilience, and self-regulation. Belief in one's ability to learn (growth mindset), combined with strategies for planning, monitoring and reflecting on one's past, present, and future goals, potential actions and strategies, and results. Self-reflection and thinking about thinking (metacognition) promote lifelong learning, adaptive capacity, well-being, and transfer of learning in an ever-changing world.</p>	<p>Students learn the process of learning (metacognition) (e.g., independence, goal-setting, motivation) and believe in their ability to learn and grow (growth mindset).</p> <p>Students self-regulate in order to become lifelong learners and reflect on their thinking, experience, values, and critical feedback to enhance their learning. They also monitor the progress of their own learning.</p> <p>Students develop their identity in the Canadian context (e.g., origin and diversity) and consider their connection to the environment. They cultivate emotional intelligence to understand themselves and others. They take the past into account to understand the present and approach the future.</p> <p>Students develop personal, educational, and career goals and persevere to overcome challenges to reach these goals. They adapt to change and show resilience to adversity.</p> <p>Students manage various aspects of their lives: physical, emotional (relationships, self-awareness), spiritual, and mental well-being.</p>

Holiday List

▪ **Choose one of the holidays from this list to research.**

- **Canada Day**
- **Chanukah**
- **Christmas**
- **Cinco de Mayo (Fifth of May)**
- **Dia de los Muertos (Day of the Dead)**
- **Diwali**
- **Dong Zhi (Arrival of Winter)**
- **Earth Day**
- **Easter**
- **Halloween**
- **Holi**
- **Kwanza**
- **Lunar New Year**
- **May Day**
- **New Year's**
- **Nowruz**
- **Orthodox Christmas**
- **Orthodox New Year**
- **Passover**
- **Purim**
- **Ramadan**
- **Rosh Hashanah**
- **Sankranti**
- **Santa Lucia Festival**
- **St. Patrick's Day**
- **Sukkot**
- **Thanksgiving**
- **Valentine's Day**
- **Victoria Day**

Some questions to consider when researching your holiday:

- What culture celebrates this holiday?
- Is this holiday religious? If so, with which religion is it associated?
- How old is this holiday?
- What time of year is this holiday celebrated?
- Who celebrates this holiday?
- What special items or activities are associated with this holiday?

Holiday Research Capture Sheet

Use this space to write information about your chosen holiday.

Your Holiday:

Holiday Information:

Holiday Shopping List:

Holiday Abstraction Capture Sheet

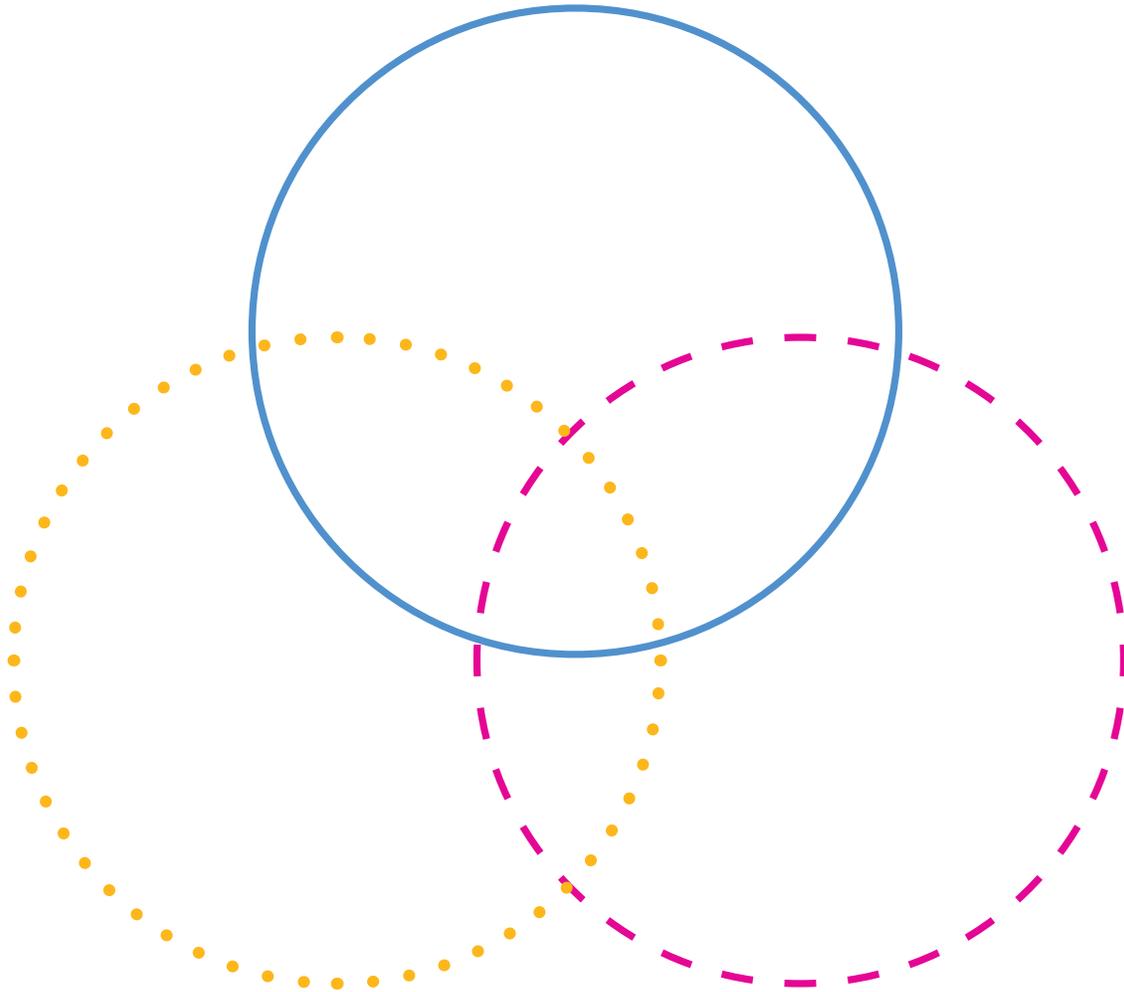
Which detail or idea about your chosen holiday is the most important?

Why did you choose this detail or idea?

Which items from your shopping list apply to this abstraction?

Triple Celebration Planning Capture Sheet

Label each circle in the triple Venn diagram with one of the holidays in your triple celebration. Then, fill in the diagram with ideas and elements from each holiday.



Then, use this space to write an updated shopping list for your triple celebration:

Celebration Storyboard

Use this space to write a detailed description or draw a storyboard for your triple celebration. Be sure to include specific details of each stage of the celebration and the names of all three holidays you are including.