



Students get “CURIOUS” about their own family and roots and create a family tree.



Construction paper available to all students; Pencils or pens; Coloring materials (Markers, colored pencils, and/or crayons); Scissors; Glue and/or tape.

Total Prep Time: 5 mins.



As this is the first Monday of the month, please consider sharing or re-sharing the Monthly Kick-Off activity, and if appropriate, video at www.everymondaymatters.org.

Educator’s Note: When referring to “FAMILY” in this lesson, students may use their biological “FAMILY,” “FAMILY” made up of other people, or their chosen “FAMILY.”

4 C's		SOCIAL & EMOTIONAL LEARNING		SERVICE LEARNING	
•	Critical thinking	•	Self-awareness		Integrated learning
•	Communication	•	Self-management		High quality service
•	Collaboration	•	Social-awareness		Collaboration
•	Creativity	•	Relationship skills		Student voice
		•	Responsible decision-making		Civic responsibility
					Reflection
					Evaluation

GOALS FOR THE WEEK

- Discover how challenging our biases and being open to new things can lead to more fulfilling lives for ourselves and others
- Invest in others by bringing genuine “CURIOSITY” to our relationships
- Find creative ways to gain knowledge about our own lives, families, and communities
- Understand how “BE CURIOUS” is an important part of this month’s theme, “MONDAY GETS UNDERSTANDING”



STUDENT ACTIVITY: **“FAMILY TREE”**

- 1) SHARE THE NAME OF THIS ACTIVITY WITH STUDENTS: “FAMILY TREE”**
- 2) ASK 1-3 QUESTIONS FROM THE LIST BELOW TO WARM STUDENTS UP ON THE ACTIVITY’S FOCUS:**

***NOTE:** *Choose questions appropriate to your students’ ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **What is a “FAMILY TREE”?**
 - Answer: A diagram or drawing that shows the relationships between people in multiple generations of a family
- **Who are some people in your “FAMILY,” whether it’s your biological “FAMILY” or a “FAMILY” made up of other people?**
- **Is your “FAMILY” large or small?**
- **What is your favorite thing about your “FAMILY”?**
- **Do you know a lot about your “FAMILY” members or the people who make up your “FAMILY”?**
 - What about the “FAMILY” members that you’ve never met before?
- **Are you “CURIOUS” to learn more about your “FAMILY”?**
- **Do you think it’s helpful to know about your “FAMILY”?**
 - Why or why not?
- **How might learning more about your “FAMILY” be a way to “GET UNDERSTANDING”?**
- **What are some ways that you can learn more about your “FAMILY”?**
 - Who are some people you can ask?
- **How might it feel to learn more about your “FAMILY,” both the people that you know now and the people who came before you?**
- **How might learning more about your “FAMILY” help you know that YOU MATTER?**
 - How might it show others in your “FAMILY” that they MATTER?

- 3) SET UP THE “FAMILY TREE” ACTIVITY:**

- **Explain:**
 - Some of us know a lot about our “FAMILY” and some of us don’t know that much
 - If we’re “CURIOUS” about where we come from, there are ways to learn more about our “FAMILY,” including doing our own research
 - Today, we are going to start that process by using our “CURIOUSITY” to create a “FAMILY TREE”
- **Ask:**
 - Have you ever made a “FAMILY TREE” before?
 - Do you have any “FAMILY” members that you might want to learn more about?
 - Are you ready to have some fun and get crafty?

- 4) START THE “FAMILY TREE” ACTIVITY:**

- **Pass out construction paper, pencils or pens, and coloring materials (markers, colored pencils, and/or crayons) to all students**
- **Explain:**
 - In a moment, you will all create your own “TREE” that represents your “FAMILY”
 - There is no right way to make a “FAMILY TREE” and each of you get to decide what you want yours to look like and who it will include
 - You can get as crafty and creative as you’d like as you make your “FAMILY TREE”
- **Explain that students can draw an actual “TREE” with the branches symbolizing people in their “FAMILY,” they can create a chart that represents the members of their “FAMILY,” or they can do something else altogether that represents their “FAMILY”**

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- Ask students to put themselves at the base of their “FAMILY TREE” and to include people they are related to or are included in their “FAMILY” all around them
 - **Make sure students understand the instructions and ask them to begin**
 - **Support students as helpful and necessary as they create their “FAMILY TREES”**
 - **Allow students up to 10 minutes to create their “FAMILY TREES”**
 - **Then, encourage students to take their “FAMILY TREES” home and finish filling them out with the help of their other “FAMILY” members**

5) AFTER THE ACTIVITY, ASK 1-3 OF THE FOLLOWING QUESTIONS TO HELP STUDENTS REFLECT ON WHAT THEY’VE ACCOMPLISHED AND HOW THEY CAN TAKE THIS FORWARD:

***NOTE:** *Choose questions appropriate to your students’ ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **What was it like to think about the different people in your “FAMILY”?**
 - **Have you ever created a “FAMILY TREE” like this before?**
 - **Will you need help from other “FAMILY” members to finish your whole “FAMILY TREE”?**
 - Who will you ask to learn more about your “FAMILY” and their history?
 - **What does it feel like to look at all the people in your “FAMILY” on your “FAMILY TREE”?**
 - **Are you more “CURIOUS” about your own history and “FAMILY” after this activity?**
 - **How did this activity help you “UNDERSTAND” more about where you come from?**
 - **How did this activity help you realize that YOU MATTER?**
 - **Will you share your “FAMILY TREE” with other people in your “FAMILY”?**
 - How will this help them realize that they MATTER, too?
 - **What would the world be like if we all got “CURIOUS” and sought “UNDERSTANDING” more often?**
- 6) THANK STUDENTS FOR CREATING THEIR “FAMILY TREES” TODAY AND FOR GETTING “CURIOUS” ABOUT THEIR OWN “FAMILY” TIES AND HISTORIES.**
- 7) CHALLENGE STUDENTS TO TAKE THEIR “FAMILY TREES” HOME AND FINISH FILLING THEM OUT WITH THE HELP OF THEIR “FAMILY” MEMBERS, AND TO REMEMBER HOW MUCH THEY “MATTER” TO THEIR FAMILIES AND TO EVERYONE ELSE.**
- 8) CONTINUE TO EXPLORE HOW TO “BE CURIOUS” ABOUT PERSONAL HISTORIES BY LEADING ONE OR MORE OF THE FOLLOWING EXTENSION IDEAS.**



EXTENSION IDEAS:

DO ONE OR MORE OF THESE EXTENSION IDEAS TO BRING THE LESSON FROM 15 MINUTES TO 30 MINUTES OR MORE.

- 1) Take Trees Home:** Encourage students to take their “FAMILY TREES” home and start doing the research to fill it in by talking with their “FAMILY” members and learning more. Once their “TREES” are complete, have students bring them back to share with the class and talk about what they learned and how they feel after doing this activity.
- 2) Family Ties:** Encourage students to choose one member from their “FAMILY TREE” to learn more about. They can play “THE FIVE WHY’S” with this person, write an autobiography about them, or do an interview with them to learn even more about who they are related to.
- 3) Family Fun Day:** Have students work together to create a “Family Fun Day” that they can invite different members of their “FAMILY TREES” to. Students can organize games, food, and activities to do with their “FAMILY” members.

“WE ARE JUST STARS IN OUR FAMILY’S CONSTELLATION.”

- STEPHEN ROBERT KUTA