



Social, Emotional Learning through the Arts with The Ka-Hon Ensemble

Lesson Plan

INTRO FOR TEACHERS

Today we are going to see The Ka-Hon Ensemble followed by a brief conversation with all the members of the group. We will hear stories about the ways music helps them learn about themselves, grow as individuals and influence their relationships. The musicians will explain how playing with Ka-Hon promotes personal, family and community well-being and the impact they feel they have on youth through their work in the arts.

Use these prompts while watching the Q&A Video:

Omar Ledezma Jr. is a cajón player, singer and the director of the group.

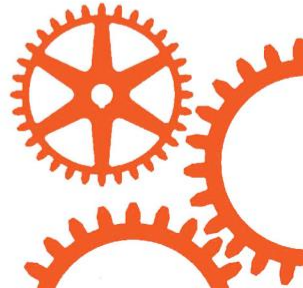
Let's find out:

- How Omar learned from his fellow musicians
- Why learning about other cultures helped Omar grow
- What inspired Omar to create this group

Javier Cabanillas is a cajón player and singer.

Let's listen to:

- Javier talk about recognizing the traditions of his ancestors
- The ways Javier sees music and dance uniting generations
- Javier share the importance of well-being





Pedro Rosales is a cajón player, singer, and dancer.

Let's learn more about:

- How Pedro sees inspiration in the children
- Why Pedro believes in the importance of leaving a legacy
- What Pedro thinks about culture

Braulio Barrera is a cajón player, singer, and dancer.

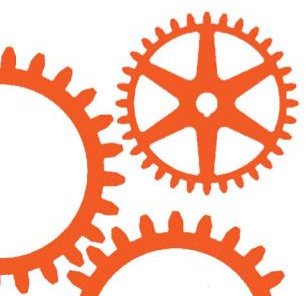
Let's listen to:

- The ways music helped Braulio grow as a person
- Why Braulio was challenged when learning music
- The reasons Braulio believes music helps heal

José Roberto Hernandez is a guitarist and singer.

Let's listen to:

- José describe the cultures of his bandmates
- José talk about his fellow musicians
- José explain the fusion of cultures through music





Mix-Pair-Share Activity

(Please modify any activities to promote COVID safety in your classroom)

The class “mixes” until the teacher calls “pair” (or is playing music and then stops the music). Students find a new partner to discuss or answer the teacher’s question.

Setup: Teacher prepares questions to ask students.

1. Students mix silently around the room (option: start the music).
2. Teacher calls “Pair” (or stops the music).
3. Students pair up with the person closest to them and make up a silly dance for each other in order to connect. Students who haven’t found a partner raise their hands to find each other.
4. Teacher asks a question (orally and written on the board) and gives students 3-5 seconds to think.
5. Students share with their partners. Optional: have the students share with the whole class

Mix-Pair-Share Discussion Prompts

Omar

Omar has learned a lot from the other musicians in the group.

1. Think of something that you have learned from your friends
2. Think of something your friends have learned from you

Javier

Javier sees music and dance uniting generations.

1. Name one thing your family does that unites the older and younger members of the family
2. Name one time you did something with a parent or grandparent that made you feel really close to each other





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Pedro

Pedro believes in the importance of leaving a legacy.

1. Name a time when you did something you thought was important.
2. Name something you are able to do that makes you proud.

Braulio

Braulio says music has made him grow as a person.

1. What activities do you do that make you feel good about yourself?
2. What would like to learn how to do that you have never done before?

José

José believes in recognizing and appreciating other cultures

1. Do you speak more than one language or hear other languages spoken? If so, please tell us more!
2. Have you ever eaten food from another country? Which ones?
3. How many places can you name outside of California?

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