

'Ewa 'Āina Education Initiative

Unit Plan: Hawaiian vs. Modern Food Production - accessible via the following URL <https://cutt.ly/9KgnGu6>

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'Ewa 'Āina Site: Kuhialoko

Detailed Lesson-Project Plan #2

Lesson Title: Field Trip to Kuhialoko

Essential Unit Questions Addressed: How do traditional methods fit into today's society?

Educational Standards that the lesson will help students achieve

1.2 Analyze biotic and abiotic features of various regions, areas and/or locations globally to determine "place-based" implications to NR systems.

- Explain how NR systems differ across geographical areas using living and non-living systems and their interactions.
- Assess how "place," location and/or geography influences the diversity of various environments or ecosystems. Examples include:
 1. Leeward or Windward areas
 2. Atolls, volcanic or "continental" islands
 3. Tropical or temperate regions
- Analyze the relationship between NR systems and social, economic, political and/or cultural activities in different geographic areas.

HĀ framework and/or Hawaiian Culture integrated into this lesson

Field trip to traditional Hawaiian Fishpond/ Agriculture area. Students will be able to work the 'āina, and go back in time to see how the traditional methods work. During the day they will be able to help at the site with maintenance that needs to be completed. Plan throughout the day about half will be working and half will be observing and learning from 'āina site kia`i (stewards).

Materials needed

Teacher Advance Prep (recommended minimum 2 months in advance planning):

Contact Kuhialoko site stewards and arrange huaka`i date/times

School required field trip forms

Make a bus reservation

Prepare for logistics utilizing the 'Āina Site Visit Logistics and Pre-Planning Guide available via the following URL <https://cutt.ly/ZGNzAxX>

Work gloves, hats, sunscreen, water bottles, lunch and other items for field trips.

Completed field trip forms for each student.

Access to wifi/device to access post-field trip survey form must be available upon return to school (if appropriate, students may also utilize phones for this purpose but 1-5 chromebooks/tablets must be available)

Pedagogy (methods) Used: Teacher prepares students for field trips with expectations and behavior requirements and checks for understanding.

Lesson Introduction: Teacher shows students Kuhialoko location and features utilizing Google Earth

Instructional Sequence

Teacher Does	Students Do
<p>1-2 days before the huaka`i, review goals, safety and behavior expectations with students. Review what to bring, what to wear, required forms to complete and where to meet the bus on the day of the field trip.</p> <ul style="list-style-type: none"> Teachers frequently checks for understanding by asking related questions to the entire class and asking that students create a summary/"to do" list written document. At the end of the review, ask students to get in groups of 3-4 and share their summary/"To do" lists and helping each member to have everything important in writing Teacher moves around each group and helps the entire class make additions if needed based on their formative assessment. 	<p>Complete a written summary of key expectations and "to do" list for the field trip. Students share their summary documents in small groups and help each other ensure they have all important information.</p> <p>Students take home their field trip summary and required permission forms and shows to parents/guardians.</p>
<p>1-5 days before the huaka`i review and practice cultural protocols - teacher projects E Ho Mai recording and lyrics using the following URL https://apps.ksbe.edu/kscholars/oli/ and prompts practice</p>	<p>Students practice oli (and are encouraged to practice at home).</p>
<p>Field trip consists of both observation of traditional techniques and labor that is designated by the site.</p> <p>Remind students that their observations will be "captured" in a post field trip survey.</p>	<p>Students observe traditional techniques and provide labor that is designated by the site stewards.</p> <p>Students learn and discuss how land can be revitalized and brought back into natural balance.</p>
<p>After return to school: teacher led discussion and google feedback form.</p>	<p>Students actively participate in the discussion and complete the feedback form as their exit ticket.</p>

Closure

Google Form Post Field Trip Survey - image of the survey available via the following URL: <https://drive.google.com/file/d/16l2aPAak8Fq6k2eYobvVqwVOR2n0ysKQ/view?usp=sharing>

Additional recommendations for huaka`i follow up are available on the `Āina Site Visit Logistics and Pre-Planning Guide available via the following URL <https://cutt.ly/ZGNzAxX>

Accommodations

Accommodations with any student with a physical limitation will be discussed and developed in pre-field trip discussion between the teacher, the student's parent and the `āina site steward.

Formative Assessment Method/s For This Lesson

Teacher observations of student engagement throughout field trip (with occasional verbal reminders when merited)

Explain How This Lesson Relates To the Unit Summative Assessment

The unit summative assessment is the students designing an aquaponics or agriculture method that utilizes both modern and traditional techniques. Most students will probably have an idea of modern methods. This lesson/ field trip provides them with a visual of traditional methods and allows them to interact with the `āina.