

'Ewa 'Āina Education Initiative

Unit Plan: Aloha 'Āina Ahupua'a: 'O ka Loina a me ka Lawena - Hawaiian Cultural Edicts, Mannerisms, & Practices at Loko I'a Pā'aiau (link to Unit Plan: <https://cutt.ly/GJZUmVI>)

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'Ewa 'Āina Site: Loko Pā'aiau

Detailed Lesson-Project Plan #1

Lesson Title: Akamai: Start Smart
Establishing Loina and Lawena in the Classroom

Essential Unit Questions Addressed:

- What does loina & lawena mean to me?
- What does loina & lawena mean for me at a cultural level, a personal level, & a global level?

Educational Standards

- WL.IS.3 Standard 3:
PRESENTATIONAL: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
- WL.IS.4 Standard 4:
CULTURES: Understand relationships among perspectives, products, and practices of target culture

HĀ framework and/or Hawaiian Culture integrated into this lesson

"What makes Hawai'i, Hawai'i - a place unlike anywhere else - are the unique values and qualities of the indigenous language and culture."

- This unit lesson plan is centered on Hawaiian language & culture incorporating Hawaiian values & qualities, Loina & Lawena.
- The overarching HĀ Statement is a Strengthened Sense of Excellence demonstrated by a love for learning and the pursuit of skills, knowledge and behaviors to reach my potential.

Materials needed:

Videos, Media, Lesson Presentations/Resources

- **Chant:** [Oli Aloha - Onaona i ka hala me ka lehua](https://cutt.ly/RHgEkMc) (<https://cutt.ly/RHgEkMc>)

Student Assessments and Worksheets

- **Pre/Assessment Worksheet:** ['Ewa 'Āina Initiative Unit Lesson Plan Assessment Activity Start Smart, Get Smarter, & End Smart.docx](#) (link: <https://cutt.ly/sJZUuMm>)

Pedagogy (methods) Used to introduce, teach and close/review lesson

1. Introduction of Loina & Lawena - Having students connect and understand what loina & lawena are on a cultural level, a personal level, and a global level.
2. Define Loina & Lawena (Hawaiian and English)
3. Cultural level, from a Hawaiian worldview, what are cultural practices. For example, greeting & bidding farewell to someone or a group are loina of aloha. Greeting and bidding farewell are lawena practices.
4. Learn classroom loina & lawena

Lesson Introduction

Attention Getter:

Class listens to teacher chant, Oli Aloha-Onaona i ka hala me ka lehua

Instructional Sequence

Teacher Does	Students Do
To access students' prior knowledge of Ioina and lawena, the teacher distributes ' Ewa 'Āina Initiative Unit Lesson Plan Assessment Activity Start Smart, Get Smarter, & End Smart.docx ' (link: https://cutt.ly/sJZUuMm)	Complete the pre-assessment within "Start Smart, Get Smarter, & End Smart"
Discussion of establishing cultural routines and protocols as a foundation for class. Teacher introduces the concepts of Ioina and lawena within the context of a Hawaiian language class. Here are a few questions to generate the discussion: <ul style="list-style-type: none"> ● What is Ioina & lawena? ● What is the translation of Ioina & lawena? ● How do I understand Ioina & lawena? ● "So, what?" Where/ what is the meaning for Ioina & lawena? 	Share their understandings of cultural routines and protocols as well as their understanding of the terms Ioina and lawena.
To establish Ioina in the class, the Oli Aloha (Oli Aloha - Onaona i ka hala me ka lehua (https://cutt.ly/RHgEkMc)) is taught to students and established as a class routine. Students are introduced to the oli as the teacher reads the lines of the Oli Aloha	Listen and repeats the lines of the Oli Aloha
Teacher uses the approach of "I do, You do, We do." by repeating the lines of the Oli Aloha until students are comfortable with pronunciation and fluency	Listen and repeat the teacher until they are comfortable
Teacher models appropriate lawena when reciting the oli.	Model behavior of the teacher
Teacher repeats the process of Ioina and lawena when introducing the Noi komo i ka papa. "I do. You do. We do." Teacher models the desired behavior while introducing the students to a daily introduction script to enter class.	Listen and model the behavior and memorized script of the teacher

Closure

To end the class, have students complete the formative assessment questions found in their '[Ewa 'Āina Initiative Unit Lesson Plan Assessment Activity Start Smart, Get Smarter, & End Smart.docx](https://cutt.ly/sJZUuMm)' (link: <https://cutt.ly/sJZUuMm>)

- What does Ioina & lawena mean to me?
- Why should I care about Ioina & lawena?
- What does Ioina & lawena mean for me at a cultural level, a personal level, & a global level?
- How do I understand Ioina & lawena?
- What Ioina & lawena practices can I recognize in my daily life?

Finally, have students reflect on how Ioina and lawena are important when visiting wahi pana or "sacred spaces". Explain to the students that in the future, they will be visiting a very special wahi pana called "Loko

Pā‘aiāu”, a historical fishpond they are trying to restore in Pu‘uloa or Pearl Harbor. What are some of the cultural practices of loina and lawena we can bring into these spaces? For example, greeting & bidding farewell to someone or a group are loina of aloha. Greeting and bidding farewell are lawena practices.

Accommodations for at least 3 types of diverse learners

- Collaborative groups will allow for peer assistance
- Allow access to voice-print software with spelling and grammar assistance for students who need help with formal written documents
- Teacher to provide frequent checks for understanding and additional coaching as needed.

Suggested Formative Assessment Method/s For This Lesson

[‘Ewa ‘Āina Initiative Unit Lesson Plan Assessment Activity Start Smart, Get Smarter, & End Smart.docx](#)

(link: <https://cutt.ly/sJZUuMm>)

Formative Assessment Questions #1:

- What does loina & lawena mean to me?
- Why should I care about loina & lawena?
- What does loina & lawena mean for me at a cultural level, a personal level, & global level?
- How do I understand loina & lawena?
- What loina & lawena practices can I recognize in my daily life?

Explain How This Lesson Relates To the Unit Summative Assessment

Summative assessment is the practice of ‘Aha Piko at Pā‘aiāu Loko I‘a during the huaka‘i site visit. Students will display loina and lawena during the practice of ‘Aha Piko. ‘Aha Piko at Pā‘aiāu Loko I‘a is the hō‘ike, an event students masterfully display with excellence their collective talents of loina and lawena. In this lesson, students will learn cultural practices of attitude and behavior related to the practice of ‘Aha Piko.