

'Ewa 'Āina Education Initiative

Unit Plan: Sustainability and Stewardship in Honouliuli - Available via the following URL: <https://cutt.ly/OKIkn9U>

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'Āina site: Pu'uokapolei

Target Grade: 7

Target Subjects: Social Studies

Detailed Lesson #3

Lesson Title: Huaka'i to Pu'uokapolei

Essential Unit Questions Addressed:

1. How can the people of Honouliuli become more self-sustaining and better stewards of our ahupua'a?
2. Why is Pu'uokapolei an important place (and wahi pana) within the Honouliuli ahupua'a?

Educational Standards Addressed:

Based on the C3 Framework



Dimension: Geography

- D2.Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.

Dimension: Taking Informed Action

- D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.

Preparation Notes:

- It is highly recommended that teachers consult with Mikiala Lidstone of the Ulu A'e Learning Center before bringing their haumana to Pu'uokapolei and allow plenty of time to schedule the consultation. Contact email: info@uluae.org
- It is recommended that teachers review the huaka'i (field trip) preparation guide created by experienced 'āina-based educators available via the following URL: <https://drive.google.com/file/d/1N3qr9h-Ge9Axn5Mg9-KXIEYNN43QCyBs/view?usp=sharing>

Materials Needed:

- First aid kit
- Composition notebooks, pencils for each student
- Extra water and sun protection for students who come unprepared
- (optional) tablets with cameras for students who do not have access to cell phones with cameras
- Gardening gloves for each student (they may be borrowed or students may bring from home)
- Large rubbish bags
- At least 8 gallon water bottles full of water
- Ask students to download the (free) Photocircle app in advance of the field trip and ensure that this app is downloaded onto any tablets brought...set up a photosharing link for the day and have students sign in on the bus ride to Pu`uokapolei

Lesson Introduction

Students will conduct an aloha circle, state their name, where they are from, and their intent for the visit. Students will then do the oli E Ho Mai, lead by the teacher and/or student alaka`i (leaders)

- Note that students learned and practiced the oli in previous lessons but it is wise to provide printed copies of the words to the oli for those who need it.

Teacher Does	Students Do
Remind students of behavior and safety guidelines including restroom access (in a public park like Pu`uokapolei). Ensure every student has a water bottle and adequate sun protection.	Students are to follow guidelines
<p>The teacher and chaperones will guide students on a walk through Pu`uokapolei looking for signs of both stewardship and neglect/need. They are to record what they see using both their digital cameras and by taking photo/observation notes in their composition books</p> <ul style="list-style-type: none"> ● Give each student a pair of gloves to carry and have the large rubbish bags out and ready...ask for 10 students to help carry the water bottles ● Direct students to pick up opala they see as they walk around and place it in the large rubbish bags ● Direct students to pull small, obvious weeds from native planting areas and place in the large rubbish bags...remind them "if in doubt, don't pull it out" ● Direct students to water plants in the native planting areas starting with the smallest or plants showing signs of water stress 	Students record what they see using both their digital cameras and by taking photo/observation notes in their composition books and complete light hana (work) as they move around the park.
Point out signs of stewardship/neglect/need that you think students might not notice and every 20 minutes prompt students to stop in a shady spot and discuss their observations with a partner of their choosing	Students share observations and if they think it's important, add the observations of their partner to their recordings
Ask students to share their photos to the "event" Photocircle folder	Allow 3-5 minutes for photosharing

Teacher Does	Students Do
Near the hula mound at Pu`uokapolei, direct students to sit at least 10 feet from the nearest person, put away their phones/tablets, sit quietly, relax and record their final observations...direct them to look at the sky, other people present, the ground, the plants...to listen, to feel	Students make final observations
Prompt students to stand and lead them in Oli Mahalo	Students do Oli Mahalo
<p><i>Lesson Closure (may be conducted upon return to the school campus or during the following class period)</i></p> <p>Ask students to write down in their composition notebooks 3 ideas to better steward Pu`uokapolei and 3 ideas to improve the use of the space to further self-sufficiency for the communities of the Honouliuli Ahupua`a. Let them know that their ideas will be shared with the class as they decide on their service learning project. Students are to turn in their composition books for teacher review before they leave.</p> <p>Homework (or allow time the following class period) - complete unit checkpoints #4 and 5 available via the following URL: https://cutt.ly/YKlwqnE</p>	
<p>Accommodations for diverse learners:</p> <ul style="list-style-type: none"> • Tablets available for those without access to cell phones with a camera • Allow students to record their observations via audio recording or a voice-notes app. 	
<p>Formative Assessment Method/s For This Lesson</p> <p>Teacher review of student composition books (observations, answers to lesson closure) and photos from the Photocircle folder to assess student concepts of stewardship possibilities for Pu`uokapolei. Be prepared to coach students as needed as they share their ideas during the following class periods.</p>	
<p>Explain How This Lesson Relates To the Unit Summative Assessment</p> <p>Students will utilize their observations and lesson closure ideas to inform their development of a service learning project.</p>	