

'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 #2

Lesson Title: Akamai Nui; Getting Smarter
Practicing Loina and Lawena in the Classroom

Essential Unit Questions Addressed:

- What are Hawaiian cultural practices representing loina & lawena?
- What is a Hawaiian cultural application of loina & lawena?
- How is Piko a cultural practice & application of loina & lawena?

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

- **Worksheet:**
['Ewa 'Āina Initiative Unit Lesson Plan Assessment Activity Start Smart, Get Smarter, & End Smart.docx](#) (link: <https://cutt.ly/sJZUuMm>)
- **Songs:**
[Hawaii Aloha](http://www.huapala.org/Hawaii/Hawaii_Aloha.html): http://www.huapala.org/Hawaii/Hawaii_Aloha.html
[Hawaii Ponoi](http://www.huapala.org/Hawaii/Hawaii_Ponoi.html): http://www.huapala.org/Hawaii/Hawaii_Ponoi.html
- **Piko - Connection/ Relationship:**
[There are 3 "Piko" in Hawaiian mentality](#) (link: <https://cutt.ly/2JVxbX8>)
[Kanaka Maoli healing practices - Dr. Kekuni Blaisdell](#) (link: <https://cutt.ly/dJVxm5Q>)
[16- Kekuni Blaisdell explains the Hawaiian concept of Piko](#) (link: <https://cutt.ly/DJVxEp4>)
- **Pā'aiau and Kalanimanua:**
[Halau o Puuloa Full-Ewa-Aina-Inventory.pdf](#) (link: <https://cutt.ly/FJVxYjQ>)
[Kūkaniloko Birthstones | Images of Old Hawai'i](#) (link: <https://cutt.ly/CJVxO5j>)
[Loko Pa'aiau Fishpond – 'Aiea Community Association](#) (link: <https://cutt.ly/fJVxDvx>)

Pedagogy (methods) Used

1. Having been introduced to Ioina and Lawena in the previous lesson, students will continue to use oli and noi papa as daily routines in class.
2. Additional material will be shared to enrich the daily practice of Ioina and Lawena.
3. A new cultural practice of Piko will be introduced

Mele -

Hawaiʻi Ponoʻī & Hawaiʻi Aloha

- Hana me ke kino (body language)

ʻŌlelo Noʻeau - Aloha ʻĀina Ahupuaʻa; Aʻa i ka hula, waiho ka hilahila i ka hale

Moʻolelo - Pāʻaiāu & Kalanimanuiā

Instructional Sequence

Teacher Does	Students Do
<p>Begin each class with Oli Aloha learned in the previous class. This is practiced as a daily routine to establish the Ioina and Lawena within the class.</p> <p>Have students also review “Hawaiʻi Ponoʻī” as a mele to use in Ioina and Lawena. Mele - Hawaii Ponoī (sing)</p>	<p>Chant Oli Aloha together (Hawaii Aloha: http://www.huapala.org/Hawaii/Hawaii_Aloha.html)</p>
<p>Teacher introduces him/herself to the class using a template to assist students</p> <p>Aloha mai kākou. Inoa No ___ mai au. Noho wau i ____. ʻO ___ lāua ʻo ___ kuʻu mau mākua. He haumāna mākaukau e aʻo mai i ka ʻike Hawaiʻi. Aloha kākou.</p>	<p>Listen and model the behavior as they individually introduce themselves to a small group and then to the entire class.</p>
<p>Explains to the class that this will be part of the class Ioina and Lawena</p>	<p>Continue to practice on their own with the understanding that they should be prepared to introduce themselves in future classes</p>
<p>Introduces the class to the concept of Piko as a cultural connection to the past, present, and the future generations.</p>	<p>Have students watch the videos on Piko</p>
<p>What is Piko? Why is Piko important?</p>	<p>Have students complete Reflection Questions (found in the ʻEwa ʻĀina Initiative Unit Lesson Plan Assessment Activity Start Smart, Get Smarter, & End Smart.docx (link: https://cutt.ly/sJZUuMm)): What is Piko? How is Piko practiced? Why practice Piko?</p>

How does the practice of Piko affect my daily attitude & behavior?
What does Piko look like for 'ōlelo Hawai'i & Hula students of 'Aiea High School? (Or, at another school?)

What is 'Aha Piko? How is 'Aha Piko connected to Liona and Lawena? Pā'aiāu Loko I'a? Kalanimanuaia?

Share the following resources with the students to help them conduct their research:

- [Halau o Puuloa Full-Ewa-Aina-Inventory.pdf](https://cutt.ly/FJVxYjQ) (link: <https://cutt.ly/FJVxYjQ>)
- [Kūkaniloko Birthstones | Images of Old Hawai'i](https://cutt.ly/CJVxO5j) (link: <https://cutt.ly/CJVxO5j>)
- [Loko Pa'aiāu Fishpond – 'Aiea Community Association](https://cutt.ly/fJVxDvx) (link: <https://cutt.ly/fJVxDvx>)
- [Hōkūle'a — Worldwide Voyage | Pa'aiāu Loko I'a - Pu'uloa, O'ahu - Hōkūle'a](https://cutt.ly/VJVxHqB) (link: <https://cutt.ly/VJVxHqB>)

*Teacher talks about the past with historical reference to the cultural site, Pā'aiāu. Stories of the ali'i Kalanimanuaia and references to cultural respect of land connections are shared.

1. Loko I'a (Fishponds)
2. Ahupua'a (Utilizing Resources)
3. Moku (Districts)
4. Wahi Pana (Significant Sites)

Students will conduct research using the resources the teacher has shared; students will be asked to take notes on Pā'aiāu, and Kalanimanuaia,

Closure

After studying about Piko, Pā'aiāu, and Kalanimanuaia, have students create a draft #1 of an artistic depiction representing Piko, Pā'aiāu, and Kalanimanuaia (final product will be due after huaka'i site visit to Pā'aiāu Loko I'a).

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.

Formative Assessment Method/s For This Lesson

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

Formative Assessment Questions #2:

- What is Piko?
- How is Piko practiced?
- Why practice Piko?
- How does the practice of Piko affect my daily attitude & behavior?
- What does Piko look like for 'ōlelo Hawai'i & Hula students of 'Aiea High School? (Or, at another school?)

Explain How This Lesson Relates To the Unit Summative Assessment

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