# 'Ewa 'Āina Education Initiative

**Unit Plan: Sustainability and Stewardship in Honouliuli - Available via the following URL: https://cutt.ly/OKlkn9U**
**Created by Kaylie Breaux**
**`Āina site: Pu`uokapolei**
**Target Grade: 7**
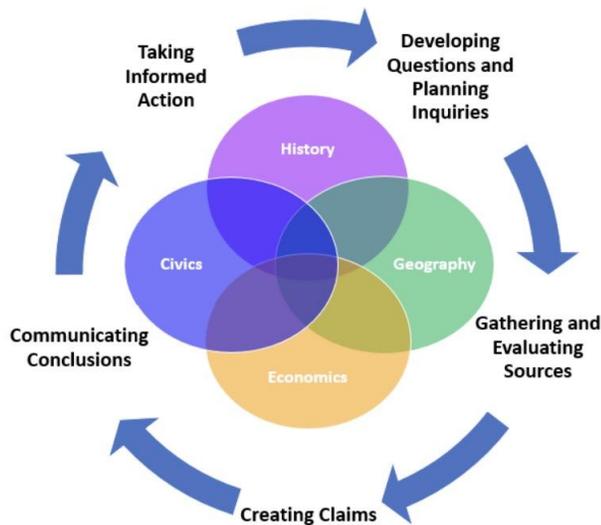**Target Subjects: Social Studies**

## Detailed Lesson #2

**Lesson Title: Stewarding and the HĀ Framework**

**Essential Unit Questions Addressed:**
1. How can the people of Honouliuli become more self-sustaining and better stewards of our ahupua'a?

**Educational Standards Addressed:**
*Based on the C3 Framework*



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.

**Materials needed:**

1. `Ewa `Āina Steward Map/Website links available via the following URL: https://www.ewaainaed.org/aina-sites
   ○ Additional programs to consider reviewing include Ma`o Farms, Kāko`o `Ō`iwi and Kahumana Farms.
2. Access to enough digital devices that allow access to the internet and the ability to respond to the written activity for each individual student
3. Individual students will need paper/writing tool (or composition notebooks)

***Lesson Introduction*** Teacher will open the lesson by asking students to watch the [video](#) of local fishpond stewards and be ready to answer how they are practicing "stewarding." Students will answer the prompt with a partner and the teacher will lead a whole class discussion.

| Teacher Does | Students Do |
|---|---|
| The class will discuss and then the teacher will ask students to explore two `āina-based stewardship organizations in `Ewa by visiting their websites -  map with links available via the following URL: https://www.ewaainaed.org/aina-sites<br>● the teacher will assign specific organizations to students and let them choose the second one on their own<br>● Let students know they will need to answer the following questions about each organization: 1. What are they doing? and 2. How are they "stewarding"? 3. How do they involve the community? | Students will access the `Ewa `Āina Steward websites via the interactive map and record their answers to the prompts on an individual basis<br><br>Students exploring the same organization may assist each other and share findings after the first 10 minutes |
| Teacher will create and share a class Google Slideshow organized by `āīna site organization and ask that students summarize their findings and add at least two photos/graphics/maps to their input …students will be asked to type their initials next to content they add to the slideshow<br>● Duplicate answers must be eliminated/combined/improved with detail | Students add their findings to the slideshow working in groups by `āīna site organization |

***Lesson Closure***
The teacher prompts the class to review the entire slideshow and individually explain how the activities of the `Ewa `Āina Stewards are connected to each of the aspects of the HĀ Framework (belonging, responsibility, excellence, aloha, total well-being and sense of Hawai`i

**Accommodations for diverse learners:**
● Working in collaborative partners and small groups provides assistance
● Voice-type software available as needed
● Students can continue the lesson closure at home if additional time is needed

**Formative Assessment Method/s For This Lesson**
● The class Google slideshow and individual lesson closure reflections will allow the teacher to assess students' understanding of `āīna-based stewardship and better coach them as they develop service learning projects.
● Student understanding of stewardship can also help guide observations that will be conducted on the huaka`i (field trip) to Pu`uokapolei

**Explain How This Lesson Relates To the Unit Summative Assessment**
Students will utilize their points on sustainability to inform their choice of a service learning project.