

'Ewa 'Āina Education Initiative

Unit Plan: Plants, Place and Pono
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'Ewa 'Āina Site: Pu`uokapolei

Unit Plan: Plants, Place and Pono, link to unit plan available via the following URL:

<https://cutt.ly/GKlqyfQ>

Detailed Lesson-Project Plan #3

Target grade: 9th-12th grade

Target subject: Plant Systems and 'Ōlelo Hawai'i

Lesson Title: Huaka`i to Pu`uokapolei as Alaka`i

Essential Questions Addressed:

How can you share what you know?

What does it mean to be an alaka`i

What are pono restoration activities that students can do for Pu`uokapolei?

Educational Standards

Next Generation Science Standards:

Standard 5 – PS1 5.0 Communication in PS Production

Interpret, exchange, and transfer information to support PS production.

NLP 5.3 Communicate orally to convey and/or receive PS technical information and ideas.

- Orally communicate technical information and ideas in a clear, logical and work appropriate manner.
 - Use correct work-related vernacular, language and terminology and communicate PS production technical terms to support and enhance audience understanding
- Employ behaviors that contribute to meaningful and respectful communication between people. (i.e. giving the speaker full attention, organizing important points the speaker is conveying, asking appropriate clarifying questions, refrain from inappropriate interruptions, etc.)
 - Model specific supportive non-verbal behaviors to convey the appropriate message, employ listening skills to gather information and enhance understanding, consider the important points a speaker is trying to convey and make connections to current knowledge, use appropriate supportive non-verbal communication techniques to enhance communication

HĀ framework and/or Hawaiian Culture integrated into this lesson

This lesson connects to the following aspects of the HĀ Framework:

- Belonging - Students learn about place names, environment, and Hawaiian names of their area. Knowing these names will strengthen their sense of belonging
- Responsibility - Students will be responsible for their work, such as their plants and will need to care for them. They will later donate their plants to the work site.
- Excellence - Students will have to perform at their optimal level when presenting their stations to fellow peers, students of kapolei, or community members. They will also need to help their audience

members with their work and/or if they have questions.

- Sense of Hawai'i - Students will learn protocol and perform this at the worksite. Students will be learning place names, plant names, and stories in 'ōlelo Hawai'i. They will also know how to use these words properly.

Teacher Advance Prep (recommended minimum 1 month in advance planning):

Consider planning for 2 huaka`i at the same time - one to for prep/practice and one during which students implement the student designed activities as akala`i

Contact Mikiala Lidstone of Ulu A`e Learning Center (<https://uluae.org/>) as a potential community partner and one who might be able to offer logistic and cultural protocol advice.

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>

Materials needed - (the same materials for both field trips)

Copies of each activity as designed by students in unit Lesson 2 available via the following URL:
<https://cutt.ly/QHCGGXJ>

- A scripted activity plan Pu`uokapolei - suggested topics include:
 - Sharing mo`olelo and mana`o associated with specific plants and Kapolei/Honouliuli in a fun, interactive way
 - Collecting seeds or cuttings appropriately without causing damage to plants
 - Outplanting native plants using techniques for the best chance of survival
- Demonstrating a cultural use for a plant species present at Pu`uokapolei (without overharvesting - i.e. some of the materials will have to be brought to the site) simple lauhala weaving, dye making

Station Materials (possible, but not limited to):

- Planting material - seeds, cuttings, pots, soil, labels, trowels
- Native and culturally significant plants that were propagated and grown by students in Lesson 1 available via the following URL: <https://cutt.ly/4HCGV5u>
- Folding table
- Cleaning supplies
- Pictures/Posters of places
- Pictures/Posters of the Kapolei area
- Whiteboard
- Dry erase markers

Pedagogy (methods) Used: huaka`i (field trip) to Pu`uokapolei to implement performance-based learning stations designed by the students in previous lessons.

Lesson Introduction Field Trip Prep Day before first huaka`i

Show students the video entitled "Nā alaka`i `ō`iwi" available via the following URL:

https://www.ksbe.edu/oiwi_leaders/ and facilitate a whole class discussion on the characteristics of leadership from a Hawaiian perspective. The teacher will then introduce the concept of alaka`i and ask students to discuss in pairs how they view themselves in terms of leadership and alaka`i potential.

Instructional Sequence

Teacher Does	Students Do
Teacher will initiate the practice of the oli that will be	Students will practice oli until confident

done as entrance protocol at Pu`uokapolei.	
Teacher gives student groups time to rehearse running their activity station with other group members.	Each group will do a mock trial with another group to practice their station. Each group will peer review another group and give feedback when finished.
Teacher Does	Students Do
Optional but recommended: collaborating with 1 other teacher on the campus, the teacher could arrange a group of students to be the activity audience in a mock run through of the activities on campus	Students lead the stations they designed
Reconvene to get feedback from groups/stations	Students to discuss as a group how their stations went. Students continue to share with the whole class. Students give feedback on the overall event that they hosted.

Closure (Individually written exit pass) teacher prompts:

- How would you rate yourself as an alaka`i in the design, and practice implementation of your activity station? What is one area in which you can improve - and what specific steps will you take to make this improvement?
- How is the journey to become an alaka`i related to at least 2 aspects of the HĀ framework?

Formative: Students performance as they complete a mock run through of their activities as evaluated by both peers and the teacher - oral feedback provided.

Pedagogy (methods) Used: huaka`i (field trip) to Pu`uokapolei to implement performance-based learning stations designed by the students in previous lessons.

Lesson Introduction: Huaka`i to Pu`uokapolei

Students arrive, unload equipment they need for their station (if any), turn off and store any digital devices and find a place to sit or stand at least 15 feet away from other students. Direct students to take 10 minutes to kilo (focused observations) and center themselves without talking. (note that students can conduct activities with their own classmates - alaka`i in training, students from other classes and/or younger students from feeder schools)

Instructional Sequence

Teacher Does	Students Do
Briefly review safety and behavior guidelines including restroom access	Students are able to ask clarifying questions
Prepare alaka`i and other students to conduct entrance protocols	Students do oli
Prompt alaka`i to lead groups of students through their activity station	Students move to activity station and start first activity
Move between stations, watch time and blow the pu (or whistle) when it's time to rotate stations (repeat until students have rotated through all activity	Students move between activity stations

stations)

Closure:

While at the final activity station alaka`i and participants share orally, in a circle (or with peer partner if time is short) which aspect of the HĀ framework did they feel they grew the most in after participating in the huaka`i activities and how the experience helped them grow in that aspect: Belonging, Responsibility, Excellence, Aloha, Total Well-Being or Sense of Hawai`i

Accommodations for at least 3 types of diverse learners

Provide written script/notes for those who need it to run their activity station.

Students could opt for being part of a set up, clean up, and/or runner group if they are too shy to lead a station.

Students could video their presentation and share it to others for future reference, or for audience accessibility due to covid restrictions.

Formative Assessment Method/s For This Lesson

Preparation Lesson:

- Peers are complete and share feedback for their peers based on how the activity run through went - link to a sample peer assessment tool is available at the following URL: <https://cutt.ly/iKsPZgM>

Explain How This Lesson Relates To the Unit Summative Assessment

After Huaka`i:

For Alaka`i (activity leaders only) - at Pu`u o Kapolei or back in the classroom if time is short - each alaka`i will write a reflection on their growth as an alaka`i based on the huaka`i - what went well and areas in which they need to grow. Students will share their reflection with the whole group in a wrap up discussion and hand their reflections into their teacher.

The teacher can also share observations made throughout the day framed as both praise and suggestions for improvement.