

'Ewa 'Āina Education Initiative

Unit Plan: The Plants of the `Ewa Moku

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`Ewa `Āina Site: Hanekēhau Learning Farm

Unit Plan: The Plants of the `Ewa Moku, link to unit plan available via the following URL:

<https://cutt.ly/PKsTkMA>

Detailed Lesson-Project Plan #2

Middle/High School (SPED)

Lesson Title: Hanakēhau Learning Farm - Field Trip

Essential Unit Questions Addressed:

Why and what native plants are important to our 'Aina? What can we do to help ensure continuous growth of the native plants?

Educational Standards that the lesson will help students achieve

Standard 3: SELF MANAGEMENT: Practice health: enhancing behaviors and reduce health risks
Benchmark [HE.9-12.3.2](#): Compare the importance of enhancing health and safety in the community, workplace, and/or at home

HĀ framework and/or Hawaiian Culture integrated into this lesson

Students will "gift" their plants that they helped grow and see how their plants will become a part of a larger farm. Students will be taught the meaning of the following terms through discussion, verbal reinforcement, a word wall display and activity: Aloha, Ho`omau, `Ike Pono, Kokua, Kuleana, Laulima, Pono

Teacher Advance Prep (recommended minimum 2 months in advance planning):

Contact the Kalaeloa Heritage Park site stewards and arrange huaka`i date/times

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

For Field Trip

- First Aid Kit
- Charged mobile phone
- Native or culturally important food plants grown at school from lesson #1: 'a'ali'i, ma'o, 'ilie'e, naupaka, 'Ilima, uala
- Pack student backpacks (individual needs), Mosquito spray, water bottles and sun protection for each student. Prepare student-made lei if possible. Stringing plumeria with fishing line may be the simplest choice.
- In advance, recruit volunteer drivers/additional staff or parents (in case student(s) need to leave early),

Pedagogy (methods) Used

Lesson Introduction (Engagement, Attention Getter, Bell-ringer, Anchoring Phenomenon, etc)

Slide show to introduce students and staff to the site area and staff. Prep students with purpose of visit, visual schedule and verbal reminders about expected behaviors. Video chat (?) with staff from Hanakehau Learning Farm to allow everyone to ask any questions as well as confirm schedule.

Instructional Sequence

Teacher Does	Students Do
Review purpose of visit using the Google Slides presentation "Our visit to Hanakēhau Learning Farm" available via the following URL: https://drive.google.com/file/d/1c1lb17pYdHtdDoGrYrm1XYFh9vqG-PhV/view?usp=sharing	Students are provided an opportunity to ask questions and can help transport "gift" plants to the bus
Upon arrival at Hanakāhau Learning Farm complete introductions of students and `āina site stewards	Students to introduce themselves and present gifts
Take pictures for documentation and assist students as needed	Follow `āina site stewards for guided walk around site with shared mana`o
Prompt students to say their "mahalos"	Thank everyone before leaving

Closure (Review, formative/summative assessment)

Debrief with students about the purpose of the field trip, what they enjoyed the most and why. Show students pictures to help all students with recall.

Students to work on a thank you card for Hanakehau Learning Farm

Formative Assessment Method/s For This Lesson

Verbal / visual / gestural recall of purpose of field trip, what they saw, what they liked, where they went.

Explain How This Lesson Relates To the Unit Summative Assessment

Students will be gifting native plants to the Hanakehau Learning Farm that they grew to include the plants that they will be using in a cooking or craft activity.