

'Ewa 'Āina Education Initiative

Unit Plan Descriptive Title: Building Empathetic Relationships and Leaders Through 'Āina (link to [Unit Plan](https://cutt.ly/1JkLibP): <https://cutt.ly/1JkLibP>)

Target grade: 7 and/or 8

Target subject: Student leadership and/or social studies

'Ewa 'Āina Site: Kuhiawaho

Detailed Lesson-Project Plan #3

Lesson Title: Using Empathy in Service to Pu'uloa (Pearl Harbor) and Modeling the Logistics Service Project Planning Step

Essential Unit Questions Addressed

- How can we learn from mistakes of the past to create a better future?
- As servant leaders, how can we use our understanding of the 'āina to be better stewards of the land?
- How can we practice empathy to create an effective service project to address a community need?

Educational Standards

- HCSSS Anchor Standard 5 Taking Informed Action
 - Inquiry Standard SS.9-12.5.1 Identify local, regional and/or global problems or issues by using interdisciplinary lenses
 - Inquiry Standard SS.9-12.5.2 Analyze the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
 - Inquiry Standard SS.9-12.5.4 Create an action plan to address a solution to a problem or issue and demonstrate substantive evidence of implementation
- NGSS MS-ESS3.C : Human Impact on Earth's Systems
- GLO #1: Self-Directed Learner (The ability to be responsible for one's own learning)
 - Monitors progress and evaluates learning experiences
- GLO #2: Community Contributor (The understanding that it is essential for human beings to work together)
 - Respects people's feelings, ideas, abilities and cultural diversity
- GLO 3: Complex Thinker (The ability to demonstrate critical thinking and problem solving)
 - Considers multiple perspectives in analyzing and solving a variety of problems
 - Evaluates the effectiveness and ethical considerations to a solution and make adjustments as needed
- GLO #4: Quality Producer (The ability to recognize and produce quality performances and quality products)
 - Evidence that meets or exceeds Hawaii Content and Performance Standards
- GLO #5: Effective Communicator (The ability to communicate effectively)
 - Listens to, interprets, and uses information effectively
 - Communicates effectively and clearly through speaking, using appropriate forms, conventions, and styles to convey ideas and information for a variety of audiences and purposes
 - Communicates effectively and clearly through writing, using appropriate forms, conventions, and styles to convey ideas and information for a variety of audiences and purposes
 - Observes and makes sense of visual information
- GLO #6: Effective and Ethical Users of Technology (The ability to use a variety of technologies effectively and ethically.)
 - Uses appropriate technologies for communication, collaboration, research, creativity, and problem-solving

HĀ framework and/or Hawaiian Culture integrated into this lesson

- Belonging - Students learn about place names, environment, and Hawaiian names of their area. Knowing these names will strengthen their sense of belonging

Materials needed

Videos, media, lesson presentations/resources

- [Planning for Kuhiawaho Huaka'i slideshow](https://cutt.ly/TJxLJZZ) (link: <https://cutt.ly/TJxLJZZ>)
- [Basketball Awareness Test from YouTube](https://bit.ly/2UtC3aM) (link: <https://bit.ly/2UtC3aM>)
- [Malama Hule'ia Alakoko Fishpond from YouTube](https://bit.ly/3yVjBGP) (link: <https://bit.ly/3yVjBGP>)
- [Hā - BREATH pie chart slideshow](https://cutt.ly/MJxZzSb) (link: <https://cutt.ly/MJxZzSb>) by Christina Chan, adapted by permission

Huaka'i Planning Resources

- Prepare for logistics utilizing the `Āina Site Visit Logistics and Pre-Planning Guide available via the following URL <https://cutt.ly/ZGNzAxX>
- [Oli prep](https://cutt.ly/wJxZUc6) (link: <https://cutt.ly/wJxZUc6>) and practice - [Oli audio recording](https://apps.ksbe.edu/kscholars/oli/) (link: <https://apps.ksbe.edu/kscholars/oli/>)
- Permission slips - each teacher needs to supply based on his/her school's guidelines

Student Assessments and Worksheets

- [3, 2, 1 Reflection Form](https://cutt.ly/tJkGACW) (link: <https://cutt.ly/tJkGACW>)
- [Student Reflection Rubric](https://cutt.ly/VJkVka6) (link: <https://cutt.ly/VJkVka6>)

Pedagogy (methods) Used to introduce, teach and close/review lesson

Huaka`i Prep Reminders:

- Prepare for logistics utilizing the `Āina Site Visit Logistics and Pre-Planning Guide available via the following URL <https://cutt.ly/ZGNzAxX>
- [Oli prep](https://cutt.ly/wJxZUc6) (link: <https://cutt.ly/wJxZUc6>) and practice - [Oli audio recording](https://apps.ksbe.edu/kscholars/oli/) (link: <https://apps.ksbe.edu/kscholars/oli/>)
- Collect permission slips and waivers

Lesson Introduction

Have students watch the following video; [Basketball Awareness Test from YouTube](https://bit.ly/2UtC3aM) <https://bit.ly/2UtC3aM> as a morning exercise to get your kids paying attention.

Instructional Sequence

Teacher shares Planning for Kuhiawaho Huaka'i slideshow (link: https://cutt.ly/TJxLJZZ) on Smart Board or online	
Slide 1 Teacher reviews class learning targets and program for the day and asks students if they have any nīnau (questions) or mana'o (suggestions). Teacher responds appropriately to students' responses.	Students listen and respond appropriately
Slide 2 Teacher asks students to share what they remember about the history of changes to Pu'uloa	Students listen and respond with ideas about how the Hawaiians created loko i'a (fishponds) and lo'i (irrigated farmland) and Americans came dug up

(Pearl Harbor),	Pearl Harbor and dumped the dredged materials into the loko i'a (fishponds) and lo'i (irrigated farmland).
<p>Teacher asks students to pause and imagine why they think that might have happened, encouraging them to think about empathy and sympathy.</p> <p>Teacher asks students to share their thoughts.</p>	Students listen and respond with ideas with ideas about the Americans not asking how they could help improve the area, not building empathy, not understanding the Hawaiian agricultural practices, etc.
<p>Teacher asks the students to rate themselves on how observant they believe themselves to be, on a scale from 1 to 10. Teacher shares the Basketball Awareness Challenge.</p>	Students listen and respond appropriately
<p>After the video, Teacher asks the students if they missed the dancing bear, why they think that happened.</p>	Students listen and respond with ideas such as that they did not know to look for it.
<p>Teacher asks the students how this video might be similar to the American's experience in the 1800s looking at Pu'uloa and the surrounding land.</p> <p>Teacher asks students for any nīnau (questions) or mana'o (ideas) and responds accordingly. Teacher acknowledges and appreciates the students' participation and points out that misconceptions about a dancing bear did not leave any negative impacts (that we know of) but misconceptions about the land surrounding Pu'uloa did.</p>	Students listen and respond with ideas such as the Americans did not know to look for loko i'a (fish ponds) or lo'i (irrigated farmland), did not know to ask, did not have the language skills to be able to ask, were thinking about agriculture like what they grew up with, etc.
<p>Teacher asks the students if they have any ideas about what those negative impacts were. Teacher acknowledges and appreciates students' participation and transitions to the next slide.</p>	Students listen and respond with ideas about pollution, destruction, etc.
<p>Slide 3</p> <p>Teacher asks students to share what they remember about the "Hawaiian Land Management Traditions" from the earlier lesson.</p>	Students listen and respond with ideas like water used more than once, only take what is needed, no pesticides or poisons, natural fertilizer, etc
<p>Slide 4</p> <p>Teacher asks student to read slide aloud</p>	Students listen and respond appropriately
<p>Slide 5</p> <p>Teacher points out that though damage was done to the area, ,the people doing it may not have understood what they were doing. Teacher describes this slide as a collection of excerpts from an article about Pearl Harbor written by Albert Pierce Taylor. Teacher challenges the students to find at least one phrase in the slide that shows the American understanding of the area. Teacher gives the students a few minutes to look over all the excerpts from the article. Teacher asks students</p>	Students listen and respond appropriately, dating the article as from 1911

what date this magazine was written (looking for 1911).	
Teacher asks students to share phrases that they found describing the ha'ole view of the land.	Students listen and respond with ideas like "ponds which must be filled," "swampy land" etc
Teacher asks the students if there is any mention of fish ponds or taro.	Students listen and respond with "no"
Teacher asks students what type of farming was described in the article.	Students listen and respond with "sugar cane"
Teacher points out the statement "ponds which must be filled" as a description of what the Americans at the time thought that they were doing to improve the area. Teacher asks the students how to brainstorm what the leaders at that time should have done to avoid destroying the Hawaiian agriculture around Pearl Harbor.	Students listen and respond with ideas like "ask questions," or "talk to the people" etc.
Teacher asks students if the leaders of the time were acting with "empathy" or "sympathy."	Students listen and respond with "sympathy"
Teacher asks students to share the evidence they find in the clippings. Teacher acknowledges and appreciates any contributions. Teacher asks students if they have any nīnau (questions) or mana'o (ideas) and responds accordingly.	Students listen and respond with ideas about self-aggrandizement and feelings of helping the poor, suffering person who is not me, citing "ponds must be filled," "Uncle Sam is prepared to spend...", "was a tortuous thoroughfare of water. Today it is navigable..."
Teacher wonders aloud if the writer of this article (and other American leaders of the time) may have ever seen the lo'i kalo (taro patches) or loko i'a (fishponds) in use. Teacher asks students how their experience with the dancing bear in the basketball awareness video might relate. Teacher acknowledges and appreciates the students' responses and declares that it is time to do some other things 'backwards' and transitions to the next slide	Students listen and respond appropriately
Slide 6 Teacher asks students when they think these pictures might have been taken (remind them of the history overview in the Recruitment slideshow), Teacher acknowledges and appreciates any contributions. If not shared by students, Teacher explains that the US Navy, with permission from King Kalakaua, is widening and deepening Pu'uloa.	Students listen and respond with: early 1900's or after the Reciprocity Treaty was signed by King Kalakaua.
Teacher asks students what they think is happening to the natural resources with the widening and deepening of the harbor. Teacher acknowledges and appreciates any contributions	Students listen and respond with ideas like damaging or destroying

<p>Slide 7 Teacher invites students to share observations, acknowledges and appreciates any contributions or moves on if no responses volunteered</p>	<p>Students listen and respond appropriately</p>
<p>Slide 8 Teacher invites students to share observations, acknowledges and appreciates any contributions or moves on if no responses volunteered</p>	<p>Students listen and respond appropriately</p>
<p>Slide 9 Teacher asks student(s) to read the slide aloud.</p>	<p>Students listen and respond appropriately</p>
<p>Teacher asks students to share their thoughts, Teacher acknowledges and appreciates any contributions</p>	<p>Students listen and respond with ideas like embarrassing, depressing or sad</p>
<p>Teacher asks if anyone can describe what Waiawa and Pu'uloa was like before this pollution. Teacher acknowledges and appreciates any contributions and transitions to slide #3</p>	<p>Students listen and respond with ideas like clean, abundant fish, lo'i taro (taro patches), loko i'a (fish ponds), healthy, beautiful, etc</p>
<p>Slide 10 Teacher asks the student(s) to read the list of backwards challenges and creates teams of students (students' choice or random counting off, backwards!) Teacher announces that the teams have 5 minutes to plan with their teammates how they will divide up the tasks between all their teammates (everyone must do something in the relay). If someone does not want to participate, Teacher offers him/her if s/he the role of 'referee' or 'cheer squad' instead of being a team member. Teacher gives one minute warning at the appropriate time. Teacher leads the class to a safe grassy area to begin relay (if possible), cheering them on, refereeing, encouraging and congratulating them. When the outside portions are finished (#3 and possibly #2), students return to their class for the final section of the game. At the end of the game, Teacher asks students to reflect on their backwards game, what were their successes, challenges and what did they learn. Teacher acknowledges and appreciates all ideas and thanks all students for participating in the Backwards Yaler.</p>	<p>Students listen and respond appropriately</p>
<p>Teacher invites students to consider how we can take on a more serious challenge of reversing the damage caused by this historical mistake that occurred during the "development of" Pearl Harbor, looking for ideas of doing a service project Teacher acknowledges and appreciates all ideas and</p>	<p>Students listen and respond appropriately</p>

<p>transitions to slide #11.</p>	
<p>Slide 11 Teacher asks students to explain where Kuhiawaho is in relation to the students' school. Teacher asks students to point out other recognizable landmarks (looking for Ford Island, Arizona Memorial, the Stadium, Pearlridge, etc.) Teacher asks students what the yellow sun is marking.</p>	<p>Students listen and respond appropriately, sharing that the yellow sun is marking Kuhiawaho,</p>
<p>Slide 12 Teacher shares that the ongoing efforts are making a difference and so that is why s/he has chosen this site to support by leading a service project group to help there.</p>	<p>Students listen and respond appropriately</p>
<p>Slide 13 Teacher asks a student to read the slide aloud. Teacher introduces the Ai 'ohana pictured in the middle as the site stewards for Kuhiawaho. Teacher asks if there are any nīnau (questions) or mana'o (ideas) and responds accordingly Teacher transitions into passing out Safety Protocol Handout (found in the Huaka'i Planning document) and Permissions Slips, reviewing and giving directions on them.</p>	<p>Students listen and respond appropriately</p>
<p>Slide 14 Teacher asks students to explain why empathy is important when thinking about helping others. Teacher acknowledges and appreciates the students' responses</p>	<p>Students listen and respond with ideas about being really, truly helpful, building a relationship so that the helper gets a better understanding and learning more for themselves.</p>
<p>Teacher asks if anyone has an idea of what "aloha 'āina" means. Teacher acknowledges and appreciates the students' responses or shares an answer if none are offered.</p>	<p>Students listen and respond with ideas about caring for the land, appreciating nature, etc.</p>
<p>Teacher introduces a YouTube video of a site steward from Malama Huleia on Kauai (Malama Hule'ia Alakoko Fishpond from YouTube link: https://bit.ly/3yVjBGP) about how to help aloha 'āina (care for the land) with empathy, understanding and respecting the site's protocols. T stop video after 2:17, when the speaker says "follow directions!" T asks students for any nīnau (questions) or mana'o (ideas) and responds accordingly, transitioning to the next slide</p>	<p>Students listen and respond appropriately</p>
<p>Slide 15 Teacher shares that the Nā Hopena A'o (teaching and learning) practice is something that teachers in</p>	<p>Students listen and respond appropriately</p>

<p>Hawai'i have learned from building empathy with the Hawaiian people. These mana'o ideas will help us learn how to thrive even in challenging times, just as it helped the Hawaiian people of the past. Teacher asks students to read the 6 aspects of Hā and select the one that means the most to them or they think is the most important. Teacher asks two or three students to share the aspect they chose and why, aiming to get different aspects from each student. Teacher acknowledges and appreciates the students' responses and shares that all the aspects are valuable to our lifelong happiness and success. T shares the link to the Hā - BREATH pie chart slideshow (link: https://cutt.ly/MJxZzSb) by Christina Chan, adapted by permission Mini-Project and directs students to make a copy for themselves, review the different aspects of Hā in the first slides and demonstrates how to fill the pie with the appropriate sized slices on the last slide and announcing the due date. T asks students for any nīnau (questions) or mana'o (ideas), responds appropriately and transitions to the next slide.</p>	
<p>Slide 16 Teacher shares that the oli is something that visitors to a site do to be respectful to the site and the people caring for it. In the chant, the visitors ask permission to enter and learn from their actions there, the people there and the site itself. Teacher invites students to listen carefully to the recorded oli; teacher pulls up lyrics and audio recording: Oli prep (link: https://cutt.ly/wJxZUc6) and practice - Oli audio recording (link: https://apps.ksbe.edu/kscholars/oli/). Teacher tells students that s/he will play the recording two more times and invites students to try to chant along with the speaker in the recording. Teacher asks if there are any nīnau (questions) or mana'o (ideas) and responds to them before continuing. Teacher plays the recording twice more, smiling encouragingly at the students and trying to chant along with the recording as well. Teacher congratulates the students for their efforts and shares the links to the lyrics and recording to practice on their own before the huaka'i (field trip) . No one will be required to chant the oli on the field trip, but everyone is welcome to try, as the teacher will be trying, too! Teacher asks if there are any nīnau (questions) or mana'o (ideas) and responds to them before continuing into the Logistics Preparation.</p>	<p>Students listen and respond appropriately</p>
<p>Slide 17 Teacher explains that the previous slides have been part of his/her recruitment step for the service project. Teacher asks student(s) to read the</p>	<p>Students listen and respond appropriately, as follows: Supplies: Gloves, gardening tools, etc. supplied by the people at the site when we get there</p>

<p>questions on the board (from the Logistics Planning Doc). After each question, Teacher asks students to share possible answers. Teacher acknowledges and appreciates all responses. Teacher asks for any nīnau (questions) or mana’o (ideas) about the first two logistics planning steps, responds appropriately and transitions to the next slide.</p>	<p>Location: Teacher has already contacted the people there, volunteers will go by bus.</p>
<p>Slide 18 Teacher asks student(s) to read the questions on the board (from the Logistics Planning Doc). After each question, Teacher asks students to share possible answers. Teacher acknowledges and appreciates all responses. Teacher asks for any nīnau (questions) or mana’o (ideas) about the last two logistics planning steps. Teacher invites students to brainstorm about how a student-led service project like the one they will be doing next quarter may be different in these logistics steps. Teacher acknowledges and appreciates all responses.</p>	<p>Students listen and respond appropriately, as follows: Safety: tell students to bring water bottles, wear sunscreen, appropriate clothes and footwear on the permission slip, will shelter under a tent if the weather is rainy Measuring Success: will count what the students have completed (number of plants planted, trash bags filled or square feet of area cleared).</p>
<p>Slide 20 Teacher invites the students to reflect on the activities for the day; what went well? what was confusing? and what are they looking forward to doing next? Teacher acknowledges and appreciates all responses. Teacher asks students to show by thumbs up, thumbs sideways or thumbs down how much they feel that they met the learning targets. Teacher acknowledges and appreciates all responses. Teacher asks for any nīnau (questions) or mana’o (ideas) and does a temperature check on how students are feeling before dismissing students. Teacher responds appropriately to students and dismisses students.</p>	<p>Students listen and respond appropriately</p>

Closure

End of week reflection using this [3, 2, 1 Reflection Form](https://cutt.ly/tJkGACW) (link: <https://cutt.ly/tJkGACW>) as a formal formative assessment

Accommodations for at least 3 types of diverse learners

- This lesson presents information in a variety of media (pictures, print, and audio recording)
- This lesson offers students opportunities to participate in a variety of ways (group discussion, individual reflection, individual practice, and performance)
- This lesson was written to be presented in a hybrid learning environment and can be easily presented in a face to face instructional setting with appropriate technology

Suggested Formative Assessment Method/s For This Lesson

Formative assessments occur during group discussions throughout the lesson. Additionally, the end-of-week

reflection ([3. 2. 1 Reflection Form](https://cutt.ly/tJkGACW); link: <https://cutt.ly/tJkGACW>) can serve as a formal formative assessment. The students' reflections will be assessed using a single point [Student Reflection Rubric](https://cutt.ly/VJkVka6) (link: <https://cutt.ly/VJkVka6>) of applicable Common Core writing standards. In addition, students' reflections in the [Hā - BREATH pie chart slideshow](https://cutt.ly/MJxZzSb) (link: <https://cutt.ly/MJxZzSb>) can serve as a formative assessment.

Explain How This Lesson Relates To the Unit Summative Assessment

This unit is a model for the students to emulate as they begin to prepare their team's service project. The lesson demonstrates the Logistic Planning steps of the Service Project.