

'Ewa 'Āina Education Initiative

Unit Plan: Aloha Kuhialoko - Link to full unit plan available via the following URL: <https://cutt.ly/xKU0ST1>
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'Āina site: Kuhialoko
Target Grades: 9-12
Target Subjects: Hawaiian Studies, 'Ōlelo Hawai'i

Detailed Lesson-Project Plan #3

Lesson Title: Huaka'i to Kuhialoko #2

Essential Unit Questions Addressed:

What are the connections between mea kanu (plants), manu (birds) and loko i'a (fish and aquatic life)?
What invasive species do you see? How may they have arrived in your assigned area to count? How do invasive species impact these connections and native species? How can time engaged with the 'āina at Kuhialoko help you develop your understanding of 'āina momona?

Educational Standards that the lesson will help students achieve

Standard 1: INTERPERSONAL_ Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

Standard 3: PRESENTATIONAL_ Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

Materials needed:

1. Observation/count worksheet sample available via the following URL: <https://cutt.ly/fKU97D2> - print one for group
2. Clipboards/pencils (and extra pencils) - 1/group of 3 students
3. Sets of any species ID guides printed and stapled/clipboard/group (note, students may prepare their own guides in previous unit lessons)
 - a. Comprehensive online resource for invasive plants may be found at the following URL: Invasive Plants in Hawai'i Guide <http://www.hear.org/hortweeds/>
 - b. Guide to invasive aquatic life- <https://dlnr.hawaii.gov/ais/>
 - c. Guide to invasive aquatic life- <https://savehawaiianwaters.weebly.com/invasive-species.html>
4. Leis or other gifts made in class (makana) to be presented to Kuhialoko staff
- 5.

Pedagogy:

It is suggested that teachers review huaka'i logistics well in advance. The following resource is a helpful tool created by teachers experienced in 'āina-based learning and is available via the following URL: <https://cutt.ly/RKU4Rvs>

Students will be split into 3 main groups to count different invasive species. This group will be counting invasive plants in the assigned area by staff. Students will be utilizing their Hawaiian Language counting skills, and their species identification skills learned previously in the unit.

Lesson Introduction

Previously planned protocols with Kuhialoko staff to occur upon arrival. Leis (and other makana) made in class to be given to staff.

Remind the students to leave their cell phones in their bags, ABSOLUTELY NO USE OF CELL PHONES on site. No pictures.

Staff introductions. Quick Mo'olelo by staff leader.

Lesson Sequence

Teacher and Kuhialoko Staff ask students to get into previously planned groups optimizing individual compatibility/strengths and move to the areas of Kuhialoko in which they are to make observations.

Numbers, species names (written and oral) and discussion should be in `Olelo Hawai`i to the extent possible. Group members are encouraged to assist each other.

1. Identify native and invasive plant species in their area. Students will be assisted by plant ID notes developed in previous lessons, ID photos they bring (sample plant ID cards available via the following URL <https://cutt.ly/8KU2OCF>), Kuhialoko staff and the teacher
2. Do a count of each species in their area.
3. Identify both native and non-native bird species in their area and count the numbers of each present in their assigned area. Students will be assisted by plant ID notes developed in previous lessons, ID photos they bring (sample bird ID/count worksheet available via the following URL <https://cutt.ly/kKU2LJc>), Kuhialoko staff and the teacher
4. The Kuhialoko staff will assist students in identifying aquatic species - note that the area of observation may be changed and the groups combined.
5. Discuss, infer, and make initial conclusions based on your observations - address the following questions:
 - a. How to native and non-native species impact each other?
 - b. What are the ways plants and birds interact?
 - c. Whole group share-out and discussion, numbers are to be shared in Hawaiian.
6. Work time: Kuhialoko staff will assign work tasks which will be based on the needs of that particular day, and may include but will not be limited to: weeding, raking, cleaning 'auwai/holowai systems, constructing/fixing things etc.
7. Lunch
8. Whole group share out/discussion - in `Olelo Hawai`i - based on kumu and Kuhialoko prompts and student questions
9. Final mana`o from Kuhialoko staff
10. [Oli Mahalo](#) (students to Kuhialoko staff)

Lesson Closure (may be completed upon return to the school campus or during the following class period)

Students will respond to the following prompts in their individual journals and discuss in pair-share/pair square format as time allows.

1. Describe how this huaka`i helped you develop in one aspect of the HĀ Framework (belonging, responsibility, excellence, aloha, total well-being, sense of Hawai`i).
2. How did it feel to conduct most of the communication during the huaka`i in `Olelo Hawai`i? What were some specific strategies that helped you with `Olelo Hawai`i throughout the huaka`i?
3. Explain how the huaka`i to Kuhialoko relates to `āina momona - include specific examples from your observations, discussions and Kuhialoko staff mana`o.
4. Describe 3 key concepts you've learned through your huaka`i (and huaka`i prep) to Kuhialoko that you want to share through our children's book project?

Accommodations for diverse learners:

- May allow students to present in a smaller setting at a different time vs. participating in whole class share out/discussion
- Allow students to create (or the kumu can provide) `Ōlelo Hawai`i “help” cards with basic terms/counting hints
- Allow for students to get assistance in `Ōlelo Hawai`i oral communication by signaling that they need an “assist” from the kumu and allow them to repeat the `ōlelo from the kumu (“kahea” style)...student alaka`i may also provide “assists”...consider allowing that each student gets at least one “assist”

Formative Assessment Method/s For This Lesson

- Their numerical counts and species names in Hawaiian will be graded for accuracy including spelling
- Teacher observations during huaka`i discussions - noting which students needed significant assistance and general opportunities for coaching

Explain How This Lesson Relates To the Unit Summative Assessment

- This is the culminating, real-world application for learning counting, conversing and writing in `Ōlelo Hawai`i throughout the whole unit.
- This visit provides content for the final student selected projects for sharing what they learned with community and younger students