

'Ewa 'Āina Education Initiative

Unit Plan: Building Empathetic Relationships and Leaders Through 'Āina

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'Ewa 'Āina Site: Kuhiawaho

Hawaiian Culture-Based Lens	Cross-Cutting Content	Instructional Design
<ul style="list-style-type: none"> ● Pilina Kaiāulu: Community Integration informed by a Hawaiian sense of place ● Mālama `Āina: Land stewardship focusing on sustainability and a familiar connection ● Ola Pono: Values and life skills that synthesize Hawaiian and global perspectives ● Kōkua Kaiāulu: Community giveback embodying a core Hawaiian value ● Hawaiian History <p><i>Kamehameha Schools Research and Evaluation Division</i></p>	<ul style="list-style-type: none"> ● Human Interaction/Impacts ● Single social Issue (racism, colonialism, poverty, etc) ● Health-Total well-being 	<ul style="list-style-type: none"> ● Historical Inquiry ● Debate/Perspective ● Stewardship - Sustainability ● Peer/'Ohana/Community Education-Action ● Original Art/Graphic Design ● Media production

Essential Question/s (3 max) that unit will address

- 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?

Unit Plan Descriptive Title: Building Empathetic Relationships and Leadership Through Malama 'Āina

Target grade: 7 and/or 8

Target subject: Student leadership and/or social studies

'Ewa 'Āina Site: Kuhiawaho

Background Information

Detailed `Āina Site Information available at the following URL:

"[Kuhiawaho Site Background](https://cutt.ly/jH1iYfT)" (Link: <https://cutt.ly/jH1iYfT>)

A direct link to Halau o Pu`uloa: Ewa `Āina Inventory is available via the following URL:

https://www.ksbe.edu/assets/site/special_section/regions/ewa/Halau_o_Puuloa_Honouliuli.pdf



‘Āina Site Stewards: Ron, Sam and La’akea Ai (caring for the site since 2012)

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This lesson is centered around creating empathetic leaders in our community. Students will learn the different attributes of a positive leader, actions to be an effective leader, and how to plan a meaningful Service Project. Students will be responsible for planning a service project following their field experience at Kuhaiwaho.

Sequential Unit Plan Lesson Outline

Lesson Title

Time Estimate in Hours

The Power of Planning with a Leadership Team:
Helping address a problem in our community is valuable no matter how big or small the impact, but wouldn't it be better if your impact was significant? Students will collaborate to explore one system for planning a service project as a team to make their efforts as impactful as possible

3 class hours

History of human impact on Pu‘uloa (Pearl Harbor) and Modeling the Recruitment Service Project Planning Step:
The teacher will demonstrate to students how one can recognize a problem and use the information collected to form a compelling reason to take action. The teacher demonstrates the Recruitment service project planning step by sharing information about the history of human impact on Pu‘uloa (Pearl Harbor) to recruit the class to assist in the restoration and maintenance of the Kuhaiwaho site.

1.5 class hours

Sympathy Compared to Empathy:
How does the motivation for why you reach out to help someone impact the quality of your actions? Why are sympathetic actions like a ‘band-aide,’ but empathetic actions more likely to get to the heart of the problem? Students are challenged with these questions and invited to reflect on a story of one student leader’s actions as well as their own

1.5 class hours

actions.	
<p>Practicing Empathy in Service to Pu‘uloa (Pearl Harbor) and Modeling the Logistics Service Project Planning Step: The teacher will share how students can use empathy in preparation for and during an aloha ‘āina service project to help repair the damages done in the past. The teacher demonstrates the Logistics service project planning step by sharing information about the logistics of the Kuhiawaho huaka‘i.</p>	1.5 class hours
<p>‘Āina Site Huaka‘i The teacher will take the students to Kuhiawaho to learn about traditional Hawaiian agriculture and how to help repair the land. Students will participate in a class service project during the school field trip, if permissible, or the students and their families will participate in a family workday (as the planned service project). Following the experience, students will reflect on the success of the service project and evaluate the use of leadership during the event.</p>	4 Huaka‘i hours
<p>Student Leaders Take Action: Students, working in groups of 5 - 7, will plan, lead and reflect upon service projects based on their own interests and concerns for our community. Through this experience, students will learn and/or further develop their skills in all the DOE’s General Learning Outcomes, most especially in collaboration, communication, and problem-solving. https://bit.ly/36VeiuN</p>	30 class hours

Unit Assessment Plan
<p>Formative Assessment Methods Used On a Regular Basis Throughout Unit</p> <p>Informal Formative Assessment: Students will participate in small and full class discussions throughout the unit. As they share their understanding of the role of a leader, the various opportunities to make a positive impact on our community, and the steps in planning a service project in support of a local organization. The teacher will be able to assess their understanding and application of the content.</p> <p>Formal Formative Assessment:</p> <p>WEEKLY REFLECTIONS: Each week, students are invited to write a brief reflection on the new ideas they have collected during the week in class, by using this 3, 2, 1 Reflection Form (link: https://cutt.ly/tJkGACW)</p> <p>CREATING A SERVICE PROJECT: Each step of the Service Project Planning contains worksheets on which the student teams can document their ideas and research. As they build their service projects, the teacher will be able to assess their understanding of needs within our community and the steps necessary to plan a service project through which they can help lead a change.</p>

The [Team Master Plan Slideshow](https://cutt.ly/kJkGHHz) (link: <https://cutt.ly/kJkGHHz>) helps student teams go through all the Formative Assessments by containing links to all the following Google Docs:

- [Who Plays What Position](https://bit.ly/3iU9Sv4) <https://bit.ly/3iU9Sv4>
- [S.M.A.R.T. Service Project Goal](https://bit.ly/3iRG0PE) <https://bit.ly/3iRG0PE>
- [Elevator Speech Research](https://bit.ly/3CSxJD4) <https://bit.ly/3CSxJD4>
- [Preparations Planning](https://bit.ly/3xTA7FS) <https://bit.ly/3xTA7FS>
- [Preparations Planning Task Division](https://bit.ly/3meAxVv) <https://bit.ly/3meAxVv>
- [Recruitment Planning](https://bit.ly/3yVuh8m) <https://bit.ly/3yVuh8m>
- [Recruitment Planning Task Division](https://bit.ly/2W1HaiX) <https://bit.ly/2W1HaiX>
- [Logistics Planning](https://bit.ly/2Xyciap) <https://bit.ly/2Xyciap>
- [Logistics Planning Task Division](https://bit.ly/3CW4Zt9) <https://bit.ly/3CW4Zt9>

Summative Assessment/s

SERVICE PROJECT REFLECTION:

Students will be asked to reflect upon their service project as individuals and as a team for their summative assessment. The goal is that they recognize both the successes and mistakes made in the planning and conducting of the service project and are able to use this knowledge as they grow into strong servant leaders.

- 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, & 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 to address the wrongs in our world.

The [Service Project Slideshow](https://cutt.ly/NJkJtD2) (link: <https://cutt.ly/NJkJtD2>) assignment asks the students to share with the class their team's successes and challenges as they worked through each step of preparing a service project, the service project itself, and the things that they learned on this project.

The [Personal Reflection](https://cutt.ly/4JkJf5d) (link: <https://cutt.ly/4JkJf5d>) invites students to share their personal observations about their project; the successes, challenges, and what they, personally, learned from the experience.

This [Rubric](https://cutt.ly/8H1obhd) (link: <https://cutt.ly/8H1obhd>) provides a student presentation assessment criteria based on standards