UNIT 3: KO ‘U ‘I‘INI – MY DESIRES AND WISHES

Lesson #1

Ho‘opa‘a i Nā Pahuhopu
To Set a Foundation in Order to Move Forward - Setting Goals

LESSON OBJECTIVES:
Students will:
- Define what a goal is and understand two or more kinds of goals
- Deepen understanding of importance of goals to create excellence
- Write short and long term educational and personal goals; monitor progress

MATERIALS:
- Story or video that models personal achievement and goal-setting (see below)
- Goal Setting Guide (See Goal-setting Guide PowerPoint for Unit 3, Lesson #1)
- Board or chart paper and pens

PROCEDURES:
• INTRODUCE LESSON:
- Explain that students will be talking about goal setting. Have students share anything they already know about setting goals. Provide your own definition of a goal; provide an example.

- Create pairs or small groups and ask students to think about and discuss things they have done or accomplished lately that make them feel good. Share personal examples so students can see a wide scope of small to large accomplishments. Tell students they are going to be asked to present to the class one accomplishment their partner tells them.

- Debrief by inviting students to share something they learned from their discussion partners.

- Share the Unit 3 title and discuss what self-determination might mean to them:

KO ‘U ‘I‘INI ~ MY DESIRES AND WISHES - Self Determination

- Ask the group to define “Being an Adult,” talk about the different responsibilities and rights (like self-determination) that come with growing up.

- Share the following Unit 3 ‘Ōlelo No‘eau. Ask partners to discuss what this saying might mean. Ask them to identify examples of what “the highest” looks like. Provide a model if needed (anyone or anything you think is the best). Invite sharing and discuss common elements between these examples of the highest or best.

‘Ōlelo No‘eau 3: Kūlia i ka nu‘u
Translation: Strive to Reach the Highest
Mana‘o: Motto of Queen Kapi‘olani
- Talk about the relationship between pa‘ahana, or hard work, and achievement of excellence in what you do. Ask partners or small groups to identify 1 or 2 people or groups that they feel does excellent work; share why you feel their work is good, and how you think they learned how to achieve this level of success. Provide an example, allow discussion time, and then debrief by having partners share.

- Talk about Queen Kapi‘olani (or any other example) and how her desire to improve the health of the people was manifested by setting goals to make this happen… goals to raise funds, build awareness, create the medical facility, etc. Share that students are going to learn more about goals during this lesson.

**MODEL LESSON:**

-Discuss the meaning of these words with students:
  * Ho’opa’a: “to make fast”
  * Pa‘a: “a word with many meanings, depending on qualifying words; firm, sold, tight, solidified, adhering. (Pukui)
  * Ho’opa’a i Nā Pahuhopu = “to make fast to complete a final goal; to set a foundation”

- Ask partners to come up with one or two things people can do to help themselves become pa‘a with their goal, or achieve a goal; invite group discussion and chart responses. (*i.e.: write and post goal; work with a friend; make it in “doable” steps; check back and revise goal if needed, etc.*)

- Ask students to expand their thinking about goals and imagine doing something that is incredible. Invite them to imagine and visualize the future and something they become famous for, receive an award for, or something they have done that has impacted the world in a wonderful and positive way. In fact, have students imagine they do receive an award for a lifetime of achievement!

**GUIDED PRACTICE:**

- Distribute *The Goal Setting Guide*; review both sides and share some examples of long and short term goals from the various categories of goals that are presented. Have students begin to consider both academic and personal goals.

- Plan additional ways for students to learn more about goal setting. You can:
  * Find a book or current events story about someone of interest and learn about their goals.
  * Read about surfer Kekoa Cazimero and discuss his goals (story provided below).
  * Ask students to talk to someone they admire and find out an important goal they set and achieved, including what helped them succeed.

- Go to the PBS Hawaii website to *Long Story Short* and find a transcript or video that would be interesting to your students; share this story and discuss goals this person set and achieved.

- Model filling in the Goals Worksheet. You can:
  * Use your own long and short-term goals
* Ask a student to share their goals as an example
* Use the person you read or saw a video about and predict what goals they might have made.

- Provide time for students to complete their goals worksheet.

**CLOSURE:**
- Share goals worksheets as appropriate for your group and discuss ways the group could help each other achieve these goals. Make sure the goals worksheets are retained so students can check back to assess progress.

- Revisit the ‘olelo no‘eau and other terms shared with students and ask them how these relate to setting goals.

**EVALUATION:**
- Ask students to share one thing they want to remember about setting goals. Invite feedback on what else they might want to learn to help them set and achieve personal goals during their life.

**RESOURCES:**
[http://www.pbshawaii.org/ourproductions/longstory.php](http://www.pbshawaii.org/ourproductions/longstory.php) - PBS Hawaii’s Long Story Short with Leslie Wilcox. Go to “GUESTS” for the list of interviewees to find one that would be interesting for your students – each video is about 25 minutes long.
Ōlelo Noʻeau 3:

Kūlia i ka nuʻu

Translation:
Strive to reach the highest

Manaʻo:
Motto of Queen Kapiʻolani
In 2006, Kekoa Cazimero was a Kaiser High School senior chasing a career in professional surfing after graduating in June. But if that doesn’t work out, then he has a backup plan – to attend college.

“I have always been really focused on surfing, but I think it’s also important to have good grades in high school,” Cazimero said. He graduated with a 3.9 grade-point average – and 21 out of 233 seniors in his class.

Cazimero hopes to one day become a world champion surfer, but said his priorities will always be family and education – and then surfing. He was selected out of the state’s top junior surfers, to represent Hawaii and his hometown of Waimanalo.

It’s a tough decision to put college on hold,” his father said, “especially because he could probably go to any college he wanted.”

When he goes to college later, Kekoa wants to major in business or technology and still wants to work with the surfing industry.