Unit 3

CULMINATING PROJECT
KOʻU ‘IʻINI - MY DESIRES AND WISHES

LESSON OBJECTIVES:
Students will:
- Review concepts and materials from lessons 1-4
- Imagine and make a future Lifetime Achievement Award
- Create a visual depiction of key unit information the student selects to remember

MATERIALS:
- All worksheets and notes completed for lessons 1-4
- Star Point (optional triangle piece – See below)
- Lifetime Achievement Award Template
- Drawing pencils and pens

PROCEDURES:
• INTRODUCE LESSON:
- Re-explain that there are five units to this curriculum, which is intended to help students become clearer about who they are so they can better advocate for their own futures. Compare it to a star map or guide, something that will help them “paddle through life’s waves.”
- Revisit the purpose of really getting to understand personal desires, goals, and resources, and how this knowledge can help people create positive and happy lives.

• GUIDED PRACTICE:
- Invite students to project to the future and imagine they are 30 years older, reflecting on their career. Ask students to work in pairs or small groups to imagine receiving an award for the work they have accomplished during their lifetime. Pass out the Lifetime Achievement Award template and model how you would fill in the following:
  * Top line under “presented to” – complete formal name
  * Next line – what was achieved (I.e.: “For 30 years as a Counselor;” “For inventing the ___”)
  * Add who would be giving this award (I.e.: School Counselor’s Association)
  * Fill in a date
  * In the circle, draw a graphic design representing the presenting group or award focus
  * In the surrounding border, create symbols or a design that enhances the award

- Have students create a display with these awards. (I.e.: Put together to make a “Dream Quilt”)
- Next, instruct students to make another “Guiding Star” point for their final poster, to be completed after all five units are done. Ask students to review information discussed and worksheets completed during the four Unit 3 lessons. Revisit what was done and ask students to pull out any materials that were saved for these lessons:

UNIT 3: Culminating Project
#1: Hoʻopaʻa i na pahuhopu – To set the foundation in order to move forward: Setting Goals
#2: Koho i ka naʻauao – Selecting knowledge or enlightenment: Educational Opportunities
#3: Nā kumu waiwai - Source of things of great importance: Resources in and out of school
#4: Hoʻoholo i ka manawa a me ka ʻaloʻahi: Managing time and stress

-Draw a large triangle on the board or chart paper and create an example of how you (or a student volunteer) might use words and images to document the most important information to remember from this unit about personal desires and goals.

-Distribute triangles and tell students they need to include a minimum of 3-4 ideas represented by words or pictures for each lesson (Minimum of 12 items).

• **CLOSURE:**
  -Share what students have created as appropriate for your group. Make sure triangles are retained for final Star Guide Poster.

• **EVALUATION:**
  -Discuss what was positive about the lessons and how to improve them.
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Koʻu ʻiʻini – My Desires and Wishes

Name: ____________________________ Date _____________

POINTS TO REMEMBER:
Use words and pictures to create a reflection about your desires, and wishes:
* Setting goals
* Educational opportunities
* Resources
* Managing stress and time
* Filling out forms
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