LESSON OBJECTIVES:
Students will:
- Discuss the meaning of kuleana and how it relates to stakeholders of schools.
- Read about rights and responsibilities outlined by the Hawai‘i Department of Education.
- Define emotional safety and discuss experiences and kuleana regarding this social concern.
- Identify best school experiences using and synthesize characteristics.
- Create visual display(s) of an ideal school to encourage growth toward this shared vision

MATERIALS: provided*
- Declaration of Universal Human Rights PowerPoint (PPT)*
- Basic Rights of Students PPT*
- DOE Complaint Form PPT*
- Paper and pen for interview notes
- Collage / Poster Materials to create group vision project(s)

PROCEDURES:
• INTRODUCE LESSON:
- Begin the class by writing KULEANA on the board and asking students to share what they know about this word. Write the Partial definition provided below from the Hawaiian Dictionary, (Pukui & Elbert, 1987):

  Kuleana: Responsibility, right, privilege, concern (and more)

Full definition of kuleana can be found at:
http://wehewehe.org/gsdil2.5/cgi-bin/hdict?e=q-0hdict--00-0-0--010---4----den--0-000lp0--1en-Zz-1---Zz-1-home-Kuleana--00031-0010utfZz-8-00&a=q&d=D9654

- Discuss the multiple descriptors of kuleana and how it is both a right and responsibility.

- Introduce that the class will be talking about rights and responsibilities of schools and education.
Discuss why our state and federal governments pay for youth to go to schools for 13 years, helping students recognize the importance of learning for many practical reasons.

- Revisit learning about child labor and youth unable to attend school to help students recognize school is a privilege not offered to everyone. Revisit what the Declaration of Universal Human Rights says concerning education. (See PPT for plain text version of #26 re: education rights)

Ask students to share what different groups of people they think hold kuleana concerning education in Hawai‘i and their school. Introduce the concept of “stakeholder” as someone who
has a stake or interest in something. Brainstorm and chart the different stakeholders of their school community, which can include:

* Students  * Teachers  * Administrators (school/state)
* Staff (kitchen, maintenance, office, etc.)
* Parents & Families  * Decision Makers (Legislators, Board of Education)  * School Partners
* Community Members  * ________________

• MODEL LESSON:
- Explain that the Department of Education believes its kuleana includes providing some basic rights for students; ask if anyone knows any of them.

- Show and discuss the “Basic Rights of Students” PPT (see PowerPoint lesson resource). Talk about specific protocols at your school if students have been harassed or suspended. Explain systems of support and answer any questions from students. Show the DOE complaint form and review what needs to be completed if submitted.

- End with discussing the top statement about safety to make sure students understand the terms “emotionally safe” and “physically safe.” Help students recognize kuleana really belongs to everyone at their school concerning the environment. Identify behaviors that impact their emotional safety (I.e.: harassment, feeling “less than” or incapable, cyber-bullying, peer pressure, etc.)

- Help students realize kuleana for campus safety (especially emotional safety) belongs to every stakeholder and includes what happens inside classrooms as well as around the campus.

- Introduce that students are going to have a chance to envision their campus as a very wonderful and safe place to learn. Ask students to start thinking about positive school memories.

- Write the following on the board and explain that pairs are going to interview each other using this prompt:

  **Describe in detail a time when you really enjoyed being in school. Talk about what you were doing and why you think it is a special memory.**

- Tell students a personal short story of a time you really enjoyed being in school; model how to share specific details about the circumstances or conditions. Encourage students to ask additional relevant questions.

- Ask students to take brief notes during their interview to help them share back what their partner told them. Model with students how to write brief notes that reflect the story you just shared.
**GUIDED PRACTICE:**
- Establish partners and an environment where students can talk to each other. (Try going outside for additional space and motivation.) Encourage students as needed and provide reminders about respectful interviewing, sharing details, writing notes, and when to switch interviews.

  - Have students share their interviews with everyone and chart brief notes to list key circumstances supporting each positive experience.

  - Review the chart with students to synthesize and identify some of the important circumstances that contributed to the best school experiences that were presented. Ask for any important additional thoughts.

  - Title another chart: “Dream School” and from your notes, work with students to collaboratively write a short paragraph or list key phrases in present tense that capture the circumstances of their best school experiences. Share that this affirmative present tense statement reflecting “best experiences” is something the school can now grow towards.

  - Type or print this statement, make copies, and invite volunteers from class to create attractive borders or images on it that reflect the message. Post them around the school in places where students will be able to read it.

**Optional, time permitting:**
- Have students create posters in small groups or a wall collage together that provides creative and attractive visual images and key words from the affirmative statement written about your school.

  - Post what is made in a place where many students have access. Encourage students to ask friends about their poster or collage to continue focusing attention to this “dream school.”

**CLOSURE:**
- Review what students learned concerning kuleana and the rights and responsibilities that all stakeholders hold to create schools with positive environments that are physically and emotionally safe.

**EVALUATION:**
- Invite students to talk about the statement and any comments they have heard. Discuss how creating an image of what you want for your future might influence what evolves.

**RESOURCES:**
- [http://appreciativeinquiry.case.edu/](http://appreciativeinquiry.case.edu/) - Appreciative Inquiry Commons at Case Western Reserve University: Resources to learn more about Appreciative Inquiry, the foundational idea for the student interviews and collage.

  - See Unit 4 lesson 3 PowerPoint for lesson materials.
UNIT 4: Lesson #3 – Nā kuleana o ke kula - Rights & responsibilities of the school