UNIT 4: KŪPONO – TO STAND FOR WHAT IS RIGHT – SOCIAL JUSTICE

Lesson #4

Nā kuleana o nā haumāna
Rights and responsibilities of students

LESSON OBJECTIVES:
Students will:
- Discuss/enact scenarios to deepen understanding of kuleana - past, present, and future.
- Read how Kanu Hawai‘i is an advocacy group that supports individual and group commitments.
- Identify student kuleana concerning general learner outcomes for Hawai‘i graduates.
- Make pledges concerning accepting kuleana for learning, school, family, and community.

MATERIALS: provided*
- In Charge of Social Justice Group Scenario Cards*
- Half sheets of paper, three per group, and pens; tape to post responses
- The Value of Kuleana handout / commitment sheet* (See PPT; print two sided and fold)
- Goals for Hawai‘i Graduates overhead or handout*
- The Value of Kuleana overhead or poster*

PROCEDURES:
• INTRODUCE LESSON:
  - Write the title for students and share what the lesson focus will be. Review relevant information from the first three lessons about social justice and rights and responsibilities:
  Lesson #1: a global perspective with a focus on human rights (child labor)
  Lesson #2: a local perspective with a focus on environmental rights (land use, water rights)
  Lesson #3: a community perspective focusing on stakeholders in schools (shared vision)
  Lesson #4: a personal perspective focusing on accepting kuleana (for self, place, others)

  - Create teams of 3-5 students and share that they are going to role-play being a leadership group in a specific time and place from the past, present, or future. Give each team a scenario card, three half sheets of paper, and a dark pen.

  - Ask students to:
    1. Read the scenario card and help everyone imagine the situation.
    2. Talk story about what life might have been like, considering the date and group role.
    3. Identify 3 areas of kuleana that all young people in that scenario would need to learn. (What did people value the most?) A group member is to write down one idea on each sheet of paper in large & dark print.
    4. Prepare to share by talking about your scenario or acting it out.

  - Help groups gain clarity about their scenarios and write their three rights & responsibilities. (Note: Students can revisit the values chart provided in Unit #2 lesson #2, page 5, for ideas.)
- Provide time for each group to briefly act out or share their scenario and three areas of kuleana. Post half sheets so all responses can be seen together. Compare and contrast responses of what groups felt most important for youth to know. Discuss variables that impacted choices.

- Revisit the ‘Ōlelo No’eau to talk about how the saying might be relevant to this discussion.

| Mai kāpae i ke aʻo a ka mākua, aia he ola ma laila. 
Do not set aside the teachings of one’s parents for there is life there. |
| --- |

• **MODEL LESSON:**
  - Share that students are going to think about kuleana they each feel is important to hold, and make pledges or commitments to be responsible and accountable to these actions.

  - Share models of commitments or pledges by introducing Kanu Hawai‘i as an organization that helps people make commitments to care for each other and Hawai‘i. Have students read and discuss the two pages of information about Kanu Hawai‘i (see below) so they see model commitments. Learn more by visiting their website at: [http://www.kanuhawaii.org/](http://www.kanuhawaii.org/)

• **GUIDED PRACTICE:**
  - Distribute The Value of Kuleana folded handout to each student and discuss its content. Talk about the back page to help reinforce the long history of pa‘ahana – hard work – in Hawaiian culture.

  - Ask students to:
    1. Create an image with words and drawings of at least 6 things they each feel are important to care for. Include kuleana to care for family, their school and community, and themselves as a student (see picture frame).
    2. Write pledges or commitments on the right side, making sure they are measurable (some way to know if each commitment is accomplished).

  - Share as appropriate for your group and make sure these sheets are retained to revisit later.

**Supplemental Activity:**
  - If students need support in identifying educational goals, distribute to groups or project for all to see the Goals for Hawai‘i Students. Share that these are DOE goals for all learners.

  - Give groups a short time (2-3 minutes) to identify which six statements are the General Learner Outcomes (#1, 3, 5, 7, 8, 10). Explain that #9 is a goal of the Student Comprehensive Support System to make sure all students have an equal chance to learn. The other statements are from the DOE website – mission and vision.

  - Share that students can use one of the GLOs as an educational goal, making it more specific on what you want to do. (I.e.: Communicates effectively can mean speaking louder when presenting.) Brainstorm examples of specific educational goals that link to these DOE broader goals.
• CLOSURE:
  - Facilitate sharing of commitments. Figure out a way to have these commitments saved for
    students to revisit later in the school year and access at the end of the year.

• EVALUATION:
  - Ask students to define kuleana and share examples of how individuals, businesses, and
    governments can become more responsible in caring for people and the environment.
UNIT 4: Lesson #4 - Nā kuleana o nā haumāna -Rights and Responsibilities of Students
## “IN CHARGE OF SOCIAL JUSTICE” GROUP SCENARIOS

| #1 | Imagine you are...  
|    | TEACHERS IN THE PAST:  
|   | Leaders in a rural local community in 1850  
|   | It is 1850 and you live in Hilo, Hawai‘i. Your chief has asked you to work together and write a book of stories to teach children how to be good citizens of the Monarchy.  
|   | What would be 3 of the most important responsibilities and rights you would write about in your stories? |
| #2 | Imagine you are...  
|    | TEACHERS OF TODAY:  
|   | Creating a new charter school  
|   | It is 2012, and you live on O‘ahu. Each of you is a well-respected educator on the Board of Directors of a new charter school. You need to help select three important values that students will learn, which will be included in the vision statement.  
|   | What would be 3 of the most important responsibilities and rights you would include in this new school’s vision statement? |
| #3 | Imagine you are...  
|    | STUDENT REPRESENTATIVES:  
|   | United Nations Peace Advisory Group  
|   | It is 2015, and you have been selected to go to the United Nations to work with others on universal rights and responsibilities for all children of the 21st Century. It is a huge honor to represent Hawai‘i.  
|   | What would be 3 of the most important responsibilities and rights to teach all children of the world? |
| #4 | Imagine you are...  
|    | SPACE AMBASSADORS:  
|   | On a voyage to a new world  
|   | It is 2150 and interplanetary travel is no longer science fiction. You are teachers in space, and you need to share to this new society you are visiting what humans feel is most important to teach children.  
|   | What would be 3 of the most important responsibilities and rights you would share that humans taught their children? |
About Kanu Hawai‘i

KANU: to plant (fig.). Of, or passed down by inheritance from an ancestor.

The founders of Kanu Hawai‘i asked each other three questions:

1. What do we love about Hawai‘i?
Our connection to place, the strength of our communities, our diverse traditions, our island values...

2. What concerns us about the future?
Shrinking opportunities, environmental degradation, the loss of communities, inequality, apathy, greed, and intolerance in Hawaii and throughout the world.

3. What can we do about it?
This question had no easy answer. How do you build a movement when so many of us feel powerless in the face of huge problems? How do you demand change without compromising our island values? These volunteers identified the following keys to guide this organization:

**Key #1 - Island values guide Kanu Hawai‘i:**

<table>
<thead>
<tr>
<th>Humility and patience</th>
<th>Obligation to family and community</th>
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<tbody>
<tr>
<td>Hard work and sacrifice</td>
<td>Honoring our ancestors</td>
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<tr>
<td>Acting for the sake of children</td>
<td>Aloha ‘aina</td>
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<tr>
<td>Taking only what we need</td>
<td>Leaving places better than we find them</td>
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<tr>
<td>Generosity and reciprocity</td>
<td>Building unity</td>
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<tr>
<td>Respect for the beliefs and rights of others</td>
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**Key #2 – Members are driven by the concept of Kuleana and believe:**

* A right *is* a responsibility.  * An obligation *is* a privilege.

* Individuals* have kuleana to strive every day to, in the words of Gandhi, become the change we seek in the world.

* Businesses* have a kuleana to recognize social obligations, listen to needs of communities, and walk lightly on the earth.

* Government* leaders have kuleana to look out for the public good.

**Key #3 - Island-Style Activism:**

This activism begins with something we can certainly change — our own lives.
KANU HAWAI‘I HAS LEARNED THAT MAKING AND FULFILLING COMMITMENTS:

- **MAKES A DIFFERENCE:**
  The combined impact of individual actions makes a noticeable difference.

- **IS HUMBLING:**
  You think before pointing fingers and telling others how they should act.

- **LEADS TO MORE POSITIVE CHANGES:**
  You gain confidence to take on greater challenges.

- **IS BETTER WHEN DONE TOGETHER:**
  People into change can inform, encourage, and inspire others.

- **PUTS YOU IN A POSITION TO ASK OTHERS TO CHANGE:**
  When you lead by example, you are better able to ask others to do the same.

EXAMPLES OF KANU HAWAI‘I COMMITMENTS

- ★ I will take reusable bags when I shop.
- ★ I will live aloha (taking multiple specific actions).
- ★ I will volunteer my time at a non-profit organization.
- ★ I will use a reusable water bottle and not buy plastic water bottles.
- ★ I will conserve water at home (taking multiple specific actions).
- ★ I will clean up rubbish whenever I see it on the ground.
### GOALS FOR HAWAI‘I GRADUATES from the STATE DEPARTMENT OF EDUCATION

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<tbody>
<tr>
<td>1</td>
<td>Know how to think critically and problem solve.</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Possess the attitudes, knowledge and skills necessary to contribute positively and compete in a global society.</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Recognize and produce quality performance and quality products.</td>
<td>8</td>
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<tr>
<td>10</td>
<td>Communicate effectively.</td>
<td>11</td>
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UNIT 4: Lesson #4 - Nā kuleana o nā haumāna - Rights and Responsibilities of Students
THE VALUE OF KULEANA

One’s personal sense of responsibility

“I accept my responsibilities, and I will be held accountable.”

Kuleana is the value of responsibility.

It drives self-motivation and self-reliance.

The desire to act comes from accepting our responsibilities with purpose and care.

Responsibility seeks opportunity. Opportunity creates energy and excitement.

There is a transformation in Kuleana, one that comes from ho‘ohiki, keeping the promises you make to yourself.

When Kuleana is a strong personal value, it drives us. Others don’t need to stoke a fire that already burns within us.

Adapted from “Managing with Aloha” by Rosa Say
http://www.sayleadershipcoaching.com/mwacoaching/