UNIT 5: E kākoʻo kākou - Advocacy

Lesson #1

Pehea e kākoʻo i nā hou?
What is advocacy?

LESSON OBJECTIVES:
Students will:
- Define advocacy and share examples of advocates and the work they have done
- Describe an international, exceptional speaker who models advocacy for self and others

MATERIALS: provided*
- Chart paper and pen
- Trailer for video “No Arms, No Legs, No Worries”
- Equipment to show a DVD or project a video from the Internet
- Students’ Planner or notebook and pen

PROCEDURES:
• INTRODUCE UNIT:
- Share that this final unit in the Haʻi Moʻolelo Curriculum (Tell Your Story) is about advocacy. Chart the unit title E kākoʻo kākou (Advocacy) and share the following definitions:
  
  kākoʻo: = To uphold, support, aid
  kākou = We (inclusive - three or more) (Supporting Each Other)

  - Ask students to think about when they’ve been able to work with a group of people to accomplish a big task. Share a brief personal example. Create small groups (3-4 students) and ask them to share different ways they’ve worked together with others on a large project. List examples of group efforts under the unit title, sharing what got done and how it felt for the group. Talk about the relationship to collaborative energies to accomplish a task or goal and advocacy.

• INTRODUCE LESSON:
- Tell students that this unit’s value is Noʻonoʻo (Think/Reflect). These lessons will help them review what they’ve learned about their own story. Explain that the main goal for each student is that they are able to advocate for what they feel is important (self, family, friends, community, environment, etc.)

  ‘Ōlelo Noʻeau #5: Aʻohe puʻu kiʻekiʻe ke hoʻāʻo ʻia e piʻi
  Translation: No cliff is so tall that it cannot be scaled
  Manaʻo: No problem is too great when one tries hard to solve it

  - Introduce the unit ‘Ōlelo Noʻeau (see poster on page 3) and ask students to think about someone they have met or know about who is a great “cliff climber”… someone who has been an effective advocate or supporter for a cause, for a friend, or for their own goals… someone who faces challenges for themselves and for others.
• **MODEL LESSON:**
  - Help students brainstorm a few famous international, national, and local advocates, like: Martin Luther King Jr. (civil rights); Nelson Mandela (human rights); Michele Obama (fitness); Bono (world hunger); Bethany Hamilton (her own ability to compete in surfing with one arm); Nainoa Thompson (preserving celestial navigation); and Eddie Aikau* (perpetuation of Hawaiian culture).

  (*Optional: Ask students what “Eddie Would Go” means to them. Find out more about this legendary surfer and lifeguard at: [http://www.eddieaikaufoundation.org/eddie.htm](http://www.eddieaikaufoundation.org/eddie.htm))

  - Share a personal experience as an advocate or talk about an advocate you admire. Help students understand an advocate might be a coach, a teacher, a family member, a government worker, or a friend.

  - Instruct groups to have each member identify and talk about someone they know or know about who actively advocates or works to support a cause or specific people.

  - Invite brief sharing from each group about a few advocates they discussed (who, what they did, how they did it).

• **GUIDED PRACTICE:**
  - Tell students that you want to share a video about an exceptional advocate. He has his own website called “Attitude is Altitude.” Invite students to “meet” Nick Vujicic, pronounced 'Vooy-cheech'.

  - Ask students to think about what Nick is advocating for as you share the trailer (4:11 min.) of his video “No Arms, No Legs, No Worries.” See curriculum DVD or download from: [http://www.youtube.com/watch?v=ciYkJ-wqFKA](http://www.youtube.com/watch?v=ciYkJ-wqFKA)

  - After watching the video, write on the board:

    - NICK VUJICIC - “No Arms, No Legs, No Worries”
    - *Attitude is Altitude* means___________
    - Nick is advocating for ______________

  - Invite the groups to share about their reactions to the video and to Nick. Ask them to talk about the meaning of the website name, and have them decide what Nick is advocating for.

  - Debrief by inviting groups to respond to the prompts, summarize their talk, and share interesting parts of their discussion.

  - Invite students to also share how Nick’s story might impact their own thinking and attitude about life. Ask students what Nick might think about the unit ‘Ōlelo No’eau.
- Write the following on a board and ask students to copy what you wrote in their planner or notebook:

  MY LIFE: PERSPECTIVE  VISION  CHOICES

  Invite students to:
  … reflect on the perspective they have about their own life (positive? negative? desired?)
  … create a dream vision of what they want their life to be like in ten to fifteen years
  … think of what choices can be made to support this vision

- Lead a review of this lesson by asking students what words come to their minds to describe Nick’s perspective on his life, his vision of his future, and the choices he has made to get where he is.

- to learn more about Nick and additional available resources

  http://www.attitudeisaltitude.com/
  http://www.lifewithoutlimbs.org/

  Search YouTube with Nick’s name for additional short videos about his life and message to others.
UNIT 5: Lesson #1 - Pehea e kākoʻo i nā hou? - What is advocacy?
‘Ōlelo No‘eau #5:

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Translation:
No cliff is so tall that it cannot be scaled

Manaʻo:
No problem is too great when one tries hard to solve it
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