'Ohana “Know-How” Surveys: Follow-Up Interview A/V Project

Now that our class knows which of our ‘ohana (family), kūpuna (elders), neighbors and other kanaka (people) in our community have knowledge & skills related to science, we can invite them to help us learn what they know and then share that with others.

1st Invite a Guest Speaker to Come to Class!
Ask some of the people listed on our surveys if they can visit our class - even for 5 minutes - to share what they know about modern or traditional science practices in Hawai‘i that we are interested in. Guest speakers can tell us about their jobs, knowledge, skills, or just ‘talk story’ about:

- Building/Repairing … which relates to … Architecture, Engineering, Math
- Carving/Rock building… which relates to … Geology, Minerals, Engineering
- Car maintenance … which relates to … Engineering, Chemistry, Electronics
- Fishing … which relates to … Aquaculture, Marine Science
- Canoeing … which relates to … Navigation, Astronomy, Climate
- Surfing … which relates to … Physics, Hydrology, Oceanography
- Hiking … which relates to … Forestry, Environmental Sciences
- Farming … which relates to … Botany, Agriculture, Animal Science
- Cooking … which relates to … Food Science, Medicine, Botany
- Healing … which relates to … Medicine, 1st Aid, Homeopathy
- Computers … which relates to … Information Technologies & more!

2nd Interview People Who Can’t Come to Class!
Some people on your surveys may be ‘shy’ experts, or unable to come during class time - so you have to go to them! Whether they come to class or not, practice interviewing first! (Your kumu can help you role play with a peer).
You can also ask ‘ohana, friends and school staff - or search the Internet - to get help finding interesting local people to interview. Ask to be introduced to someone if you've never met them before, and meet strangers in a public place with a friend to help you do your interview.
It’s a good idea to use a video camera, audio tape recorder &/or take photos and a few notes as you interview your local ‘experts’. Here are some sample questions you can use and you can make up your own – also, do some background research on their expertise before you meet them. This will make it much more interesting for you and the person you interview!

**Sample Interview Questions:**
- What do you know about that you think may be related to science?
- How long did it take you to learn this knowledge/skill? Was it difficult to acquire? What was most enjoyable about learning this for you?
- Why are you interested in this type of knowledge/skill?
- Do you use this knowledge/skill at work? How?
- Has this knowledge/skill changed you personally? How?
- Do you think other people in our community could benefit by knowing what you know? Please explain.
- Do you know of any job or college opportunities related to your knowledge/skill?
- If I or another teenager wanted to learn what you know, what should we do?
- Are you still learning more about this knowledge/skill? What do you want to learn next?
- Can you think of other questions I should ask you? Do you have any questions for me/us?

**3rd Organize What You Learned!**

You can make a great video from your notes, photos &/or audio and visual recordings if you do the following: 1) take out uninteresting information; 2) research & add interesting information; 3) sequence your information so it 'flows'; 4) add pizzazz to your video presentation! (see ‘Science Interview A/V Project’ handout to create an online video, podcast, flyer &/or poster.)

**4th Share What You Learned with Others!**

Practice introducing & showing your Interview Project, then share it with the class and other school and community audiences (be sure to get permission from the local expert you interviewed). Have fun! 😊
TEACHER’S NOTES: Suggested Sequence for
‘Ohana Surveys Follow-Up: Science Interview A/V Project

A. The following materials in Unit 1 are provided to help increase the links your students see between the science learned at school and its use and relevance to people in your community:

- **Homework: ‘Ohana (Family) “Know-How” Surveys**
- **‘Ohana Interview Follow-up**
- **Science Interview A/V Project**
- **JayCut™ Guide**


B. The suggested sequence of class activities is:

1. Review the value of aʻo (reciprocal teaching & learning)
2. Ask students to complete the **Homework Surveys** (3 pages) to see who we can learn from & with in our community. When done, review students surveys and compile a list of science topics & potential guest speakers to invite to class (as speaker, participant or even observer if shy at first)
3. Ask students to invite speakers the class is interested in meeting (can be for just 5 minutes, or longer). Prepare speaker and students in advance for the visit. See additional materials, “Tips for Guest Presenters” at: [http://www.scihi.hawaii.edu/curriculum/introunit/teachersnotes/](http://www.scihi.hawaii.edu/curriculum/introunit/teachersnotes/)
4. If no speakers volunteer, and none can be found on your island despite class efforts to be introduced to people, give students the **‘Ohana Interview Follow-up** handout to conduct interviews out of school and share what they learn in their presentation of their **Science Interview A/V Project** (can be done in pairs). Also, ask students to hand in a proposal of their project, including a “Storyboard” (if doing a video) & “Target Skills”
5. **Optional:** Allow 20-30 minutes to discuss project criteria & complete the “Rubric”. This increases their ownership of the project and understanding of expectations.
6. Students will likely need to see a demonstration of how to use JayCut.com to make their own online video. Teachers should preview the Web site themselves &/or ask a few students to preview this (for bonus points). Then, in a computer lab, give students the **JayCut™ Guide** handout &/or do a demonstration of how to begin an online video “mix”.
7. Allow students 2-4 weeks to complete their videos (can be 30 seconds to 5 minutes long), with at least one class lab time given after the demonstration lab, before they do their presentations.