**Objective:** Understand why, and practice, how Hawaiians learned. (This activity can be done any time in the school year, but is best introduced at the start of the course as part of a lesson, with follow up throughout the year.)

**Minutes:**

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Suggested Sequence</th>
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<tbody>
<tr>
<td>15-25</td>
<td>1. PRE-TESTS: give students “Pre-Test: Unit 1” (see below); “Survey (Student Rating Forms #1 &amp; #2)” &amp; “Consent to Collect Data Form” (optional)</td>
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<tr>
<td>10-30</td>
<td>3. GUEST SPEAKER: kupuna (respected elder) shares mana’o (thoughts) about schooling &amp; science class in his/her past &amp; traditional ways; Hawaiian education values; whose kuleana (responsibility) it is to learn OR read aloud from Pihana Nā Mamo: Aʻo book (see below)</td>
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<tr>
<td>10-15</td>
<td>4. Optional: READING ACTIVITY: divide “Hawaii’s First Newspapers” handout amongst groups for partial readings each (info on pics, or assigned paragraphs); have students paraphrase what they learned &amp; respond in writing (p.3) or aloud (see handout in Unit 1 Appendix).</td>
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<tr>
<td>10-20</td>
<td>5. Optional: ANTI-APATHY READING ACTIVITY: preview vocabulary on p.1 of “Mana of A’o” handout; students read silently then write/draw answers to p.3 questions, or act out answers in groups; talk story about the power of knowing</td>
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<td>3-5</td>
<td>6. ‘OHANA SURVEYS HOMEWORK: ask students to help bring more community kumu (teachers) to our class by returning the “3 “Know-How” Surveys” by this date: ________________________________</td>
</tr>
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**Total = 58+ min.**

**Materials:**

- **For students:** “Student Rating Forms” (survey) and handouts for “Hwn Learning Style “(p.6-7 only), “HI’s First Newspapers”, (optional) “Mana of A’o”, and 3 “Know-How” homework surveys
- **Safety:** n/a
### Assessment/Performance Indicators:
- **Informal assessment:** listening, writing, discussing, effort and quality of input (evaluated by teacher or student).
- **Formal assessment:** none

### Suggested Grading:
- 5 points possible for participation …
- 5 insightful; 4 engaged; 3 adequate; 2 inadequate

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<thead>
<tr>
<th>Exceeds Expectations:</th>
<th>Meets Expectations:</th>
<th>Needs Improvement:</th>
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<tbody>
<tr>
<td>Student participated fully, showing insight in discussing, presenting, reading &amp;/or writing</td>
<td>Student participated 75% of time or more in discussing, presenting, reading &amp; writing</td>
<td>Student participated less than 75% of time in discussing, presenting, reading &amp; writing</td>
</tr>
</tbody>
</table>

### Learning Styles:
- Left Brain
- Right Brain
- Auditory
- Visual
- Kinesthetic/Tactile
- Spatial

### Keywords:
apathy, kuleana, kupuna, learning style, mana, mana’o, newspaper, ‘ohana, *Pihana Nā Mamo: A’o*, survey

### Enrichment/Extension:
1. **ALOHA LESSON:** Read aloud Aloha Excerpt & respond in writing, then “talk story”
   - What is this passage about? What is the main message?
   - What examples does this reading give us to demonstrate aloha?
2. Brainstorm ways to show Aloha in class & elsewhere
   - How have you showed aloha to someone or something?
   - How could it benefit you & others in this class to show aloha?
   - How could “living aloha” benefit our community, our island, the US or world?
   - How can we do science with aloha?

Discuss expectations of practicing aloha & reflecting on it throughout course

**Optional:** students write journal reflection about this lesson

Aloha Poster & Handout is at:
[http://www.scihi.hawaii.edu/Modules/MsgBoard/View.aspx?Db=MsgBoard_TeacherNotesIntroUnit&MsgId=9&Paging=0&SearchWord=&SearchSubject=True&SearchContent=True&SearchWriter=False](http://www.scihi.hawaii.edu/Modules/MsgBoard/View.aspx?Db=MsgBoard_TeacherNotesIntroUnit&MsgId=9&Paging=0&SearchWord=&SearchSubject=True&SearchContent=True&SearchWriter=False)

Aloha Excerpt to share is found in *Tales of the Night Rainbow* by Willis & Lee, pg. 19; Order book at: [www.nativebookshawaii.com](http://www.nativebookshawaii.com)