

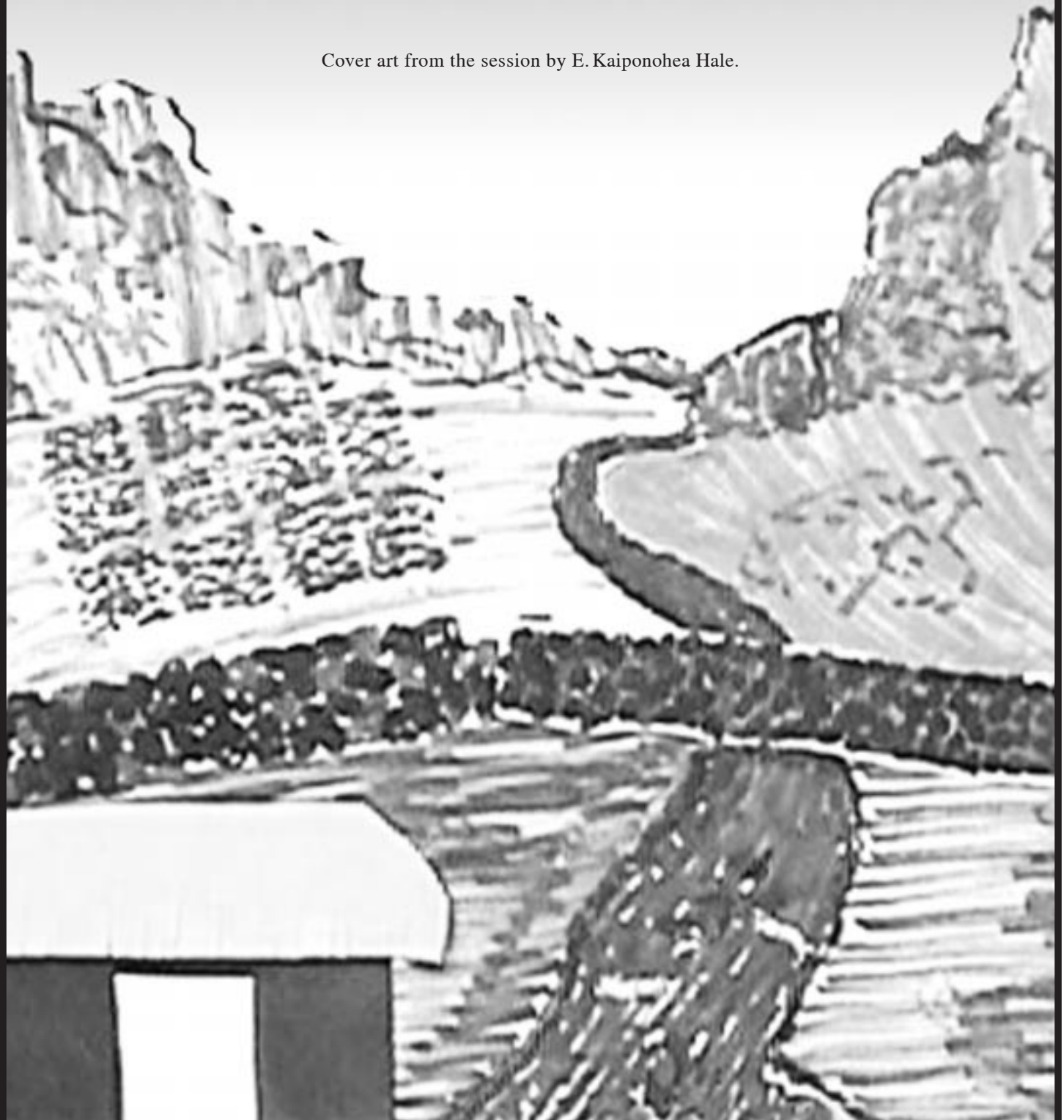
# *Lesson Plans*

*from the 1998 Creating a Supportive Environment for Wai'anae's Children and Youth Institute*

*July 6-10, 1998*

*Sheraton Mākaha*

Cover art from the session by E. Kaiponohea Hale.



## Foreword

The following is a second compilation of lesson plans designed by participants of the “Creating a Supportive Environment for Wai‘anae’s Children & Youth” Institute held July 6-10, 1998 at the Sheraton Mākaha.

Approximately 80 Wai‘anae teachers, counselors, administrators, school personnel, and community members participated in the week-long institute. The institute provided the participants:

- 1) an opportunity to learn about protective factors and strengths that foster resiliency;
- 2) an awareness of Native Hawaiian values and concepts to strengthen our understanding of our community; and
- 3) an opportunity to integrate the protective factors into existing school or organization action plans and to commit to helping Wai‘anae’s children and youth.

Throughout the week, participants focused on resiliency—a person’s capacity to survive through life’s difficulties—and how to build resiliency in their students, selves, families, and community. They had an opportunity to hear outstanding local and national speakers talk about their experiences working with students, and they received specific training in areas such as resiliency, native hawaiian values, grant writing, and peer programs.

As part of the requirements to receive university credit, participants created five lesson plans incorporating the strategies learned in this institute. These lessons plans can be used by educators to build resiliency in all students. The following compilation features one lesson plan from each participant. The lesson plans are grouped by elementary and secondary level and contain an index of protective factors.

The institute was sponsored by the University of Hawai‘i at Mānoa College of Education’s Project IMPACT (Innovative Measures for Preventing And Counteracting Truancy). Project IMPACT is funded by a grant from the U.S. Department of Education’s Safe and Drug-Free Schools and Communities program in collaboration with the Wai‘anae Complex Schools.

If you would like to view a copy of the 1997 compilation and learn more about Project IMPACT, visit <http://www2.hawaii.edu/wccc/impact/impact.htm>.

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Patrick Takahashi  
Wai`anae Elementary

Grade level: Lower elementary

Protective Factor: Encourages supportive relationships with many caring others.  
Promotes close bonds.

Lesson Topic: Solving Problems

Objectives: To begin to develop an awareness of the feelings of others.  
To learn how to solve problems.

Introduction: Lower elementary students have only a beginning awareness of the feelings of others. Such awareness or empathy develops gradually, in sync with children's intellectual maturation. This process involves aspects of growth that the teacher cannot force, but can encourage through experiences such as those that follow.

(20 min) Try to expand the encouragement of awareness to real situations in the classroom such as, How do you suppose (name) felt when you pushed her? Or how do you think (name) might feel if you invited him to join your team?

Review students' vocabulary of feelings by naming letters of the alphabet and seeing how many feelings the class can name for each letter or sound. Explain that it is important for people to be able to guess how others feel at different times. Being able to guess helps people do things that start happy, not sad feelings.

Method: Stories. Discussion. Role playing. Thinking, problem analysis.

Instruction: Direct students to listen as you read each story, then be ready to guess how the people in the story might feel.

Stories:

Discussion: 1. Three people are playing tether ball. They won't let Hansen play. How does Hansen feel?  
(40 min)

Variation: Role play: next three.

2. Anna calls Sandra names even though Sandra asks Anna to stop. How might Sandra feel?

3. Latoya is a new student in class. One of the children says to her, I'm glad you're here. Would you like to play ball during recess with us? How might Latoya feel? What if Latoya said No? How might the other student feel who invited her to play?

4. Calvin brings a video game from home to share and tell. He asks that no one touch the game, but Ryan does and drops it. How does Calvin feel? How does Ryan feel?

5. Bruce made sure everyone got a turn on the slide. How do the children feel who got a turn? How does Bruce feel? How does the Adult supervisor feel?

6. Grandmother comes home from her job tired. Victor turns down the TV, gets her a soda, and says, You look very tired tonight. How does grandmother feel?

7. Lisa waits in line for tetherball all recess but no one gave her a turn. How does she feel?

Summary: What if these things happened to you? What would you do? Why would it be hard to do?  
(10 min)

Tami Gandt  
Mākaha Elementary

Grade: K-6

Content Area: Guidance

Protective Factor: Appreciates the unique talents of each individual

Unit: Building Self-Esteem

Lesson Topic: We are all Special and Unique

Objectives: Each student will create their own individual flower.  
Each student will understand the saying, Children and  
Flowers Bloom in Their Own Time.

Introduction: Each of us has our own special talents and we are all special.  
What does this sentence mean to you, Children and Flowers Bloom  
in Their Own Time?

(10 min) Let's close our eyes and think about this and visualize what it  
means to your special self.

Method: Discovery, Group Activity, Individual Activity

Procedure: Students will visualize this saying and then share with the group  
what it means  
(15 min) to them. Teacher will gauge student understanding and offer other  
meanings  
as well.

(20 min) Each student will receive a flower to color. When they are  
finished it will be added with everyone else to create a mural of  
flowers.

Materials: Copies of different flowers, markers, crayons, scissors, pencil

Evaluation: Students finished flowers. They can share with each other their  
special creations.  
(15 min) Then post their flower on to the mural paper.

Summary: All of these flowers demonstrates .....  
(10 min) Sing together, "The World is a Rainbow"

Lindsey Higa  
Mākaha Elementary  
**Lesson Plan #1**

**Grade:** Elementary K-6

**Content Areas:** Integrated/Multi-sensory: Language Arts, Guidance

**Protective Factors:** Promotes Close Bonds  
Uses high warmth/low criticism style of interaction  
Encourages supportive relationships with many caring others  
Promotes sharing of responsibilities, service to others,  
"required helpfulness"  
Expresses high and realistic expectations for success  
Encourages pro-social development of values (such as altruism  
and life skills (such as cooperation)  
Provides leadership, decision-making, and other opportunities  
for meaningful participation  
Appreciates the unique talents of each individual

**Unit:** Kindness/ "Lokomaika`i"  
One unit of a series of units in Guidance/Character/Value  
Education

**Lesson Topic:** An Act of Kindness, What is it?

**Objectives:** Students will describe the characters' acts of kindness.  
Students will demonstrate empathy for story character.

**Introduction for the Unit and Lesson #1:**

"Boys and girls, today we are going to learn about kindness. We are going to talk about what kindness means, what kindness feels like, what kindness looks like and we are going to practice the behavior called "being kind to others". We are going to experience kindness.

Kindness is a value. (Explanation of values and beliefs is prerequisite). This is an important value and behavior to learn because it is something you will always need to know how to do and something you must give to receive. If you learn how to be kind and practice it all your life, you will earn the respect of others and feel happy about yourself."

**Method:** A combination of methodology is applied: Teacher will offer an example of the concept /value of kindness in a selected reading, followed by brief discussion. Teacher should model the behavior, kindness.

**Procedure:**

1. Background music depicting kindness is suggested.
2. Relaxation/focusing activity is optional depending on energy level of class.
3. Read "Da Grouchy Moocher Boogie Man"
4. Discussion questions/answers recorded or webbed on board:
  - a. Describe the Grouchy Moocher Boogie Man.
  - b. How did most people treat him?
  - c. What do you think about or feel when you hear how the Grouchy Moocher Boogie man was treated?
  - d. What did Yukin do? Why?
  - e. Tell the story of Yukin's actions.
  - f. How does the story make you feel?
  - g. Did you like Yuklin? Why?

**Materials/Resources:** Da Grouchy Moocher Boogie Man by Neff Maiava

**Evaluation:** Student Response

**Summary:** Validate, repeat, reframe and paraphrase what the students have shared. "Boys and girls, look at some of your ideas that are webbed on the board." Ask students to elaborate, "Tell me more about. . .". Show interest. Praise their efforts. Thank the students for their participation. Affirm their knowledge of kindness and reiterate that they must all be very kind children already to know so much about "kindness".

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**Higa-Lesson Plan #2**

**Grade:** Elementary K-6

**Content Areas:** Integrated/Multi-sensory: Language Arts, Guidance

**Protective Factors:** Promotes Close Bonds  
Uses high warmth/low criticism style of interaction  
Encourages supportive relationships with many caring others  
Promotes sharing of responsibilities, service to others,  
"required helpfulness"  
Expresses high and realistic expectations for success  
Encourages pro-social development of values (such as altruism)  
and life skills (such as cooperation)  
Provides leadership, decision-making, and other opportunities for  
meaningful participation  
Appreciates the unique talents of each individual

**Unit:** Kindness/ "*Lokomaika`i*"  
One unit of a series of units in Guidance/Character/Value  
Education

**Lesson Topic:** Kindness, What does it feel like?

**Objectives:** Students will describe the feelings and actions of kindness.  
Students will express empathy for others.

**Introduction:** "Boys and girls, the story of Da Grouchy Moocher Boogie Man is a story about kindness. Now that we have read a story and discussed the ideas about kindness in the story, we will each think about kindness a little deeper and in our own way."

**Method:** Discovery, Sharing.

**Procedure:** Background music ( that sounds like kindness) is suggested.

1. Divide class into groups.
2. Every group has a table with chart paper and markers
3. Ask the group to select a person to draw a cloud in the center of the chart paper and write the word kindness in the middle.
4. Instruct students to choose a colored marker and write or draw whatever comes to their mind that reminds them of kindness. For the lower elementary students or those students who have trouble with the concept or written expression, you may structure the activity by giving them categories such as: a person who is kind, a color that looks like kindness, an animal that seems kind, a place etc.
5. When all students have participated, begin sharing by asking students to gather around one table/groups work.
6. Explore the students' ideas: 1. Have everyone silently look at the paper. Then ask other students to point out a drawing or word/phrase that they would like to know more about. Instruct students in giving feedback by asking as follows, "I would like to know more about this. . ." or "Tell me what you felt when you wrote/drew this. . .".

**Materials/Resources**: Chart paper and markers  
Kaiponohea Hale, Lesson: *Lokomaika`i*

**Evaluation**: Student Response: Continue #6 procedure until each paper/poster has been discussed. Then post the papers on the wall.

**Summary**: Validate and repeat what the students have shared. Reframe their comments as necessary: "Boys and girls, look at your ideas." Point around the room while giving praise. "So, boys and girls, you are saying that kindness is . . . "Thank the students for their participation. Affirm their knowledge of kindness and reiterate that they must all be very kind children already to know so much about "kindness".

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**Higa-Lesson Plan #3**

**Grade**: Elementary K-6

**Content Areas**: Integrated/Multi-sensory: Language Arts, Guidance

**Protective Factors**: Promotes Close Bonds  
Uses high warmth/low criticism style of interaction  
Encourages supportive relationships with many caring others  
Promotes sharing of responsibilities, service to others,  
"required helpfulness"  
Expresses high and realistic expectations for success  
Encourages pro-social development of values (such as altruism)  
and life skills (such as cooperation)  
Provides leadership, decision-making, and other opportunities for  
meaningful participation  
Appreciates the unique talents of each individual

**Unit**: Kindness/ "*Lokomaika`i*"  
One unit of a series of units in Guidance/Character/Value  
Education

**Lesson Topic**: Affirming Every Individuals Ability to Be Kind  
Acknowledging the Human Connection of the Ability to be Kind

**Objectives**: Students will share a time they were kind to another person,  
place or thing. Students will positively introduce themselves  
and thank others.

**Introduction**: "Boys and girls, now that everyone has a good idea as to what  
kindness is, we are going to share that experience with one  
another."

**Method**: Sharing and Discussion.

**Procedure**:

1. Ask students to form a circle.
2. Instructions: "This is a ball of multi-colored yarn that is like all of us standing in this circle. We are all different. And we are all connected. Check to see that they understand what connected means. I want you to watch me and do what I do. I am going to introduce myself to you. Then I am going to tell you a story of a time when I was kind, did something nice for someone else. Then I will throw this ball of yarn to someone across from me. That person is to say, Thank-you. Understand?"
3. Process begins and continues in a repeated fashion until a web is created.
4. Teacher explains how the web connects all of them together as human

- beings who are capable of many kind and fine actions. Teacher is advised to acknowledge whatever emotions come up. Validate everyone's story or paraphrase as help is needed.
5. The process begins of throwing the ball back to each individual to undo the web. Students may recall what the other person shared prior to their turn or the teacher may recall the story.

**Materials/Resources:** A ball of multi-colored yarn  
Kaiponoheha Hale, Lesson: *Lokomaika`i*

**Evaluation:** Student Response

**Summary:** Ask students if they would like to comment on what anyone shared. "Does any story stand out in your minds?" Students may comment but it should not be required. Optional: Teacher may debrief: What was learned? What did students feel and think as they listened to each person share. How did students feel when it was their turn to share?

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#### **Higa-Lesson Plan #4**

**Grade:** Elementary K-6

**Content Areas:** Integrated/Multi-sensory: Language Arts, Guidance, Art

**Protective Factors:** Promotes Close Bonds  
Uses high warmth/low criticism style of interaction  
Encourages supportive relationships with many caring others  
Promotes sharing of responsibilities, service to others, "required helpfulness"  
Expresses high and realistic expectations for success  
Encourages pro-social development of values (such as altruism) and life skills (such as cooperation)  
Provides leadership, decision-making, and other opportunities for meaningful participation  
Appreciates the unique talents of each individual

**Unit:** Kindness/ "*Lokomaika`i*"  
One unit of a series of units in Guidance/Character/Value Education

**Lesson Topic:** Kindness: What does it look like?

**Objectives:** Students will identify numerous acts of kindness.  
Students will describe pictures they consider acts of kindness.  
Students will share their understandings of kindness with the large group.

**Introduction:** "Boys and girls, now that everyone has a good idea as to what kindness is and has shared that experience with one another, we are going to create what kindness looks like. We will now make a collage, that expresses your ideas about kindness." Teacher may wish to show examples of a finished product.

**Method:** Independent discovery.

**Procedure:** (Younger students may need specific directions on making a collage.)  
1. Students work in groups at tables but create individual collages.  
2. Students share the collage in front of the large group.  
3. Students are prompted by teacher to share their selections of photos, colors, placement etc. Teacher paraphrases for feeling words and concepts.  
4. Teacher may ask students if they wish to ask questions or offer feedback to each artist.

**Materials/Resources:** Magazines, Colored paper or poster board, glue, scissors

**Evaluation:** Student Response and Product  
Kaiponohea Hale, Lesson: Lokomaika`i

**Summary:** Discussion may follow as time permits commenting on similarities of each collage. All collages should be posted in sight for the following lesson.

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**Higa-Lesson Plan #5**

**Grade:** Elementary K-6

**Content Areas:** Integrated/Multi-sensory: Language Arts, Guidance

**Protective Factors:** Promotes Close Bonds  
Uses high warmth/low criticism style of interaction  
Encourages supportive relationships with many caring others  
Promotes sharing of responsibilities, service to others,  
"required helpfulness"  
Expresses high and realistic expectations for success  
Encourages pro-social development of values (such as altruism)  
and life skills (such as cooperation)  
Provides leadership, decision-making, and other opportunities for  
meaningful participation  
Appreciates the unique talents of each individual

**Unit:** Kindness/ "Lokomaika`i"  
One unit of a series of units in Guidance/Character/Value  
Education

**Lesson Topic:** Kindness: How do we be kind?

**Objectives:** Students will role play acts of kindness.

**Introduction:** "Boys and girls, now that everyone has a good idea as to what kindness looks like and feels like, we need to practice kindness. We can be kind in many different ways as we learned when everyone shared their experience. For today we will practice a very simple act of kindness, Introducing Yourself and Helping Someone New Feel Included."

**Method:** Task Analysis and Role Play  
For lower grades, use picture cues for each step. Teach in segments.

**Procedure:**

1. Explain the steps involved. The following should be on a poster or printed on the board.
  1. Face the person you are going to meet and smile.
  2. Say, "Hi, My name is \_\_\_\_\_.  
Would you like to be friends?"
  3. When the other person says yes, say, "I'm glad.  
Would you like to play \_\_\_\_\_ with me and my  
friends?"
  4. Then, call your friends over.
  5. Say, "This is \_\_\_\_\_. S/he is new and wants to be our  
friend. S/he is going to play with us."
  6. Point or put your hand on each friends shoulder and say,  
"This is \_\_\_\_\_".
  7. Remember to wait for your new friend and include them in play  
every day until they can come on their own.
2. Teacher says, "Now watch me and copy when it is your turn to

practice.”

3. Teacher models above behavior, pointing out each step.
4. Teacher models behavior incorrectly, pointing out what not to do.  
(Humor is good)
5. Teacher asks for feedback from students.
6. Students take turns in groups.
7. Students offer feedback to students.

**Materials/Resources:** Skillstreaming, Mākaha Guidance Program (Behavior Builders)

**Evaluation:** Student Response

**Summary:** Debrief: Have students describe experience in different roles.  
Ask students to comment if they have ever been in that situation before and how it felt.  
Ask students to describe feelings of being included.

Lessons to follow: Hawaiian Value, *Lokomaika`i*, Kindness

Theodora Kam-Yahata  
Wai`anae Intermediate

Title: Sneak Attack

Grade: all

Protective Factor: Promotes sharing of responsibilities, service to others, “required helpfulness”

Resource: Schrumpf, Freiburg, Skadden. Life Lessons for Young Adolescents. Champaign, Illinois. Research Press, 1993.

Objective: To encourage students to reflect on their responsibilities at home and help them understand what it means to be part of a family team.

Materials: none

Procedure/Activity:

- Go around the circle and ask students what type of chores and/or responsibilities they have at home. Ask what contributions they make to the family on a regular basis and what chores and responsibilities any of their brothers or sisters have at home.
- Go around the circle again and ask students what type of responsibilities their parents make to keep the family unit working.
- Have students think of one chore that another person in their family does on a regular basis.
- Ask the students to go home and make a “Sneak Attack” and do that chore without being asked and without anyone knowing.

Evaluation/Debrief:

- Have students report back to the group the outcome of this “Sneak Attack.”
- How did it feel when you did something for someone else in the family?
- Would you do it again? Why?

Variations:

- Ask students to write a thank you note to a parent/sibling for something this person routinely does.
- Have students think of ways they can help out their families by taking on an additional responsibility for several weeks. Encourage them to watch to see how this might change family relationships.

Time: Two different \_ class periods, 20 min. each

Kaila H. Lui-Kwan  
Kamaile Elementary

Grade: Second

Content Area: Science

Protective Factors: Promotes sharing of responsibility, service to others, “required helpfulness”.

Unit: Ocean

Lesson Topic: Who Dirtied the Water

Objective: Students will be able to identify 3 ways to care for their ocean.

Introduction: (5 min.)  
“I want you to close your eyes and think of a beach and all the things that you see that don’t belong there.”

Method: Supervised Individual Activity  
Group Discussion

Procedure: (30 min.)

1. Brainstorm with students all the things that they saw at the beach that didn’t belong.
2. Read Apoha-A Fish Story (Produced by Hawaii State Dept. of Health)
3. As a class, read “Who Dirtied the Water?” poem while chosen students participate by adding various pollutants to the water in the tank.
4. Each student write at least 3 ways they can keep our ocean and streams clean.
5. Class will then share what they learned.

Material: Book Apoha  
Copies of poem (see attachment)  
Chart paper  
Cups  
Paper  
Fish Tank

Supplies: dirt, sand, rocks, grass, newspaper, brown paint, black paint, fishing line, screws, powder, soap, trash, suntan lotion, and toy boat.

Evaluation/  
Summary: (45 min.)

1. Each student will write 3 ways they can help keep our oceans and streams clean.
2. As a class talk about the problem, solution and what they will do about it.
3. Students will make posters for the school to promote clean beaches.

Attachment

**Who Dirtied the Water?**

Once upon a time there was a beautiful bay. The bay was filled with a mixture of salty water and fresh water from the mountain streams. Animals and plants lived in the lovely, clear water.

**Chorus:**

<b>Would you want to swim in this bay?</b>	<b>Definitely</b>
<b>Would you like to go paddling in this bay?</b>	<b>Definitely</b>
<b>Would you eat fish caught in this bay?</b>	<b>Definitely</b>

**Rivers** and streams ran along the land and carried sediment with the water as it flowed from the mountains to the sea.

**Salt marshes** grew along the edges of the bay. Grasses from the marshes washed into the bay and became food for the fish as they decomposed.

In the shallow water, a **reef** grew. Reef animals came to live. Shellfish, fish, and turtles swam.

A small group of **natives** lived near the water on the land. They fished for food and ate shellfish from the bay. They left their garbage nearby. We can still find evidence of their village today.

**Chorus:**

<b>Would you want to swim in this bay?</b>	<b>Certainly</b>
<b>Would you like to go paddling in this bay?</b>	<b>Certainly</b>
<b>Would you eat fish caught in this bay?</b>	<b>Certainly</b>

After many years, **immigrants** came to live here. The settlers built a larger town. They drained the marshes and built roads, homes, and shops. They needed to bring in food to feed more people. Some of the town's garbage ended up in the bay.

As the town continued to grow, **farmers** cut down trees to clear the land for fields. Without trees and marshes to hold the soil, rain carried it into the bay.

**Chorus:**

<b>Would you want to swim in this bay?</b>	<b>Probably</b>
<b>Would you like to go paddling in this bay?</b>	<b>Probably</b>
<b>Would you eat fish caught in this bay?</b>	<b>Probably</b>

More and more **houses** and shops were built. Soon towns were built. Sewers were built to remove waste from bathrooms and kitchens. The pipes flowed into the bay.

Since the marshes had been drained and filled, **runoff** water from storms washed dirt and rubbish off of the streets and sidewalks and into the bay.

**Fishermen** found that nets made of plastic were stronger than those made of rope. They began to fish offshore as the beaches became parks and hotels. Their lines and weights got lost in the water.

**Boaters** enjoyed sailing in the bay. Sometimes rubbish blew overboard. Their engines lost some parts.

**Chorus:**

<b>Would you want to swim in this bay?</b>	<b>Maybe</b>
<b>Would you like to go paddling in this bay?</b>	<b>Maybe</b>
<b>Would you eat fish caught in this bay?</b>	<b>Maybe</b>

The town had many **laundries** for people to use to clean their clothing. The detergents went down the drain, to the sewers and into the bay.

People used chemicals as **cleaners** to clean their tile and drains. These chemicals killed germs and went down the drain, into the sewers, and out to the bay.

Swimmers and **sunbathers** enjoyed the beaches. Sometimes their rubbish was left on the sand and blew into the water. Overflowing trash can added more rubbish.

The bay grew into a large **port**. Huge ships brought materials for people to use. Oil tankers came to unload. Sometimes oil and gas leaked into the bay.

**Factories** built near the water often flushed their waste and chemicals into the water.

**Chorus:**

<b>Would you want to swim in this bay?</b>	<b>No</b>
<b>Would you like to go paddling in this bay?</b>	<b>No</b>
<b>Would you eat fish caught in this bay?</b>	<b>No</b>

<b>Who dirtied the water?</b>	<b>Everyone</b>
<b>Who is responsible for cleaning it up?</b>	<b>Everyone</b>

Nicole Souza  
Kamaile Elementary

Grade: 2

Content Area: Social Studies

Protective Factors: 1. Sets and enforces clear boundaries (rules, norms, and laws).  
2. Appreciates the unique talents of each individual.

Unit: Communities

Lesson Topic: Community Signs

Objective: Students will understand one of the safety systems in their community.

Introduction: Using a chart with about fifteen different community signs, ask the class to identify familiar signs. If possible, let the students explain what the familiar sign tells us to do and why that sign is important. Continue this process for five signs. Give help as needed and be sure that the class understands that these signs are around to protect and keep them safe. (20 minutes)

Method: Discussion  
Supervised individual activity

Procedure/Activity:

1. Using the same chart from the introduction, ask the students to compare the various sizes, shapes, and colors of the community signs. (5 minutes)
2. Elicit student observations about the similar colors used and list them on the board (black, yellow, red, white, green, and sometimes orange). (10 minutes)
3. Discuss the various shapes of community signs (triangle, rectangle, octagon, pentagon, etc.). (15 minutes)
4. Model drawing a STOP sign on white construction paper. Draw attention to the number of sides needed. Then, model coloring in the sign to resemble the actual STOP sign. (15 minutes)
5. Have each child draw and color a community sign of his/her choice. The sign should be cut out and posted around the room. (30 minutes)

Materials/Resources: Chart of community signs  
White construction paper (12" X 18")  
Students' markers, crayons, and scissors

Evaluation/Summary: Students will share their community sign in groups of 4 or 5 and explain why their signs are important. (15 minutes)

Erin Takayama  
Kamaile Elementary

Grade: 3

Content Area: Reading

Protective Factor: Promotes sharing of responsibilities, service to others, “required helpfulness”

Unit: Reading

Lesson Topic: Reading Buddies

Objectives: Give students opportunities to share/reinforce their knowledge of reading strategies and build self-esteem.

Introduction:

(5 minutes)

Now that you are third graders, you have a lot of good reading strategies you can share with younger students. We will be having reading buddies with the kindergartners (or first graders) once a week. In order for you to be a reading buddy, you will have to practice reading to others.

Method:

Modeling, mini-lessons (10 minutes)

Procedure/Activity:

(10 minutes a day  
over 2 weeks)

All lessons will take place at the beginning of the silent reading period. Mini-lesson topics: selecting books (appropriate level for reader and interest of buddy), placement of book (**between** buddies), appropriate voice level, predicting the story, fluency, reading with expression, and questioning.

(15 minutes once a  
week)

Once the mini lessons are over (about 2 weeks) students will have a week between reading buddy days to prepare for the next session. Schedule a time with buddy class and pair students according to ability (high readers with high buddies, low readers with low buddies, etc.). Half of class goes to buddy class and half of buddy class comes into your class.

(10 minutes a day  
over 2-2 \_ weeks)

Once reading buddies are working smoothly introduce having buddy class have a book to read to 3<sup>rd</sup> graders. Mini-lesson topics: giving wait time (5 seconds), how to use reading strategy cards with buddies, questioning, validating strategies used by buddies, effective praising. These are **much** more difficult skills to grasp, so each mini lesson may take a week to practice. **\*\*Those** who are still having difficulties in reading are not ready for this step, so they may continue to read to their buddy.

Materials/Resources:

picture books for kindergarten level (school library), buddy class

Evaluation/Summary:

Final evaluation will be made by the teacher based upon observation and buddy teacher observation. Students will also self evaluate based upon scale

- 1 - prepared and 4 “YESes”
- 2 - semi-prepared and most “YESes”
- 3 – not prepare and no “YESes”

Question and answer:

Point #1: Who benefits from reading buddies? Why?

Point #2: Can you do reading buddies at home with family?

Point #3: How does it feel to help your buddy become a better reader?

Vanessa Nakamura  
Kamaile Elementary

<b>Grade:</b>	3
<b>Content Area:</b>	Guidance
<b>Protective Factor:</b>	Values and encourages education
<b>Lesson Topic:</b>	Positive Community Members
<b>Objective:</b>	Given several Hawaiian values, the student will learn the definition each, be able to give examples of what it looks like, and use them to better themselves.
<b>Introduction:</b> <b>(15 min.)</b>	Can anyone describe a positive community member? (clean, takes care of their home, has a job, helps their neighbor, nice to people, etc.) What qualities allow this person to be a positive community member? How? (responsible and hardworking because you need to go to work regularly and do good work in order to keep a job, etc.) The Hawaiians also feel that many of these qualities are important to their culture. We will learn the special names for these values and why it is important for us to value these things too.
<b>Method:</b>	Class discussions Small group activity Sharing Individual activity
<b>Procedure:</b> <b>(1 hour)</b>	Share the Hawaiian value and what it stands for. Also, discuss the importance of it. Share some examples of what it might look like in the community. kuleana (responsibility) pa`ahana (hardworking) laulima (cooperation) lokomaiika`i (good-hearted, kindness from within) `imi `ike (seek knowledge, gain wisdom) pono (morally fair, virtuous, display good character) ha`aha`a (humble, modest) In small groups, the students will create a collage using magazines to find pictures that represent the value that was given to their group. When complete, they can share with the class.
<b>Materials/Resources:</b>	A list of Hawaiian values, variety of magazines, paper for each group
<b>Evaluation:</b> <b>(15 min.)</b>	Individual student chooses one value and finds ways it is portrayed or represented in their home. If student can give several fitting examples, student has satisfactorily completed the assignment.

Jean Faustino  
Nanaikapono Elementary

Grade: 3

Content Area: Guidance

Time: 1 hour

Protective  
Factor: Life-skills

Unit: Teasing

Lesson Topic: Responding appropriately to teasing

Objectives: Teach the meaning of teasing, and what to do when someone teases you.

Introduction: (10 minutes) Teasing is negative. People may want to put you down or make fun of you. Responding appropriately means to be able to remain calm and not get into an argument or fight.

Resources: (10 minutes) A guidance film: Teasing – Video

Evaluation: (30 minutes) Did this video help you to learn how to handle teasing?  
What are two ways you can handle teasing.  
1. Agree to the tease  
2. Ask the person to stop  
    a. say thanks if the person stops.  
    b. leave if he continues to tease.  
(20 minutes) Give examples about what children tease at school

Summary: (20 minutes) Let students group together in 3's and 4's and let them practice teasing each other successfully. Let those who choose, demonstrate to the class how they handled the teasing.

**K W F L**

Grade: 3 to 6 grade

Content Area: Guidance

Protective Factors: Encouraging Goal Setting and Valuing Education

Unit: Goal Setting

Lesson Topic: Finding Information

Objectives: Each child will be able to choose something they would like to learn more about and share it with the class.

Introduction:  
(10 minutes) Blindfold 2 students. Ask one student to find his way to another place in the room. The only person he can ask is for help is the other blindfolded students. Point out that this is what it is like to go through life without the proper knowledge. Let someone without a blindfold guide the student. When we can know where we are going we learn faster and avoid painful mistakes.

Method: Discussion  
Supervised Individual Activity

Procedure/Activity:  
(25 minutes) In a group have each child share one subject they would like to learn more about.

(60 minutes) Have each child fold a piece of white paper in fourths to make columns. On the top of the columns going across write K W F L. Explain that in the first column the K stands for what you know. Have the students write down 5 things they already know about their subject. The W stands for What you want to know. Then have the students write 5 things in the W column that they want to know. F is how you are going to find the information. Have the students brainstorm ways they can find out information. List their responses on chart paper. Have them choose which method they think would be best for their subject and write it in the F column. The L stands for what you learned. Tell the students they have a week to find out at least 5 new things about their subject.

Materials/Resources: White paper, pencils, blindfolds, chart paper, pens

Evaluation:  
(20 minutes) After the research week, have students get in groups of 3 and share what they learned, and why they chose their subject. Each person will have 5 minutes to share.

Summary:  
(15 minutes) Question and Answer  
#1. Was the way they chose to find the information the most useful? Would another method be more effective?  
#2. Do they still want to learn more about the subject?  
#3. Did they find out what they wanted to know? If not, why not?

Kelly Sceppe  
Mākaha Elementary

**Grade:** 3-12

**Content Area:** Social Skills

**Protective Factor:** Encourages goal setting and mastery

**Unit:** Self-Awareness

**Lesson Topic:** Goal Setting: (Dream Quilt pg. 353 Tribes Manual)

**Objectives:** To build a sense of Ohana within the classroom and to share a personal goal for the year.

**Introduction:** (15 min.) Students will come to the floor and form a "community circle." Students will be instructed to brainstorm with the teacher their definition of a goal. After brainstorming, students will be able to formulate their own goal for the year and share with the class.

**Method:** Guided Instruction and Cooperative Learning

**Procedure/Activity:** (20 min.) Students will choose a partner to work with. A square piece of paper will be passed out to each student, size will depend on the size of quilt and how many students participating. Students will write down their goal and illustrate. All the squares will be placed together on a bulletin board to create a quilt.

**Materials:** Squares of paper, markers or crayons

**Evaluation/ Summary:** (10 min.) Question and Answer  
Students will examine the quilt and determine what type of goal was most common. Students can discuss why goals are important and what other goals they might have. Ask students how it felt for them to put their goals down in writing.

Juli Patten-Wong  
Ma`ili Elementary

Grade: 4

Content Area: Guidance

Protective Factors: Promotes close bonds, appreciates the unique talents of each individual, sets and enforces clear boundaries.

Unit: Teamwork/ Team Building

Lesson Topic: Classroom Quilt (Kapa Kuiki)

Introduction: The best way for us to grow this year is together in Hawaiian that is laulima. If we work together, respect ourselves, others and property we will accomplish great things.

(10 minutes)

We are going to create a class quilt that will incorporate each of us as individuals into a whole. Each of you will make a square about yourself that shows one of your values, something you are good at and who you are (your favorite name). Then we will create a class block that will look similar but unique. These will all be sewn together with the border being the three respect statements.

Method: Brainstorming  
Peer Sharing  
Supervised Individual Activity  
Small Group Collaboration

Procedure/ Activity: Students will create a rough draft of their individual block.

(30 minutes) Students will share with a partner the details of their block and make any changes.

(15 minutes) Students will work as a class to design the specifics of the class block.

(30 minutes) Break out into small groups to work on both blocks.

(15 minutes) Each student will decorate a section of the respect border.

Materials/ Resources: Two 8"x 8" squares of off white material per child.  
4"x 8" strip of light colored material (class should choose color)  
Fabric Crayons  
Black Permanent Markers

Evaluation: Students will pair up and share their individual blocks and state how they can help their partner with their value.

(30 minutes)

Summary: Question and Answer  
Point #1: The objective was to take our individual strengths and show how they can create a stronger whole.  
Point #2: What is a personal value?  
Point #3: What is a personal talent?  
Point #4: Who are you?  
Point #5: What are the three respect statements?  
Point #6: How can we help each other live our values?

Kimberly Yamaki  
Kamaile Elementary

Grade: Fourth, Fifth, and Sixth Grades

Content Area: Guidance

Protective Factor: Encourages pro-social development of values and life skills

Unit: **Mediation**

Lesson Topic: Do we match?

Objectives: To show the difficulties of communicating clearly.

Introduction: Have you ever been in a situation where you couldn't quite explain something right? Or have you explained something to two people and they think different things?  
(15 min.)

Procedure/Activity: Give each student one set of tangrams (multi-colored). Each pair needs to have the exact same set. Have them find a partner and determine who is number 1 or number 2. Have them sit back to back. Have number 1 create a design by using the tangram pieces. Then have number 1 explain the design to number 2. After all the directions are given. Look to see if the designs are identical or way off. Discuss what made it easier to put together the design and what made it harder. Switch roles. Answer the same questions.  
(45 min.)

How can poor communication skills lead to conflict? What can we do to make sure we communicate effectively?

Materials/Resources: Tangrams

Evaluation: Could the students identify the roadblocks to effective communication?  
(15 min.) Do they understand that sometimes, we may interpret someone's comment incorrectly and the consequences it could lead to. How does this affect us as Peer Mediators?

**Lesson Plan: Refusal Skills**

(Time: 1 hour and 40 min.)

**Grades** 4 to 12

**Content Area** Guidance

**Protective Factor** Sets and enforces clear boundaries (rules, norms, & laws)  
Encourages pro-social development of values and life skills  
(such as self-control and the ability to resist peer pressure)

**Lesson Topic** Refusal Skills

**Objective** Asked to participate in a negative activity by a peer the student will use a sequence of steps to refuse to participate and attempt to talk his or her peer into an alternative activity.

**Preparation**

- \_ Prepare an overhead or other visual aid showing the steps (see below)
- \_ Recruit 2 student volunteers who will act out a skit modeling the steps using the following dialog or one developed by the student volunteers. (Be sure to preview the skit before it is used in class.)
- \_ Suggested dialog: See attached

**Introduction** (10 min.)

- \_ Teacher asks students to raise hands if they have been asked by a friend to do something illegal, against rules or just plain wrong. Discuss, focusing on how they may have gone along or on how difficult it was to not go along.
- \_ Ask students if they could have used a set of skills to make it easy to refuse to go along--while not hurting their relationship with their friends.
- \_ Introduce the steps: (Use & refer to the visual aid)
  - Ask questions
  - Name the trouble
  - State the consequences
  - Suggest an alternative
  - Leave and leave the door open

**Method** Observing a peer modeling the skills  
Role playing

**Procedure/Activity (Modeling)** (15 min.)

- \_ Two of your classmates, \_\_\_\_\_ and \_\_\_\_\_ have volunteered to do a skit to show how these skill can be used. Please listen and notice how the skit follows the skill sequence we just discussed. (Student volunteers put on their skit.)
- \_ When the skit is done discuss how it went and how the skills were used.

**Materials/Resources**

- Overhead or other visual aid showing the sequence of steps. (See above)
- A copy of the above skit dialog for the student volunteers.

**Evaluation (Practice)** (60 min. or more, depending on how many groups do skits and the length and intensity of the discussions after the skits.)

- \_ Have students team up in pairs or even up to four in a team to develop and perform skits.
- \_ Discuss each skit, relating them, whenever possible to real life situations the students have encountered.

**Summary** (15 min.)

- \_ After all the skits are done, discuss what was learned and emphasize that saying, “No” to friends is often difficult and that we will practice these skills at different times throughout the year (or semester).

Suggested Dialog for Refusal Skills Lesson Plan

**Jim:** Hey Bobby, let's go to the beach tonight and tag the restroom building.

(Ask questions.)

**Bobby:** Let me make sure I understand you: You want to go to the beach and spray some graffiti on the walls of the restroom building. Is that right?

**Jim:** Yeah! It will be a blast. Then when we go by the beach we can feel terrific because we will “own” the restroom building.

(Name the trouble.)

**Bobby:** Jim, that's vandalizing public property. That's against the law, and you know it.

**Jim:** Yeah...but so what!? We won't get caught.

**Bobby:** You're not listening to me. That's trouble. That's against the law--and it's just plain wrong.

**Jim:** Man! Nobody--nobody--gets caught tagging. That's why it's all over the place.

(State the consequence.)

**Bobby:** But if we do get caught we'll get arrested, and we'll have to go to court--with our parents. And my dad would never trust me again. I'd be grounded for at least a year. And worse yet--my dad would make me wait another year--or even more--to get my driver's license permit. Wow! What a bummer that would be.

**Jim:** What are you...some kind of chicken?

(Suggest an alternative.)

**Bobby:** Hey...there's a basketball game at school tonight. Kimo's playing, and it's going to be a terrific game. Let's go to that.

**Jim:** What?!!! Go to a basketball game. Hey--this is my night out on my own. I'm up for some excitement. Let's go to the beach and tag the restroom building.

(Leave and leave the door open.)

**Bobby** (moving toward the door): Well, I'm going to the game. It will be more fun--and we won't get into trouble. I'm sure we'll see some girls there--like Moana and Heather. Come with me. Come on...OK...if you're not coming with me now, let me know if you change your mind...give me a call.

Lorri Sonan  
Kamaile Elementary

Grade: 5

Content Area: Health

Protective Factor: Encourages supportive relationships with many caring others; promotes close bonds; appreciates unique talents of each individual

Unit: Self awareness

Lesson: Feelings

Objectives: Students will be able to define five basic groups of feelings and identify personal feelings

Introduction:(15 min) Review a little about feelings. Then list the five basic feelings on the board. ANGRY, SAD, HAPPY, AFRAID, EMBARRASSED. With post its have students place additional words that describe these feelings.

Method: Cooperative activity

Procedure/Activity:

Guessing Game(30 min)

Divide the class into small groups. Have each group choose a student and put a FEELING WORD on his/her back. ( use words like lonely, excited, clumsy, nervous, frustrated, etc.) The other students in the group will give clues to the student whose back is holding the FEELING WORD. The first clue must be ACTED out (more than one person may act out the clue). The feeling word student may guess once after each clue. The second clue is a ONE WORD clue. The third clue is COMPLETING the SENTENCE. Group members may only respond “yes” “no” or “close”.

example: “disappointed”

clue 1: (ACT) make a sad face

clue 2: (WORD) “rejected”

clue 3: (SENTENCE) I feel this way when my mom promises me that we go to the movies and we don't

Materials/Resources: paper  
markers  
Project Charlie Resource Guide

Summary/Evaluation (10 min)

As a class, discuss what it was like to play the game. Was it hard to guess the feelings? Is there differences in the way people acted out the feelings? Use questions like these to help them understand that you can tell how a person is feeling by watching how they act and what they say.

Trudi Ah Sam  
Nanaikapono Elementary

Title: The Light Within

Grade: 6

Content Area: Guidance

Protective Factors: Promotes close bonds, encourages supportive relationships with many caring others.

Lesson Topic: Empowering Students

Objectives: -Using a lamp or large flashlight, students will place a cloth or napkin over the light as they share about a negative comment or negative experience that has really affected them.  
-Students will remove their cloth or napkin as they share about something really positive that counteracts the negative comment/criticism or incident.

Introduction: After reading the "Light Out of Africa," \*\* see attachment\*\* we discussed how we often do not allow ourselves to show our "light" or how great we are. We also discussed how negative comments, criticisms, & experiences from others over the years have covered up our "light" and soon we begin to believe we have no light, we aren't good or special. I want us to do an activity now that symbolizes how our "light" can be covered by others and ourselves and how we can take control in uncovering and showing our "light" again.

Method: Facilitated group activity

Procedure: -The room is darkened and everyone is seated on the ground encircling the flashlight or lamp.  
Activity -Facilitator will ask students to think of negative comments, criticisms, or incidents that made (45 min.) them feel really down and really affected them.  
-Each student places their cloth or napkin on top of the light as they share their negative comment or experience with the group.  
-As each person shares, the light will become dimmer & dimmer.  
-After everyone has shared, a discussion is facilitated on how the light has become so dim, we don't even see it anymore, yet we know the light is still there underneath. We can let the light shine through by removing the negative layers with positive thoughts, actions, and experiences to counteract the negative.  
-Students will think of positive thoughts & experiences.  
-Each student takes off a cloth or napkin as they share positive thoughts, actions, or experiences to counteract the negative.

Materials: -Copies of "Light Out of Africa."  
Resources -Large flashlight or lamp  
-Pieces of cloth or napkins (1 per student)

Evaluation: -Facilitate thoughts & feelings about the activity.  
Debriefing -Facilitate further discussion on how we can uncover and let our light shine through and shine (15 min.) brighter.

# Light Out of Africa

**O**ur deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness, that frightens us. We ask ourselves, who am I to be brilliant, gorgeous, talented, and fabulous? Actually, who are you not to be? You are a child of God. Your playing small doesn't serve the world. There's nothing enlightened about shrinking so that other people won't feel insecure around you. We were born to manifest the glory of God within us, it's not just in some of us; it's in everyone. And as we let our light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others.

*– Nelson Mandela, President, Republic of South Africa  
from his 1994 inaugural speech*

Diane Orlando  
Nanaikapono Elementary

Grade:	6
Content Area:	Guidance
Protective Factor:	Encourages pro-social development (cooperation)
Unit:	Team building
Lesson Topic:	Team building
Objectives:	Students will be able to work together as a team of 4 and use two chairs to get to their team to the other side of the field without touching the ground.
Introduction: (minutes)	Class, today we will go outside to participate in a group activity which will require (5 cooperation and group problem-solving skills.
Method:	Cooperative activity, group sharing
Procedure/Activity: (minutes)	Divide students into teams of 4 or 5. These should be their teams that they will (5 work with during the school year.
(10 minutes)	Each team needs to come outside with two chairs. Use rope or cones to mark a beginning and finish line, about 30 feet apart.
(10 minutes)	Go over chair game rules: The object of the game is to use the two chairs to get your team to the other side without touching the ground. 1. The space in between the two cones is the ocean that is infested with sharks. 2. Students are not allowed to touch the ground (ocean). 3. If someone touches the ground all the people on the chair need to go back to the beginning and start again. 4. The entire team needs to get to the other side to win.
(20 minutes)	Have teams line up on one side of the cones or rope, about 5-10 feet apart. Students may begin.
(10 minutes)	After each team is finished bring all students together in a community circle to discuss the activity.
Materials/Resources:	2 chairs for each team and either cones or rope
Evaluation: (15 minutes)	Evaluations can be done through the learning activity and does not only need to be done at the end. Ask student to reflect and describe the experience (use summary questions). Teacher will informally evaluate whether students are able to work together to solve the problem and get their team across the field.
Summary: (15 minutes)	Question and answer: 1. How did your team solve this problem? 2. Why was it so important to cooperate during this activity? 3. How did your team get along? 4. What were some positive things that happened with your team? Were there any negative things that occurred? 5. What did you learn from this activity? How can this help you to work with your team throughout the year?

Gregg Iha  
Nanaikapono Elementary

Grade: 6th

Content Area: Guidance

Protective Factor: Encourages pro-social development (cooperation)

Unit: Cooperation, Group problem-solving

Lesson Topic: Cooperation, Group problem-solving

Objectives: In groups of 5, students will use cooperation to complete a puzzle activity without using verbal communication.

Introduction: Today you will cooperate with 4 classmates to complete 5 puzzles without speaking.

Method: Supervised group activity, group discussion, individual reflection

Procedure/Activity: Get students into groups of 5 and give each group a set of 5 envelopes.

(20 minutes)

Provide the following instructions:

- Don't open envelopes until the signal to begin.
- Your task is to form 5 squares of equal size.
- The task is completed when a perfect square has been created in front of each member.

All 5 squares must be the same size.

Write the following rules on the chalkboard. Read the rules.

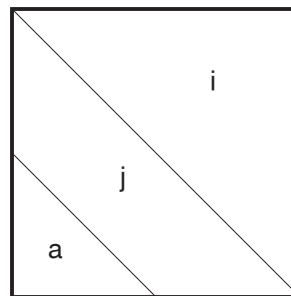
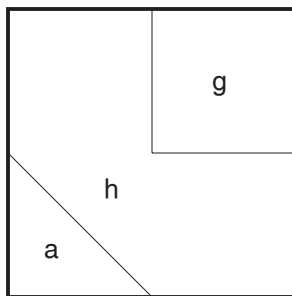
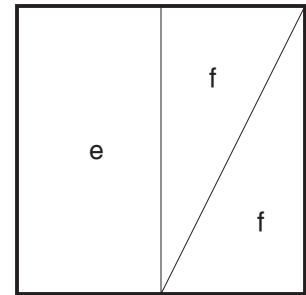
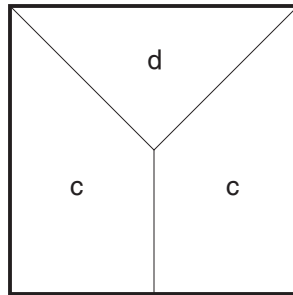
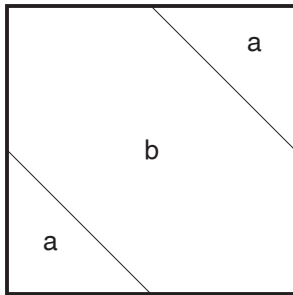
- 1) No group member may speak.
- 2) No member may ask for, point for, or signal to another member to request a piece.
- 3) Members may offer or give pieces to other members. (You can't ask for pieces.)

Materials/Resources: One set of squares (5 envelopes) per group. Refer to next page for directions for making the set of squares.

Evaluation: Group discussion. Was your group successful? Are all 5 squares the same size?  
(5 minutes) How did it feel when someone holding a key piece didn't where to place it? How did it feel to give the correct, needed piece to another member?

Summary: How was cooperation displayed? Why was cooperation important in this activity?  
(10 minutes) What student behaviors contributed to success of the group? Did any behaviors hinder the group? What did you like / dislike most about this activity? Please take a moment to thank the other members in your group.

## Directions for making a set of squares.



- 1) Mark and cut the squares as pictured above.
- 2) Mark each of the five envelopes A, B, C, D, E.
- 3) Distribute the pieces as follows:  
envelope **A** has pieces **e, h, i**  
envelope **B** has pieces **a, a, a, c,**  
envelope **C** has pieces **a, j,**  
envelope **D** has pieces **d, f,** and  
envelope **E** has pieces **b, c, f, g**

Leslie Omura-Jensen  
Nanakuli High

Grade: 6-8

Content Area: Counseling and Guidance

Protective Factor: Encourages pro-social development of values and life skills

Unit: Drug Awareness/Education

Lesson Topic: Different Ways to Resist

Objectives: The students will be given the opportunity to create, direct, and deliver a skit focusing on the different ways of resisting pressure.

Introduction: The past several weeks we have been learning about different drugs and their effects on your body and mind. Today, we will be creating a short skit on different ways to decline pressure to use drugs. I will give each group a scenario and you will make up the ending and act it out. Remember to make it realistic. What would you really do in this situation? Is your solution something that is feasible? Think of how you would actually feel if the situation came up in real life. Would you be scared? Nervous? Confident? Make sure that your solution is a real way of declining pressure.

10 min.

Method: Small group interaction

Procedure/Activity: Students will break up into groups of about 4-5 each. Each group will be given a different scenario. The group brainstorms and creates the ending of the scenario. The groups will practice and deliver the short play in front of the class.

45 min.

Materials/Resources: 3 x 5 cards, copies of the scenarios, pencils

Evaluation and Summary: Students will discuss how they came to their conclusions, how they felt when they were acting it out, what they thought of the different solutions, and how realistic the solutions were.

15 min.

Coralee Kim  
Wai`anae Intermediate

Grades: upper el.-12

Protective Factors: Provides Leadership, decision-making, and other opportunities for meaningful participation.

Title: Red Chips, Black Chips Game

Resource: Youth Development Project, Social Skills Curriculum Guide.  
Honolulu, Hawaii. Center for Youth Research, 1990.

Objective: To develop negotiation skills in solving problems.

Materials: red chips, black chips, game rules, envelopes

Procedures/Activity:

- Divide the class into groups.
- Distribute to each group and review the game rule.
- Appoint referees to see that each group decisions are unanimous.
- Allow 35 minutes to play the game.

Evaluation/Debrief:

- How did you feel when your team decided to send a red chip?
- What factors affected your decision-making?
- How did your team feel when you won or lost?
- Explain different ways this game could of ended in a win-win situation.

Time: 1 class period, 40 min.

Attachment

#### Red Chips/Black Chips Game Rules

1. You cannot talk to a member of another team unless you are the team leader and it is conference time.
2. Each team gets an envelope with 1 red chip and 1 black chip.
3. Each team votes on whether to put a red chip or a black chip into the envelope. EVERYONE has to agree.
4. There will be 10 rounds to the game.
5. To win a game, a team must get a total of 18 or more points from all the rounds.
6. If both teams put a black chip in the envelope, both teams get 3 points.
7. If both teams put a red chip in the envelope, both teams get 0 points.
8. If one team puts in a black chip and the other puts in a red chip, the black chip team gets 0 points and the red chip team gets 3.
9. Team leaders meet for a conference at the beginning of each round. At the conference they can discuss what to do.
10. If the team does not agree on what chip to use, the team loses three (3) points.
11. Leader conferences are limited to 2 minutes.
12. Team discussions are limited to 3 minutes.

Wendi-Ann Nagata  
Wai`anae Intermediate

<b>Grade :</b>	7
<b>Content Area :</b>	Mathematics
<b>Protective Factor :</b>	Provides leadership, decision-making, and other opportunities for meaningful participation.
<b>Unit :</b>	Fractions
<b>Lesson Topic :</b>	What is a fraction?
<b>Objectives :</b>	The student will be able to describe what the numerator and denominator represent.
<b>Introduction :</b> (10 minutes)	This should be a review for the students. They will brainstorm how we use fractions in every day life. Then, we will discuss what it means to them and they will come up with at least one reason they each have to know fractions.
<b>Method :</b>	Supervised group activity
<b>Procedure/Activity :</b> (10 minutes)	Each group will receive four chips and one sheet of paper. Each group will have to flip the chips a total of forty times. They will record what they get.
(10 minutes)	When everyone is done the results will be posted. I will go over a simple definition of probability. They will make observations and then try to come up with a definition of a fraction.
<b>Materials/Resources :</b>	Two faced chips/coins, a sheet of paper and pencil for each group, worksheets.
<b>Evaluation :</b> (10 minutes)	Students will have to represent several fractions given to them. They can work on it as a group or individually.
<b>Summary :</b> (10 minutes)	Each group will be assigned one fraction and have to share with the rest of the class how they represented their fraction.

Name \_\_\_\_\_

Period \_\_\_\_\_

Date \_\_\_\_\_

Directions: Draw the fraction.

1)  $\frac{1}{3}$

5)  $\frac{1}{4}$

2)  $\frac{3}{4}$

6)  $\frac{2}{3}$

3)  $\frac{1}{2}$

7)  $\frac{2}{4}$

4)  $\frac{5}{6}$

8)  $\frac{5}{9}$

# Record Sheet

Name \_\_\_\_\_

Period \_\_\_\_\_

Date \_\_\_\_\_

Directions: Flip the chip and record whether a Head or a Tail is on the side facing up. Do this 40 times.

1)	2)	3)	4)
5)	6)	7)	8)
9)	10)	11)	12)
13)	14)	15)	16)
17)	18)	19)	20)
21)	22)	23)	24)
25)	26)	27)	28)
29)	30)	31)	32)
33)	34)	35)	36)
37)	38)	39)	40)

Faye Shaver-Simons  
Wai`anae Intermediate

Grade: 8

Content Area: Homerooms and Teams (Guidance)

Protective Factors: Encourage the pro-social development of values (such as altruism) and life skills (such as cooperation).  
Sets and enforces clear boundaries (rules, norms, and laws).  
Expresses high and realistic expectations for success.

Unit: Bridges to Success

Lesson Topic: Transition to 9th Grade

Objectives: Eighth graders will think about, discuss, and do a survey about becoming 9th graders. Eighth grade homeroom students will listen to high school students share successes and failures from their freshman year. Ninth grade teachers will share their expectations for incoming ninth graders.

Introduction: The transition to ninth grade for our eighth grade students can be triumphant or traumatic. As an 8th grade teacher, I'm concerned about the high percentage of ninth graders who fail their freshman year. In fact, there is a significant number of second and third year freshmen at Wai`anae High. I also learned there is a class taught at the Boys and Girls Club of Wai`anae for students stuck in the ninth grade. Let's do something together, eighth and ninth graders, eighth and ninth grade teachers Wai`anae Intermediate and Wai`anae High, parents and community.

Method: 8th Grade Homeroom Readiness Activities, Panel of High School Students, Video Presentation of 9th Grade Teachers, Parent Outreach, Community Publicity.

Procedures/  
Activities: Eighth grade homeroom students will complete readiness activities, resulting in surveys eliciting their concerns, expectations, and attitudes toward becoming ninth graders. A panel of high school students that experienced varying degrees of success and failure their freshman year will speak to 8th grade teams in the library. Ninth grade teachers will develop a video regarding their expectations of ninth graders, in addition to class and D.O.E. requirements for passing. Both principals could conclude this three part effort to increase the number of freshmen passing their ninth grade year. Also, parents will be informed and educated about this concern and asked to help. Community publicity can lead to additional support.

Materials/  
Resources: Readiness activities and 8th grade homeroom survey; mixed panel of high school students willing to participate; ninth grade teachers, WIS & WHS principals; video production crew; panel organizer; waiver day time to coordinate, etc., etc.

Time: Three 30 min. homeroom periods, BUT lots of additional planning and working time. I'm willing (fss).

Evaluation: Each segment that participates will be asked to evaluate these efforts or "Bridges to Success." Eighth graders can write letters to themselves to be delivered to them during their first advisee session as a ninth grader. The letter would be a reminder of what they need to do to be successful and how they can get help before it's too late.

Scott Moore  
Wai`anae High

Grade: 9th

Content Area: Advisory

Protective Factor: Encourages pro-social development of values and life skills

Unit: Dealing with Conflict

Lesson Topic: "THINK" about what you say about others

Objectives: Students will know that the "THINK" acronym related to rumors and gossip means not to share any information that is not Truthful, Helpful, Important, Necessary, or Kind. (refer to handout for lesson #3) Students will also relate this concept to stories or gossip they have personally heard or been affected by.

Introduction: Refer to handout for lesson #3.

Method: Collaborative group sharing.

Procedure/Activity: Students read the handout for this lesson. Then, they are divided up into groups of five and asked to discuss this idea and see if they can relate it to some personal experience. Each group is then asked to write up a brief scenario of a story or gossip, either from personal experience or a made up example, which should not be shared because of the "THINK" concept.

(35 minutes)

Materials/Resources: Handout for lesson #3

Evaluation: Class discussion as each group will shares its (25 minutes)

Summary: Summary of the "THINK" model for limiting rumors and gossip will occur through the class discussion and sharing of group scenarios.

### Handout for lesson #3

Much of the conflict and bad feelings that happen between people occurs not from a direct confrontation, but from what people *HEAR* about each other. This can come from rumors and "tattle-tales."

People just love to gossip. The problem is that gossip can cause hurt feelings and damaged reputations. So before you talk about one person to another person, stop and THINK. Is what you are about to say ....

Truthful

Helpful

Important

Necessary and

Kind

You should not give information about one person to another if it is not all these things. Of course you should never say things that are untrue, but even if it is True, is it Helpful? Is it important? Necessary? or Kind?

For example, someone tells you that Sally, who is dating your best friend, was at a party flirting with someone else. Should you tell your friend? If you were not at the party and did not see it with your own eyes, YOU HAVE NO WAY OF KNOWING IF THE STORY IS TRUTHFUL. Since you do not know if the story is Truthful, you should not repeat it!

Here is another example, suppose you hear Mary say that she thinks Shantel's new dress is about the ugliest thing she has ever seen. Should you tell Shantel what Mary said? You heard this with your own ears. It is truthful. But would it be Helpful for Shantel to know someone thinks her dress is ugly? No. Is it Important or Necessary for Shantel to know this? Of course not! Who cares what Mary thinks? Would it be Kind to tell Shantel that someone thinks her dress is ugly. No. Again, keep quiet.

Remember, before you talk to one person about what another person did or said, stop and THINK. It could save a great deal of hurt feelings, damaged reputations, and unnecessary conflicts.

Georgieann Keiki  
Wai`anae High

Grade: 9

Content Area: Guidance

Protective Factor: Uses high warm/low criticism style of interaction

Unit: Peace of Mind through Self-acceptance

Objectives: We need to recognize the relationship between self-acceptance and peace of mind.

Introduction: Although everyone seeks piece of mind and self- acceptance, the world's condition often run counter to these goals. While world conditions (murders, kidnapping, unemployment, floods) can alarm us, a more fundamental problem (discouragement and self-doubt) can also destroy a persons peace of mind and self-acceptance.

Method: Discovery  
Small Group participation

Procedure/Activity: \*Teacher will discuss Self-accepting points.

(5 Minutes)

We Can Become More Self-accepting

One of the hard facts of life is that self-esteem comes from your ability to solve problems, not from sympathy, not from realizing that life has handed you a raw deal, and not from blaming your parents or teachers or employer. If you can't solve problems and deal with conflict, your self-esteem is going to stay low. When we operate out of control, we have the awful feeling that circumstances controls, rather than that we control ourselves.

While we cannot control all of our circumstances, we can control our attitude and reaction to them.

(20 Minutes)

\*Students will break into small groups.

\*Students will discuss circumstances out of their control and list them.

\*Students will discuss circumstances they do have control of and list them.

(5 Minutes)

\*Teacher will discuss Strengthens we all have.

Each of Us Has Strengths

We should recognize that everyone has different strengths and abilities. Everyone succeeds in some ways and fails in others. Failure to recognize this can lead to feelings of inadequacy. Accepting the things that are unchangeable helps us feel better about ourselves and increases our peace of mind.

(5 Minutes)

\*Teacher will point out strengths of students in the class.

\*Student will point out the strengths of individuals in their groups. (Talk Story Session)

\*Teacher will present journal activity.

Sometimes we evaluate ourselves unfairly or only focusing on the negative. By keeping a journal of your autobiography and accomplishments, you can begin to keep a unique track of the worthwhile things that occur in your life.

(5 minutes)

\*Writing Activity: Students will begin to keep a journal.

Materials/Resources:

Newsprint and maker.  
Pencil and paper.

Evaluation:

Students will write one thing positive about each student in their group and give it to them. (10 minutes)

Each student will then write one thing positive about themselves and put it in their journal.

Summary:

Questions and answer

(20 minutes)

Point #1 What are the dangers of comparing ourselves to others?

Point #2 How do you think knowing these skills will help you.

Point #3 Should you let others affect the way you feel about yourself?

Point #4 How can you raise your self-esteem?

Dean Kajihiro  
Wai`anae High

Grade: 9

Content Area: World History and Culture

Protective Factor: Encourages pro-social development of values

Unit: Ancient Fertile Crescent

Lesson Topic: Morality based on Hebrew Law

Objectives: Students will identify the Torah, which is the basis of Hebrew morality, and compare their laws with some of our own today. Students will analyze the purpose of social laws and why it is important for people to obey them.

Introduction: (5 minutes) How do we know what is right and what is wrong? Are we born knowing right and wrong? Do we have to learn it somehow? From where or who do we learn right from wrong?

The Hebrews believed that they received from God moral laws that defined right and wrong. The Ten Commandments are the most well known of these laws. Today, we will look into some of these laws and compared them to some of our own. And we'll analyze the basis for these laws in society. Who made them?, why are they important? Why should we obey these laws?

Method: Anticipatory set, Instructional Input, Modeling, Guided Practice, Independent Practice.

Procedure: (10 min.) Anticipatory Set: Students will create a chart of what they think the word "morality" means. Discuss what they have written down.

(30 min.) Instructional Input: Students will read and fill the blanks on the worksheet with discussion throughout the assignment. Morality will be defined and discussion will include the following questions:

1. What are some laws that are similar to ours?
2. Where did Hebrew laws come from?
3. Where do our laws come from?

(5 min.) Modeling: Students will identify Teacher's Commandments and discuss the purpose and reasoning behind it. Compare these laws to those of the Hebrew people. How are they similar? different?

(10 min.) Guided Practice: Students will create their own laws (7) as if they were the parents in their own home and three laws for their neighborhood and community.

(5 min.) Independent Practice: Homework: show your parents your own laws. Ask them to review your laws and to make some suggestions for improving it. Have them sign the bottom of your sheet and turn it in tomorrow for credit.

Materials/Resources:      1. Chart paper and color markers;  
                                 2. Worksheet;  
                                 3. List of Teacher's Commandments;  
                                 4. Text: To See A World, Houghton Mifflin

Evaluation:                      Students will take home their rules and notice that their  
(15 min.)                      rules will be subject to change just like the laws of our  
                                 society. But they will already have recognized the  
                                 importance of having rules of morality in that they  
                                 themselves would have voiced it in class and on paper. Upon  
                                 their return will follow a short quiz on Hebrew morality in  
                                 comparison to our own.

Summary:                      The Big Idea of the lesson was to identify ancient Hebrew  
                                 Laws and to define morality. In the process, we noticed the  
                                 following:  
                                 1. morality refers to right and wrong behavior  
                                 2. Hebrews received their morals from God  
                                 3. We get our morals from ourselves  
                                 4. Laws define our morals, but can be changed  
                                 5. nevertheless, they are important for any society,  
                                 community, family and individual to survive.

Kari Matsui  
Wai'anae High

Grade: 9

Content Area: English (Special Education)

Protective Factor: Sets and enforces clear boundaries (rules, norms, and laws)

Unit: Orientation

Lesson Topic: Classroom rules

Objectives: Given 3 classroom rules, student will draw, write or act out at least 1 example of and 1 non-example for each rule.

Introduction: Welcome students to school and into the classroom. Outline the syllabus and expectation for each quarter. Explain to students the breakdown of grades.

(10 min)

Now that you have some idea of what the next year will be like in this classroom, it's important that we agree on what behavior is expected so that all of you receive the same opportunity to learn. It is everyone's choice whether or not they want to do the assignments. But it is beyond our control if another student keeps us from completing our work. That's why it's necessary that we all understand and agree on what is and is not appropriate behavior in class.

Method: Group Activity

Procedure/Activity: The three rules are outlined on a large chart.

RULES:

1. Be prepared to learn.
2. Use appropriate language.
3. Respect self, others and school.

(10 min)

Model rule #1. Using chart paper draw a "T" diagram. On the left column label "examples" and on the right label "non-examples." Ask students what they think it means to "Be prepared to learn," when they come to class. As they start giving examples, write answers in left column, i.e., bring paper and pencil to class, be on time, be sitting in your seat when the bell rings, etc. Then ask students for examples of the opposite, not being prepared to learn, and write these answers in the right column, i.e., talking while the teachers talking, not paying attention, etc.

(7 min)

Have students brainstorm and write examples individually.

(15 min)

Break students up into groups supplying chart paper and markers. Students will share individual "examples" and "non-examples" for rules #2 & 3. Assign each person a task to ensure group effort, i.e. recorder, time keeper, encourager, presenters.

(10 min)

Return from groups to debrief and compile onto one chart paper the "examples" and "non-examples" agreed upon. Post charts where they can be seen clearly.

Materials/Resources: Chart paper, markers, rules chart.

Evaluation: Draw a picture, write, or act out an "example" and "non-example" for each rule.  
(20 min)

Summary: Review each rule. Have students evaluate the lesson. What was fun or boring about the lesson? How could it be improved?  
(5 min)

Carlos, Melanie  
Wai`anae High

**Grade:** 9 to 10

**Content Area:** Math

**Protective Factors:** Encourages goal-setting and mastery  
Appreciates the unique talent /skills/abilities of each individual  
Develop group problem solving skills. planning, critical thinking

**Unit:** Triangles

**Lesson Topic:** Area and Perimeter of a Triangle

**Objectives:** To work as a team in solving a math problem  
To master solving the area and perimeter of a triangle

**Introduction:** Review on how to find the area and perimeter of a triangle  
(5 minutes)

**Method:** Peer Teaching/ Group Activity

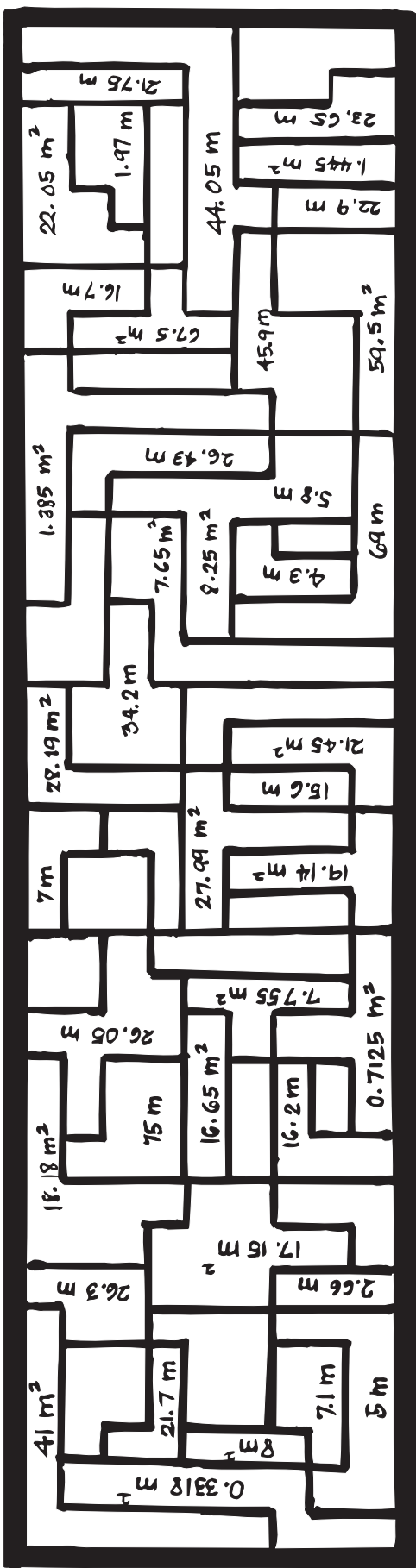
**Learning Activity:** “**Hidden Message**”  
(20-30 minutes) Break the class into groups of 3 to 5. Assign tasks for each group member. They have to figure out the hidden word by solving the area and perimeter of each triangle. The first group to solve the problem wins a prize or an incentive.

**Resources:** Worksheet for Area and Perimeter of a Triangle, colored pens

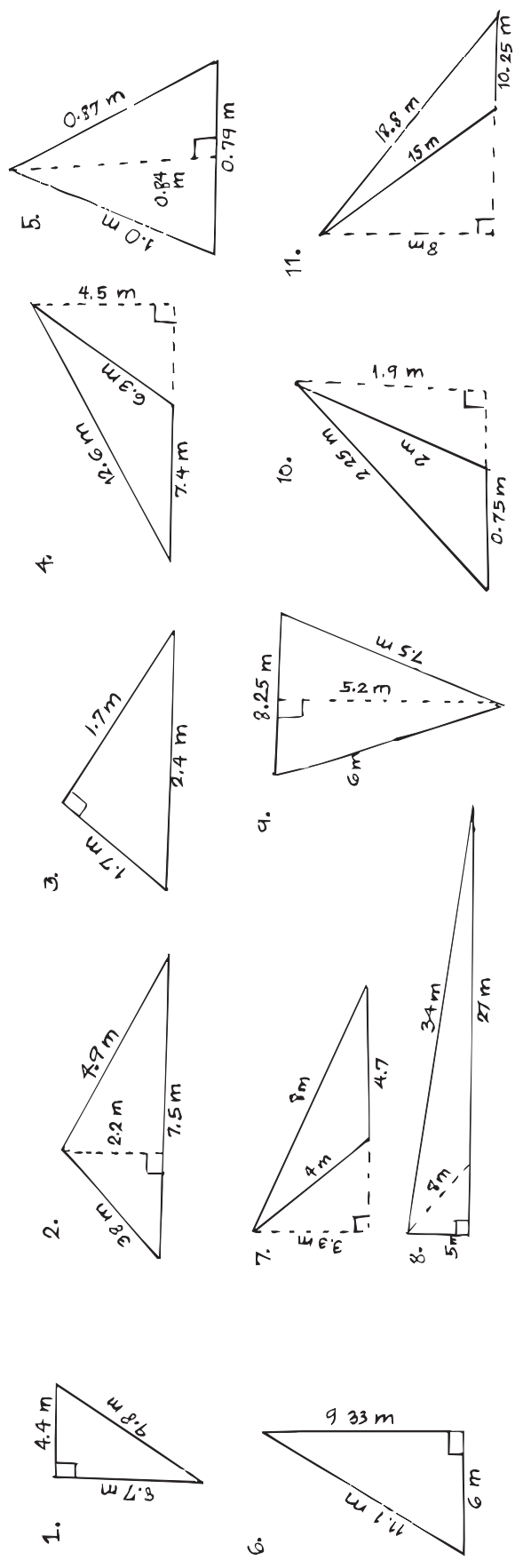
**Evaluation:** Let the winning group discuss solutions to the problem in class.  
(15 minutes) Let the students write in their Math Journal on the following questions:  
How do I like the activity?  
What did our group do to make us work as a team?  
What is something new that I learned about the activity?  
Why are areas and perimeters important in our lives?  
How are areas and perimeter useful in our lives?

**Summary:** Question and Answer  
(10 minutes) Point # 1: What is the difference between area and perimeter?  
Point # 2: Why are areas and perimeters important in our lives?  
Point # 3: How are areas and perimeter useful in our lives?

What are the two favorite letters of children?



The answer to the title question is hidden in the rectangle. To find it: figure out the area and the perimeter of each triangle below. Find your answers in the rectangle. Shade in each area containing a correct answer.



Ryan Oshita  
Wai`anae High

<b>Grade:</b>	9-12
<b>Content Area:</b>	Language Arts
<b>Protective Factors:</b>	High warmth/low criticism, encourage supportive relationships, encourage pro-social development, provide opportunities for meaningful participation, apply unique talents of each individual.
<b>Unit:</b>	Drama
<b>Lesson Topic:</b>	Role-Playing
<b>Objectives:</b>	students will perform a scene from an act of a play.
<b>Introduction:(10 min.)</b>	Explain to students that we all play many different roles in life ei. brother, son, football player etc. Students will free write on the topic “What are some of the roles that you play?” Share responses
<b>Method:</b>	free-write, individual activity, group work, sharing
<b>Procedure:</b> (15 minutes + 5 min./ group summary)	Students will break up into groups and be assigned one scene of a play. They will be asked to interpret the scene and summarize it. Other groups will take notes on the summary and discussion.
(20 minutes)	Students will be given 20 minutes in class and a week outside of class to prepare a presentation of their scene. They need to do a dramatic presentation which will be evaluated based on a performance rubric that they will be given ahead of time.
(10/group)	Students will share their dramatic interpretation of their scene.
<b>Evaluation:</b>	students will be evaluated on their summary, peer evaluation and performance rubric
<b>Summary:</b>	Explain to students that in life we play many different roles and along with each role comes certain expectations and responsibilities. Our task in life is to determine what our roles are and the responsibilities of each of them.

Derrick Tsuruda  
Wai`anae High

Grade: 9- 12

Content Area: Physical Science/ Physics

Protective Factor: Provides leadership, decision-making, and other opportunities for meaningful participation.

Unit: Sound and Light

Lesson Topic: Sound waves (longitudinal waves)

Objectives: The student will understand:  
1) what a longitudinal wave is.  
2) how a longitudinal wave moves  
3) that a sound wave is a longitudinal wave  
4) that sound waves decrease in speed as the distance between molecules increase.  
5) that sound waves can only move through matter.

Introduction: This past week we have been discussing vibrations and waves. We had discussed how most waves need a medium (solid, liquid, or gas) in order to move or vibrate. We had discussed the two main types of waves: **transverse** (the motion of the medium is at right angles to the direction in which the wave is moving) and **longitudinal** (the motion of the medium moves back and forth along the direction in which the wave is moving). Today we will be doing an activity to demonstrate how a sound wave moves through the different types of matter (solid, liquid, and gas).

(5 minutes)

Method: Supervised group activity, Discovery.

Procedure/Activity: 1) The class will be separated into two equal groups.  
2) Each group will be given one deck of playing cards.  
3) Each group will be given a stop watch and designate a person in their group to be the timer.  
4) Each group will stand shoulder to shoulder in a straight line and when I say go, pass each individual card one at a time down the line (each card must touch each hand of each group member).  
5) I will then write the time it took each group to pass all of the cards down the line.  
6) Tell each group that they can make any adjustments in their line in order to decrease the time it took to pass the cards.  
7) Repeat step #4 but each person should be one arms length apart.  
8) Have students make adjustments to decrease time.  
9) Repeat step #4 but each person should be two arms length apart.  
10)Have students make adjustments to decrease time.

(10 minutes)

(10 minutes)

(10 minutes)

Materials/Resources: Two stop watches, 2 decks of playing cards.

Evaluation: Students will pair off and discuss:  
1) how the activity deals with sound waves.  
2) why their time increased as their group members moved further apart from each other.  
3) what did each group member in the line represent.  
4) whether a sound wave is a transverse or longitudinal wave with

(15 minutes)

reasoning behind answer.

- 5) how moving each group member further apart from each other represents a sound wave moving through a solid, liquid, or gas.

Summary:

Question and Answer

Point #1: The objective of this lesson was to develop a general understanding of sound waves.

( 10 minutes)

Point #2: What types of matter can sound waves travel through?

Point #3: Why does a sound wave move through a solid faster than a liquid or a gas?

Charlotte Kaulukukui  
Wai`anae High

Grade: High School

Content Area: Advisory / Physical Education

Protective Factor: Encourages pro-social development of values and life skills;  
Promotes close bonds

Unit: Social Awareness / Skills

Lesson Topic: Lokomaika`i : to demonstrate kindness and goodness within

Objectives: The students will recognize the impact they would have on others as they demonstrate simple acts of kindness in their daily lives. Such an act should **not** be limited only in the classroom setting. The students will demonstrate the Hawaiian value Lokomaika`i.

Introduction: (15 min.) Sometimes we take for granted the simple things in life. We often forget how powerful “simple words” can be. Words that we sometimes choose, if not thought out carefully, can be hurtful and devastating throughout our lives. The words we choose to say can make a big impact on others. Without using vulgar language can anyone share with the class a comment made that hurt you for a period of time? Body language and gestures can also be an influence in how one might feel at the moment. Take a minute to think of a situation that you might have encountered in the past. (The students who are willing to share their experiences will be given the time to discuss their feelings.)

Can anyone think of a simple act of kindness, as recent as today, that someone might have done for you in a kind way and/or expressing to you using nice words? If not today, how about the most recent time that you can remember.(Time will be given to those who would like to share.) So, we all understand that an act of kindness is doing a good deed for a person or persons for no reason and without expecting anything in return. Being gracious, courteous, compassionate, unselfish, sympathetic, and friendly are examples of Lokomaika`i. A good leader will recognize the good in others without making judgement.

Method: Students will break up into 2 groups.

Procedure/Activity : (30 min.) One group will stand in a circle. Each person will have an opportunity to share his/her name and some kindly deed that he/she performed recently. Begin by stating name and then the deed that you performed while holding a ball of yarn. Then , holding on to the yarn, toss the yarn ball to someone across from you in the circle. Process continues until all have spoken. The “web” has been created. Teacher will explain the connection of the activity. Other group will spend the time writing a short script on kindness. Students will role-play, using the whole group, what they feel is an act of kindness. Groups will switch activity. Role playing will be done as the third activity with the other group as their audience.

Materials/Resources: Ball of Yarn, construction and white paper, colored marsh pens and scissors.

Evaluation: (10 min.) Students will return to their seats to discuss with a partner 1. How they feel when someone treats them kindly and 2. How does it feel when student does something kind and generous to someone else. Does it feel any different? Students will share their feelings to class. Final evaluation will be made according to individual participation.

Summary: (10 min.) Question and answer  
Point #1: The objective of this lesson was to learn about the Hawaiian value: Lokomaika`i.  
Point #2: Why does simple words and body language have a big impact on other people?  
Point #3: How did you feel when a) you could not remember the last time you did a kind deed b) the length of time from the last good deed was quite a while c) nobody did a kind deed for you recently?  
Point #4: Why is it important to commit acts of kindness as often as you possibly can?  
Point #5: How can we relate this activity to our P.E. classes?

Lapreal Burgess  
Nanakuli High

Grade: 10 - 12

Content Area: Leadership Class

Protective Factor: Provide leadership, decision-making and other opportunities for meaningful participation

Unit: Hawaiian values

Lesson Topic: Hawaiian value "ha'aha'a"

Objectives:  
(10 min.) Students will be given information and instructional materials relating to this value and learn to incorporate it in the various activities that they develop, plan, organize and participate in with their Student Government class.

Introduction:  
(15 min.) Introduce value and have students write on piece of paper. "What makes a person humble?" (List characteristics of a person who demonstrate humility) Have students discuss and relate this value to their characteristics as leader of the school.

Method: Individual activity and group discussion

Activity:  
(20 min.) Have students share their list and explain why they list their different characteristics. Have them post it on the board under their leadership office.

Resources: Copies of "ha'aha'a" material prepared by Mr. E. Kaiponohea Hale

Evaluation:  
(10 min.) Students will share their knowledge of this value and how it relates to their role as leaders of the school.

Summary:  
(10 min.) Questions and answers  
Did they truly understand this value and how will they change their attitude and actions in dealing with their peers?

Norine Matanane  
Wai`anae High

Grade: 12

Content Area: English

Protective Factor: Value and encourage education  
Express high realistic expectations for success  
Appreciate the unique talent of each individual

Unit: Poetry

Lesson Topic: Simile and Metaphor

Objectives: Given examples of different poems, the student will be able to identify the similes and metaphors within a poem.

Introduction: (10 minutes) This week we've been working on poetry. Today, we will be focusing on two specific techniques used in writing poetry, the simile and the metaphor.

We will answer the following questions. What is a simile? What is a metaphor? What is the difference between the two devices? How can I recognize these techniques within a poem?

Method: Discovery  
Supervised Individual Activity

Procedure/Activity: (15 minutes) Students will look up the definition of simile and metaphor in their literary glossary. Using these definitions, each student will, through discovery, find the similes and metaphors within several poems. After discovering the techniques, the student will explain why the comparison is valid.

Materials: The teacher will provide each student with copies of four different poems.

Evaluation: (30 minutes) Each student will share their ideas with the large group.  
Each student will also have to create ten examples of similes and metaphors. The student will then exchange his/her paper with another student. The student will in turn identify if the example is a simile or metaphor. The student must also explain why the comparison is valid.

Summary: Question and answer  
Point #1: The object of the lesson was to introduce you to the poetic devices simile and metaphor.  
Point #2: What is a simile? metaphor?  
Point #3: How are they different?  
Point #4: What makes the comparison valid?