



Orientation Lesson Plan
PAPA PILI KANAKA - SOCIAL STUDIES
(25 minutes)

Objectives:

1. Describe the purpose of oli and the overall meaning of the oli
2. Identify resources for the oli – SAB, recitations web site, etc.
3. Practice TRIBES Agreements
4. Practice peer bonding activities
5. Recite 'ōlelo no'eau

Supplies:

- LCD projector
- Bookmark (<http://kms.kapalama.ksbe.edu/recitations.html>)
- Load Hanohano Kapālama PowerPoint onto computer desktop from email
- Write the orientation 'ōlelo no'eau on the white board

'O ke kahua ma mua, ma hope ke kūkulu.
First the foundation, then the building
Learn all you can, then practice.
(‘Ōlelo No’eau #2459)

'O nā pōhaku no ke kahua (rocks for the foundation)

The following is a suggested plan.
Teachers are free to use their own method of familiarizing students with this oli.

Please review this quiz game prior to sharing it with students.
If you have any questions, please contact Zeoma Akau at x7262.

Agenda:

1. Introduce yourself, other kumu and volunteers - “‘O Kumu _____ au.” (I am teacher _____.) Example: “Aloha! ‘O Kumu Murakami au.”
2. Have students take out their name placard for easier identification for you.
3. Have words to Hanohano Kapālama available for class to view. Instruct students to locate the oli in their SAB.
4. Review the TRIBES Agreements; ensure that agreements are followed.
5. Students are to recite the 'ōlelo no'eau for orientation.
6. Discuss purpose of oli, ask for input from student volunteers. Discuss the body posture and mind set during oli.

7. Use the following link so students may hear the oli at (<http://kms.kapalama.ksbe.edu/recitations.html>)
8. Review the meaning behind the oli. You may wish to make curricular connections for the students (i.e.: social studies goal – research wind, rain name for your wahipana, etc.)
9. You may have students practice reciting the first 3-4 lines of the oli
10. You may use the oli PowerPoint quiz/game for today's lesson or at a later date. Click the spacebar for answers. (Please review this quiz game prior to sharing it with students. If you have any questions, please contact Zeoma Akau at ext 7262.)
11. If time permits, play an energizer or name game before or after the activity (5 minutes). Suggested energizers are available on the SAC Blog.

Closure:

1. Students are to locate their next class on the campus map.
2. Students are to check the area for their belongings.
3. If students have an elective class or PE, one teacher/staff member and volunteer(s) are to assist students in walking towards the right direction.



Section A-2 teachers are asked to remind students that a snack will be provided at Kalama Dining Hall during recess. Students are to take their belongings and pick-up their snack from the dining hall and then after recess is pau, they are to proceed to their section 3 class.

Section A-4 teachers are asked to remind students to identify their lunch table by looking at their name tag before dismissing to lunch. Please also remind students to place their belongings in the cubby holes outside the dining hall before entering the dining hall.

Section A-7 teachers are asked to show the Bus Video, distribute and collect the orientation evaluations in addition to teaching their subject area lesson. Please leave evaluations in Tiffany Nascimento's box or deliver to the SAC, room 96. Section 7 teachers are also asked to collect any temporary student schedules and return Hoku Ho'ohuli. At the end of the period, teachers are asked to escort their students to Keawe Gym.