REQUIRED ADVISORY ACTIVITY

Pauahi Founder’s Day Advisory on December 2, 2010
Rationale: This activity will enable haumäna to develop a greater appreciation of our Founder and Kamehameha Schools. Haumäna will also be able to reinforce one’s kuleana for KS.

Pauahi saw the world. Visit some of the places that Mr. and Mrs. Bishop visited on their 25th wedding anniversary European travels in 1875 – 1876.

1. Go to http://kapalama.ksbe.edu/archives/historical/Europe%201875/Austria.php
2. Select one of the countries of travel and read Pauahi’s diary entry for that day.
3. Illustrate the day.
4. Share your illustrations with a partner or the rest of your advisory, according to your kumu’s directions.
5. Kumu displays the Working Exit Outcomes (WEO) Framework for haumäna. After a quick review of the framework, haumäna are to identify the WEO that relates to Pauahi’s travels.
6. Finally, haumäna should identify the WEO that pertains to this activity.
SUGGESTED ADVISORY ACTIVITY

Topic: Pauahi Ka Lani Nui

Rationale: Students will apply their knowledge and understanding about Princess Pauahi Bishop.

Activity: Pauahi Acrostic Poem

Duration: One advisory period

Procedure:

1. Announce today that haumāna will be applying their prior knowledge and understanding about Princess Pauahi Bishop in creating an acrostic poem.
2. Using their lolo ‘uila, refer haumāna to ReadWriteThink: Student Materials:
   http://www.readwritethink.org/files/resources/interactives/acrostic/
3. Haumāna to type in topic word: Pauahi. Then, haumāna to type in first name.
4. Haumāna to brainstorm ideas, thoughts, short descriptions of understanding Princess Pauahi.
5. Haumāna to continue and create an acrostic poem.
6. Ask haumāna to share.

Should there be any pilikia (problem) with the aforementioned website, you may use the following directions:

1. On the white board, web the word Pauahi. Ask haumāna for feedback.
2. Then, on another white board, write the word vertically, Pauahi,
3. Ask haumāna to create their own acrostic poem based on the feedback and or their own understandings and ideas.
4. Ask haumāna to share with another haumāna or large group.

Close the activity with the following quote by Reverand J.A. Cruzan:

“The last and the best of the Kamehamehas lies in her last long sleep. Refusing a crown, she lived that which she was—crowned. Refusing to rule her people, she did what was better, she served them, and in no way so grandly as by her example...”
SUGGESTED ADVISORY ACTIVITY

Purpose: Help students to define the values of Aloha and Pono and identify ways in which to apply the values in their daily lives at home, at school and in the community.

1. Students define the two values

Aloha = love, affection, compassion, sympathy

Pono = righteous, appropriate, moral, goodness, proper, fair

2. Students complete the following incomplete statements

<table>
<thead>
<tr>
<th>I can demonstrate...</th>
<th>Aloha</th>
<th>Pono</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Home by...</td>
<td>Spending quality time with my family members</td>
<td>Following household rules</td>
</tr>
<tr>
<td>At School by...</td>
<td>Be friendly</td>
<td>Turn in things that I find</td>
</tr>
<tr>
<td>In the Community by...</td>
<td>Being friendly to my neighbors</td>
<td>Picking up rubbish on the sidewalk</td>
</tr>
<tr>
<td>Someone demonstrated...</td>
<td>Aloha</td>
<td>Pono</td>
</tr>
<tr>
<td>At Home by...</td>
<td>Helping me with my homework</td>
<td>Sharing with me</td>
</tr>
<tr>
<td>At School by...</td>
<td>Asking me my name</td>
<td>Holding the door open for me</td>
</tr>
<tr>
<td>In the Community by...</td>
<td>Waving at me</td>
<td>Stopping for pedestrians</td>
</tr>
</tbody>
</table>

3. Challenge students to apply the values and report back the result of applying the value at the next advisory class.

Debriefing:

A. How did it make you feel to apply the value Aloha or Pono?
B. What was the result of your performing the value Aloha or Pono?
C. How did it make the person(s) feel to receive the value Aloha or Pono?
D. Will you apply the value Aloha or Pono again? Why or why not?
E. What would happen if everyone demonstrated the value Aloha and Pono?
SUGGESTED ADVISORY ACTIVITY

Live Aloha Advisory

1. Please go to Stitch-the Movie Aloha E Komo Mai at [http://www.youtube.com/watch?v=0Roq8BJWdBU](http://www.youtube.com/watch?v=0Roq8BJWdBU)
2. Share the short video clip with your haumāna.
3. Discuss with haumāna: Have you ever felt lonely? Pair share with another haumāna about a time you felt alone. How did it feel? What happened so you were no longer lonely? One person had stated: E aloha aku, e aloha mai (You show aloha, you receive aloha) What would you have done to show aloha?
4. You may wish to use the elmo or write out on the word ALOHA on the white board.

A = Akahai – meaning kindness, to be expressed with tenderness
L = Lōkahi – meaning unity to be expressed in harmony
O = ‘Olu‘olu – meaning agreeable, to be expressed with pleasantness
H = Ha‘aha‘a - meaning humility, to be expressed with modesty
A = Ahonui – meaning patience, to be expressed with perseverance.

- Pilahi Paki

5. Discuss and identify the different areas in life that we can display ALOHA. Create a floral design or other illustration to reinforce the value aloha. Challenge haumāna to apply the value aloha daily in the various areas of life and make mental note if they are experiencing a better quality of life as they display more aloha.

6. Another activity would involve asking haumāna to create a prayer involving aloha. They could pair or triple up in a group. Since prayer is a conversation with God, they may keep their prayer to themselves or share with their group or with their ‘ohana (family).

This advisory was created through the collaboration of a few 8th grade students: Vernon Chai, Kiara Chong, Pua Mo‘okini-Oliveira, Haley Pa‘akaula, Kawai Robins-Hardy
SUGGESTED ADVISORY ACTIVITY

Lesson: 'Olelo No'eau

Rationale: Haumäna will develop a personal values system by analyzing/evaluating 'ōlelo no'eau.

Directions:
In this activity, students will draw a poster depicting an 'ōlelo no'eau.
1. Ask students to form groups of about 4 students each.
2. Ask a representative from each group to select an 'ōlelo no'eau from the teacher. The students will create a poster that depicts this 'ōlelo no'eau and will be displayed in the class. (Several groups will be assigned to the same 'ōlelo no'eau.)

He pūnāwai kahe wale ke aloha.
Love is a spring that flows freely.
Love is without bounds and exists for all.

Aloha mai nō, aloha aku; 'o ka huhū ka mea e ola 'ole ai.
When love is given, love should be returned; anger is the thing that gives no life.

He kēhau ho'oma'ema'ea ke aloha.
Love is like cleansing dew.
Love removes hurt.

Pū'olo waimaka a ke aloha.
Tears are bundles of love.
Love brings tears to the eyes.

3. Allow students to work on their poster.
4. Students will need to share their poster. Before sharing, ask students to review the TRIBES Agreements.
5. Conduct poster sharing.