Unit: Haʻahaʻa (Technology Advisory Activity)

Topic: Social Networking

Rationale: Social networks like Facebook and MySpace on the Internet have revolutionized communication patterns for young people. According to Pew Research Center’s Internet and American Life Project nearly three quarters (73%) of online teens use social network sites. Although users are normally required to be at least 14 years of age to create a social networking account, this may not be the reality. Thus, it is imperative that we educate haumāna on how to appropriately use these sites and maintain their privacy online.

Duration: 1 Advisory Period on February 10, 2011

Procedure:
1. Ask haumāna the following questions:
   - Why is the Internet considered a community?
   - How is it similar to the physical community? How is it different?
   - What are benefits and dangers of this online community?
2. Announce that today we’ll be discussing social networking and connections made online through social networking.
3. Project and read handout “Connections to the World” as class. Guide haumāna discussion on the four questions listed in the “Talk About It” section. Also point out the bulleted points in the “Have You Considered” section.
4. Next, remind haumāna of the following guidelines for networking online:
   a. Password-protect your blog or social-networking site.
   b. Do not include personal or detailed information (places you hang out, sports, games/times you’re participating in, etc.) in your blog or on your site.
   c. Limit profile information in your blog or on your site.
   d. Do not release personal information about anyone else you know.
   e. Do not include photos of yourself or others in your blog or on social networking site. Or limit photos that can identify your location or name.
   f. Do not spread gossip or slander about others.
5. Select one or more `ōlelo no`eau below and review the translation and meaning with the class. Ask haumāna to share how the one or more `ōlelo no`eau relates to what they learned today regarding social networking.

`ōlelo no`eau

637
He inoa `ala.
A fragrant name.
Said of a chief whose reputation is good.

1232
I maika`i ke kalo i ka `ohā.
The corm is only as good as its stalk.
You represent yourself, your school, your kumu, and your `ohana. Therefore, you should think about your actions before you choose to do anything because it is a reflection on yourself and others.

6. Our value for this month is haʻahaʻa. How do you think this `ōlelo no`eau can be applied to your activities while networking with others on the Internet?
Ku`ia ka hele a ka na`au ha`aha`a.
Hesitant walks the humble hearted.
A humble person walks carefully so he will not hurt those about him.

Works Cited


REQUIRED ADVISORY ACTIVITY

Lesson Title: Ha`aha’a

Duration: One advisory on February 15, 2011

Read the moʻolelo about Kamehameha and Kekūhaupiʻo below.

At KS Kapālama, a large gymnasium stands with the name, Kekūhaupiʻo. This moʻolelo is about Kekūhaupiʻo who served as the kumu and trainer of Kamehameha the Great. Kekūhaupiʻo’s skills, wisdom and power of knowing right from wrong are legendary and we can learn much from the few words he spoke below.

Kamehameha had been training under Kekūhaupiʻo, but ceased his training and, as youths do, given himself to “pleasures” such as lele kawa (leaping off the cliff into the water without making a splash). Kekūhaupiʻo, upon hearing this news, went immediately to Kohala.

When he found the aliʻi Kamehameha, Kekūhaupiʻo spoke these words:
“E Kalani, cease your activity, my lord. This is not the activity which will gain you the island. Return to your war maneuvers, care for the little man and the big man, for this that you are now doing has no future, my lord.”

Kekūhaupiʻo was urging Kamehameha to return to his training, while still showing restraint out of aloha and hōʻihi for him. In Hawaiian, the words “has no future” reads “hana hope ‘ole.” Kekūhaupiʻo is saying that Kamehameha’s pursuits are unimportant and frivolous. In choosing these words he almost downplays the young aliʻi’s shortcomings, although in fact Kekūhaupiʻo knew that the aliʻi’s actions were not “unimportant”. In abandoning his responsibilities, Kamehameha was leading the makaʻāina of the area along the same path. If it continued, the unavoidable, dire consequence was famine. Kamehameha responded accordingly. Desha continues: “Those good words by Kekūhaupiʻo did not cause anger in Kamehameha, although Kekūhaupiʻo might have been thought somewhat disrespectful in his speech, it is truly understood that Kamehameha’s heedfulness was the basis of his future victories when this archipelago became united under his rule.”

According to Desha, Kamehameha suffered some embarrassment from his actions but still “good-naturedly” heeded his kumu’s advice demonstrating haʻaha’a.

Haumāna are to share moʻolelo that demonstrate haʻaha’a that connects to their personal life.
SUGGESTED ADVISORY ACTIVITIES

Lesson Title: “Knowing the Good”

Directions:

1. Ask haumāna the following discussion questions:
   - What are people saying about themselves when they try to be the center of attention?
   - Can a person be proud and humble at the same time?
   - Make a list of things for which you are thankful. How many relate to your physical comfort? How many are about relationships? How many are spiritual? Is there a good balance?
   - How do you express your appreciation of these blessings?
   - How can you turn challenges and difficulties into positive opportunities?

SUGGESTED ADVISORY ACTIVITY

Lesson: ‘Ōlelo No‘eau

Rationale: This activity will allow students to develop personal values system by analyzing/evaluating ‘ōlelo no‘eau.

Directions:
In this activity, haumāna will draw a poster depicting an ‘ōlelo no‘eau.

1. Ask haumāna to form groups of about groups of about 4 haumāna each.
2. The haumāna will create a poster that depicts this ‘ōlelo no‘eau and will be displayed in the class.

   **Ku‘ia ka hele a ka na‘au ha‘aha‘a.**
   *Hesitant walks the humble hearted.*
   A humble person walks carefully so he will not hurt those about him.

3. Allow haumāna to work on their poster.
4. Haumāna will need to share their poster. Before sharing, ask haumāna to review the TRIBES Agreements.
5. Conduct poster sharing.
SUGGESTED ADVISORY ACTIVITY

Lesson: Bible Scriptures

Rationale: The purpose of this lesson is to enable students to develop their personal values system by analyzing/evaluating Bible scriptures.

Directions:
In this activity, haumāna will draw a poster that depicts a Bible scripture.

1. Ask haumāna to form groups of about groups of about 4 haumāna each.
2. Ask a representative from each group to select a Bible scripture from the kumu. The haumāna will create a poster that depicts this Bible scripture and will be displayed in the class. (Several groups will be assigned to the same Bible scripture.)

   • I hoʻokahi ko ʻoukou manaʻo ko kekahi me ko kekahi. Mai manaʻo aku i nā mea kiʻekīʻe, akā, e alakaʻi ʻia e nā mea haʻahaʻa. Mai manaʻo iho iā ʻoukou iho, ua akamai.

   Live in harmony with one another. Do not be proud, but be willing to associate with people of low position. Do not be conceited. Romans 12:16

   • E kū mai ʻoe, e lehoa; E hāpai ʻOe i Kou lima, e ke Akua; Mai hoʻopoina mai i ka poʻe haʻahaʻa.

   Arise, O LORD; O God, lift up Thine hand: forget not the humble Psalm 10:12

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