KSKMS ADVISORY PROGRAM
Grade 8 Ha‘aha’a Activities
February 2010

Unit: Ha‘aha’a (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. 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, 2010

Procedure:

1. Ask haumāna the following questions:
   - What main social networks do you use?
   - What others have you heard of?
   - What are the top advantages or benefits of these sites?
   - What rules do you and your ‘ohana use for these sites?
   - What risks come with using these sites?
     (Common answers: predators; risked of posting too much information. Other issues: you don’t know whom to trust; nothing is private online; how you present yourself through pictures and graphics may place you more at risk; deceptive marketing scams are prevalent on these sites and lure teens onto fake web-pages designed to extract private information; these sites create an immediate sense of community and it’s relatively easy for strangers to earn the trust of unsuspecting teens; it’s difficult to discern the real intentions of others on these sites.)

2. As a class, conduct the following activity. Haumāna need to suppose they are part of a team that’s created a new and increasingly popular social network. Their task is to create a webpage for users that recommends how they should conduct themselves in a safe and appropriate manner. On this page, they must write the guidelines for social networking using safe habits and practices. Haumāna will popcorn share while the kumu documents the habits/practices identified by haumāna. Review the list with the group.

3. Next, select one or more ‘ōlelo no’eau listed below. Also provide haumāna with the literal translation and meaning and ask haumāna to discuss how the ‘ōlelo no’eau ties to today’s advisory lesson.

   ‘ōlelo no’eau

2122
Mālama o pā ‘oe.
Be careful lest the result be disastrous to you.

286
E ho‘i ka wa‘a; mai ho‘opa‘a aku l ka ‘ino.
Make the canoe go back; do not insist on heading into a storm.
A plea no to do something or associate with someone that will lead to serious trouble.

2437
‘O ka pono ke hana ‘ia a iho mai nā lani.
Continue to do good until the heavens come down to you.
Blessings come to those who persist in doing good.

4. Finally, read the following ‘ōlelo no‘eau to the class.
   I lohe i ka ‘ōlelo a ho`okō, e ola auane`i a laupa`i.
   *One who hears good counsel and heeds it will live to see many descendants*

5. Ask haumāna to share what this ‘ōlelo no‘eau means to them. What may happen if this ‘ōlelo no‘eau isn’t followed at home? At school? With the 1:1 Learning Program?

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Works Cited


REQUIRED ADVISORY ACTIVITY

Lesson Title: Ha‘aha‘a

Duration: One advisory on February 15, 2011

Read the mo‘olelo about Kamehameha and Kekūhaupiʻo below.

At KS Kapālama, a large gymnasium stands with the name, Kekūhaupiʻo. This mo‘olelo 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 makaʻāinana 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 haʻahaʻa.

Haumāna are to share moʻolelo that demonstrate haʻahaʻa that connects to their personal life.
Lesson Title: “Knowing the Good”

Directions:

1. Ask haumāna the following discussion questions:
   - Why is it hard to get along with someone who is always boasting of his/her accomplishments? What does this say about their self-esteem?
   - Would you rather follow the leadership of someone who is humble or someone who is arrogant? Why?
   - “To those whom much has been given, much is expected.” Why is this true? What is expected of you?
   - How often do you take a moment to reflect on the good things that are happening in your life?
   - Is the sharing of these blessings more of a duty or more an opportunity? Can it be both?
   - How can the tragedies of life be turned around and become a time of positive growth?

Lesson: ‘Olelo No’eau

Directions:
In this activity, haumāna will sing or act out an ‘olelo no’eau.

1. Ask haumāna to form groups of about 4 haumāna each.
2. Each group will create and present a skit or an original song that depicts the ‘ōlelo no’eau.

   **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 presentation.
4. Haumāna will need to share their presentation. Before sharing, ask haumāna to review the TRIBES Agreements.
5. Conduct presentations.
Lesson: Bible Scriptures

Rationale: This activity will enable haumāna to develop personal values system by analyzing/evaluating 'ōlelo no'eau.

Directions:
In this activity, haumāna will draw, sing, or act out a Bible scripture.
1. Ask haumāna to form groups of about 4 haumāna each.
2. Ask a representative from each group to select a Bible scripture from the teacher. Each group will create and present a skit or an original song that depicts their Bible scripture.
   • A hiki mai ka ha'aheo, a laila hiki mai ka hilahila; Me ka po'e na'a'u ha'aha'a ho'i ka na'a'auo.
   
   When pride cometh, then cometh shame: but with the lowly is wisdom. Proverbs 11:2

   • Pōmaika'i ka po'e i ha'a'aha'a ka na'a'u; no ka mea, no lākou ke aupuni o ka lani.
   
   Blessed are the poor in spirit (the humble), for theirs is the kingdom of heaven. Matthew 5:3

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