Unit: Hö‘ihi (Technology Advisory Activity)

Topic: Rules

Rationale: Haumâna need to understand that rules/guidelines are created to protect his/her safety and the safety of others, as well as to reinforce appropriate behaviors with respect to technology.

Duration: 2 Advisory Periods on August 21 and 23, 2010

Procedure:

**Following Rules:**
1. Divide the class into two groups.
2. Have the first group of haumâna come to an area of the classroom that has been cleared of chairs; the second group will stay in their seats and observe.
3. Direct the first group in a game of Simon Says, first with rules, and second without.
4. Rotate the groups. Direct the second group in a game of Red Light, Green Light, first with rules, and second without.
5. Ask the second group to sit in their chairs.
6. Discuss how the haumâna felt when they had rules and they did not.
7. Ask the students to comment on their observations and feelings when they were sitting as well as actively participating.
8. Discuss the following:
   - Why do we need rules?
   - How do rules help keep us safe?
9. Announce that during the next advisory, you’ll be reinforcing the importance of rules and will be reviewing the importance of adhering to the KMS 1:1 Learning Program guidelines.

**Truth or Consequences**
1. Ask haumâna to identify a definition for “behavior” and “consequences”.
2. Review the difference of positive and negative consequences.
3. Announce that haumâna will listen to some situations and will need to identify the behavior and indicate whether the consequences are positive or negative.

   **Situations:**
   - Mary is daydreaming in class. When the teacher calls on her, she doesn’t know the answer—or even the question.
   - Carlos leans on a lamppost. All the lights in the city go out.
   - John’s friends ask him to play ball afterschool. John turns them down because he has a project due in social studies the next day and he hasn’t finished it.
   - You had a fight with your best friend. You stay in the hall to get it settled, and you’re late for class.
   - Someone calls you a name on the playground. You walk away, but everyone there calls you “chicken”.
   - Andy is in the boys’ room. A friend is smoking there and wants him to share the cigarette. Andy says, “no,” but his friend says, “aw, come on…” Andy stays, smokes, and misses class.

4. Introduce the term **control** and elicit a definition from the class.
5. Announce that the situations will be read again and students must determine whether or not the person could control the consequences.
6. Discuss the following questions:

• How much control do you have over the consequences of what you do at school? With the 1:1 Learning Program?

• E mahalo i ka mea loa’a means to “appreciate what you have.” How does this pertain to our 1:1 Learning Program? (The laptop is a gift from Pauahi that should be used for its intended purpose (school-related activity) and should be treated with care.)

• E ho’i ka wa’a; mai ho’opa’a aku i ka ‘ino is an ‘ölelo no’eau that means “make the canoe go back; do not insist on heading into a storm.” How does this relate to our 1:1 Learning Program? (You can control your actions on the computer and its care and use. This ‘ölelo no’eau is a plea not to do something that will lead to serious trouble. Students can control their actions/consequences with respect to the laptops.)

• How does the following Bible scripture to our 1:1 Learning Program?

`O ka mea ho`owahāwahā i ka ‘ölelo, e make nō ia; `O ka mea maka’u aku i ke kanāwai, e uku `ia `o ia.
He who scorns instruction will pay for it, but he who respects a command is rewarded. Proverbs 13:13
SUGGESTED ADVISORY ACTIVITY

Lesson Title: “Knowing the Good”

Directions:

1. Ask haumāna the following discussion questions:
   - What are the qualities you look for or expect from a good friend? Do these qualities describe a person who is following The Golden Rule?
   - What are some examples of following The Golden Rule with others, especially those who aren’t our best friends? (no gossip, no stealing, no putting others down)
   - What are examples from current events of people not being accepted because of their race, religion, or gender?
   - Why is littering such a problem today? How can it be improved? What about on our campus?

SUGGESTED ADVISORY ACTIVITY

Lesson Title: How to Disagree Respectfully (Pages 341-343)

Directions:

Refer to pages 217-218 in the What Do You Stand For?: a Kid’s Guide to Building Character

SUGGESTED ADVISORY ACTIVITY

Lesson: ‘Ōlelo No’eau

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

1. Ask haumāna to form groups of about 4 students each.
2. Ask a representative from each group to select an ‘ōlelo no’eau from the teacher. Each group will create and present a skit or an original song that depicts their ‘ōlelo no’eau. (Several groups will be assigned to the same ‘ōlelo no’eau.)

‘A’ohe pau ka ‘ike i ka hālau ho’okahi.
All knowledge is not taught in the same school.
One can learn from many sources.

Hō’ihi aku, hō’ihi mai. Pēlā nō ka nohona Hawai‘i.
Show respect. Receive respect. That is the Hawaiian way of life.
Respect differences in learning.

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 students to review the TRIBES Agreements.
5. Conduct presentations/poster sharing.
SUGGESTED ADVISORY ACTIVITY

Lesson: Bible Scriptures

Directions:
In this activity, haumäna will sing or act out a Bible scripture.

1. Ask haumäna to form groups of about 4 students 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.
   • ‘O ka mea ho'owahāwahā i ka ʻōlelo, e make nō ia; ‘O ka mea makaʻu aku i ke kānāwai, e uku 'ia 'o ia.

   He who scorns instruction will pay for it, but he who respects a command is rewarded. Proverbs 13:13

   • No laila, e hāʻawi aku i nā kānaka a pau i kā lākou; i ka waiwai ʻauhau i ka mea he pono nona ke ʻauhau mai; a i ke dute i ka mea he pono nona ke ʻōhi mai; a i ka makaʻu i ka mea he pono ke makaʻu ʻia aku; a i ka hoʻomaikaʻi i ka mea he pono ke hoʻomaikaʻi ʻia aku.

   Give everyone what you owe him: If you owe taxes, pay taxes; if revenue, then revenue; if respect, then respect; if honor, then honor. Romans 13:7

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