Unit: ‘Ike Pono (Technology Advisory Activity)

Topic: Cyberbullying

Rationale: Bullying is no longer about the strong picking on the weak in the schoolyard. The physical assault has been replaced by a 24 hour per day, seven days a week online bashing. Savvy students are using Instant Messaging, e-mails, chat rooms and websites they create to humiliate a peer. No longer can parents count on seeing the telltale physical signs of bullying—a black eye, bloody lip, torn clothes. But the damage done by cyber bullies is no less real, and can be infinitely more painful.

Some Cyber Bullying Statistics:
* 42% of kids have been bullied while online. 1 in 4 have had it happen more than once.
* 35% of kids have been threatened online. Nearly 1 in 5 have had it happen more than once.
* 21% of kids have received mean or threatening e-mail or other messages.
* 58% of kids admit someone has said mean or hurtful things to them online. More than 4 out of 10 say it has happened more than once.
* 53% of kids admit having said something mean or hurtful to another person online. More than 1 in 3 have done it more than once.
* 58% have not told their parents or an adult about something mean or hurtful that happened to them online.

Based on 2004 i-SAFE survey of 1,500 students grades 4-8

Activity: “Cyberbullying”

Duration: 1 period during Advisory on April 12, 2011

Procedure:
1. Announce that today students will be learning about cyberbullying.
2. Define cyberbullying for haumāna:
   “Cyberbullying” is harassing, humiliating, intimidating and/or threatening others through the use of computers, cell phones, and other electronic devices.
3. Play “Kitchen Video” from youtube (http://www.youtube.com/watch?v=pmD8OKl8yVM) using an lcd projector or tv connected to your teacher computer for the class. (youtube is blocked from student access, so teachers need to project this video from their computer for student viewing.)
4. Discuss the following questions with students:
   o What’s your opinion about cyberbullying? Is it a serious problem? No big deal?
   o Do you think kids have the right to say anything they want about others on the Internet? Explain.
   o What if it invades that person’s privacy or inflicts harm? Explain.
   o Have you had any direct experience with it? How did you handle it? Was it through emails? Blogs? Instant Messaging? Web site? Discussion groups?
   o Do you think kids say things online that they wouldn’t say face-to-face? If yes, why?
   o Do you think cyberbullying is worse than face-to-face bullying? Explain.
   o What’s the cruelest thing about cyberbullying? What’s the scariest?
   Possible answers:
   • It frequently gives the bully anonymity.
• Cyberbullying moves beyond the school or schoolyard directly into the home.
  • The cyberbully doesn’t see the hurt he or she has inflicted. There is no visual or
    auditory feedback.
  • At the click of a button, vicious gossip or highly personal information can be
    shared with thousands of people.

- What positive values are missing when someone bullies online?
  Possible answers: Respect, responsibility, fairness, etc.

- What about kids who watch as another kid is bullied online? What does that say
  about them? Their values?

5. As a class, watch the video entitled “Angela’s Experience” from
   http://www.netsmartz.org/stories/angela.htm using an lcd projector or tv
   connected to your teacher computer. Then discuss the following question.

- What can you do to stop cyberbullying?
  Possible answers:
  • Stop—Don’t respond to the cyberbully. Responding only escalates the problem.
  • Block—Block the cyberbully or limit all communications to those you can trust. Save
    any abusive or offensive emails in case action needs to be taken.
  • Tell—Tell a trusted adult if you or someone you know is bullied online.

6. This month’s value is ‘ike pono. How does the following Bible verse tie to this lesson on
   “Cyberbullying”?

E hana `oe i ka pono a me ka maika`i i mua i ke alo o lehova; i pōmaika`i ai `oe, i
   komo ai ho`i `oe a noho ma ka `āina maika`i a lehova i ho`ohiki mai ai i ou mau
   kūpuna;

Do what is right and good in the LORD’s sight, so that it may go well with you and you
   may go in and take over the good land that the LORD promised on oath to your
   forefathers. Deuteronomy 6:18

Sources:

Cyberbullying research, stories, cases, downloads, fact sheets, tips and strategies, news headlines, a
   blog, and a number of other helpful resources. 17 Feb. 2009

I-SAFE Inc, 17 Feb. 2009

MindOH! - Tools to Stop Bullying and School Violence using Interactive. 17 Feb. 2009
SUGGESTED ADVISORY ACTIVITY

Lesson: 'Olelo No'eau

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

Directions:
In this activity, haumäna will draw a poster depicting an 'ōlelo no'eau.
1. Ask haumäna to form groups of about 4 haumäna each.
2. Ask a representative from each group to select an 'ōlelo no'eau from the kumu. The haumäna 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.)

'A'ohe hana i nele i ka uku.
No deed lacks a reward.
Every deed, good or bad, receives its just reward.

'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.

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

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 a poster that depicts a Bible scripture.

1. Ask students to form groups of about 4 haumāna each.
2. Ask a representative from each group to select a Bible scripture from the kumu. The students 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.)

• 'O ia ka Pōhaku, ua hemolele kāna hana ‘ana; He pono ho‘i kona mau 'ao'ao a pau: He Akua ‘ōlelo ‘oia'i'o, 'a'ole ona hewa. He pono, he pololei ho'i ia.

He is the Rock, His works are perfect, and all His ways are just. A faithful God who does no wrong, upright and just is He. Deuteronomy 32:4

• Inā i 'ike pono kākou, ua ho'oloe mai 'o ia ialā kākou, i ka mea a kākou e nonoi aku ai, ke 'ike nei kākou, e loa'a mai ka mea a kākou i nonoi aku ai iala.

And if we know that He hears us—whatever we ask—we know that we have what we asked of Him. 1 John 5:15

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

Hū

Read the following information about the kukui to your haumāna:
Kukui is the candlenut tree. It bears oily kernels that were formerly used for lights, hence the tree is a symbol of enlightenment. Kukui means lamp, light, torch. It figuratively means ‘guide, leader.’ The small white flowers are strung in lei as representative of Moloka‘i, as designated in 1923 by the Territorial legislature. The kukui was named the official emblem for the State of Hawai‘i in 1959 because of its many uses and its symbolic value. Kukui is one of the plant forms of Kamapua‘a (legendary pig god) that comes to help him.

Ask haumāna to read the article on kukui from the Ho‘omāka‘ika‘i book to ‘imi na‘auao, seek wisdom.

Watch the video on kukui. Have haumāna look around their community, or beach to find at least one kukui nut. If possible, they can bring in more for their peers (showing mālama and aloha).

Watch video on making the hū.

[Read directions from Made in Hawai‘i which was written by kumu Suelyn Tune, kupuna Julie Williams, and Jane Abernathy.]

Tell haumāna to have ho‘omanawanui (patience) as it may take up to 10 minutes to create a small puka at the top. They should ho‘omau, persevere in their hana. They should also think of being maiau, careful, neat, with a spirit of excellence. They should kūlia i ka nuʻu, strive for excellence, in making the best hū possible.

After making the hū, haumāna can decorate it with white out.

Suggestion:
Have a spinning contest.
Have the winner of your advisory compete against winners of the advisories of your pū‘ulu.
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Grade 7 'Ike Pono Activities

Kukui

Food
The kernels were roasted, shelled and pounded with salt to make a meal called 'ko'omi. You should be extremely careful with 'ko'omi as eating raw kernels can make you very sick.

Fishing
Roasted kernels were chewed by fishermen and the juice was spilt over the water to make it smooth and clear. The wood was used to make fish traps if hau (a lowland tree, Hibiscus tiliaceus) wood was not available.

Medicine
Sap from the green fruit was rubbed in children's mouths to treat 'oa' (thrush - white spots in the mouth). A mixture of the flowers and 'soki' (sweet potatoes) was also used to treat 'oa'. The sap was used to treat open skin wounds for faster healing. Leaves were used as bandages for swellings and infections.

Lei
The hard shells of nuts were polished and strung into leis (garlands or wreaths).

Bebilo Kukui
Bebilo 'kukui' (beehive or candle) were formed by stringing roasted or dried kernels on short coconut middles or splinters of bamboo. They were placed in a stone bowl filled with sodium. Each kernel burned for two to three minutes.

Illumination
The nut kernels were important as light sources because of the high quality and large quantity of oil they contained.

Lena Ka
Large torches were made by stringing kernels on several middles wrapped in kāhili (white flax). These torches were then placed at the tips of bamboo bundles.

Polo Kukui
Lamps were made from stone bowls filled with 'kukui nut oil. Twined strips of 'kupa were used as wicks.

Lena
Small torches were made by stuffing hollow bamboo poles with roasted kernels.
V. TOYS (NĀ MEA PĀ‘ANI)

1. Spinning Top (Hū)

Some people say the *menehune* used kukui nuts for tops. You can make spinning tops out of kukui nuts by following these directions.

WHAT YOU NEED

1. A kukui nut that has a pointed nose, or tip. You may have to peel away the soft outer layer to get to the nut.
2. Some very thin splinters of bamboo about the size of a toothpick. You can use a toothpick if you do not have bamboo.

WHAT TO DO

1. Scrape or sand away any outer covering that may be left on the kukui nut you use. You could scrape the nut with an ‘opihi shell.
2. At the stem end of the nut, the end opposite the pointed tip, file on the ridge to make a groove. File until you begin to see a little spot of the nutmeat inside the nut. You will be able to do this in a short time. The spot of meat needs to be only about as big as the tip of your bamboo or toothpick.

3. The place where the nutmeat shows through will be soft. Push a thin splinter of bamboo or a toothpick into this place to finish your top.
4. Twirl your top between your thumb and fingers to make it spin.