REQUIRED ADVISORY ACTIVITY

Lesson Title: ‘10 SAB Familiarization

Duration: Two advisory periods on August 13 and 16, 2010

Objective:
- Identify resources available in the SAB
- Gain an understanding of the relationship between SAB use and academic achievement
- Label SAB

Directions:
1. Haumāna are to label their SAB by completing the inoa portion (page one)
2. Kumu to review resources available
   a. Back Outside Cover – Bell Schedule
   b. Inoa page – label correctly
   c. Frequently Called Numbers – page 1
   d. Homework Assignment portion – demonstrate how to write homework assignments
   e. Review Songs/Recitations – SAB is to be brought to all Founder’s Day Rehearsals
   f. Oli/Pule Day Commands and recitations – review
3. SAB Find – students to work in pairs; identify the page number of the following
   a. Code of Ethics
   b. Identify seven Hawaiian values embraced by Pauahi
   c. Identify the Spiritual Theme for the ‘10 – ‘11 school year
   d. Identify the Lord’s Prayer
   e. Identify the number to the attendance hotline
   f. Recite the Honor Code
4. Discussion
   a. What are at least three things that can be found in the SAB?
   b. Why should I use the homework portion of the SAB?
   c. What should I do if my SAB is lost?
REQUIRED ADVISORY ACTIVITY

Unit: Kuleana

Topic: Palena ‘Ole (Review for Headmaster’s Convocation)

Rationale: Haumāna will become aware of one’s kuleana as a member of Kamehameha Schools by displaying appropriate behavior in the spirit of lōkahi at the Headmaster’s Convocation. Students will also become aware of the spiritual theme for the school year.

Activity: My Kuleana As A KS Haumana

Duration: One advisory period on August 19, 2010

Procedure:

1. Announce today that haumāna will be learning about displaying appropriate behavior in the spirit of lōkahi with the entire student body at Kamehameha Schools-Kapālama.
2. Discussion: ‘What do you think it means to be a haumāna at Kamehameha Schools?’ ‘What qualities do you think a Kamehameha haumāna should possess or display?’
3. Show a short video clip of Kamehameha Song Contest.
4. Discussion: ‘To the world, what is being displayed about Kamehameha Schools haumāna?’ What appropriate behavior in the spirit of lōkahi is being shown?
5. Announce that appropriate behavior is a kuleana of all Kamehameha haumāna. Review ‘Ohana TRIBES agreements.
6. Refer to Student-Parent Handbook “Conduct at Assemblies” under “Expectations.”
7. Introduce the spiritual theme of the school year: Palena’ole meaning “boundless, limitless.” Ask haumāna to listen to the connections made with the theme at the convocation.

Follow-up:

After the convocation, during the following advisory, ask haumāna what they remembered about convocation and connections made with the theme of palena’ole in addition to the following:

1. What appropriate qualities were displayed by the entire student body?
2. How was palena’ole displayed or discussed at the convocation?
3. What can you, as a haumāna, take and make those connections deep and apply to your life?
REQUIRED ADVISORY ACTIVITY

Unit: Kuleana

Topic: Ke Ala Pono

Rationale: Nā haumāna will apply their knowledge and understanding about Ke Ala Pono

Activity: Ke Ala Pono

Duration: One – two advisory periods on August 24, 2010

Procedure:

1. Announce today that haumāna will review and apply their understanding about the Ke Ala Pono program. (Kumu: please refer to “Ke Ala Pono Program under “Expectations” in the Student/Parent handbook).

2. Ask haumāna: “What does Ke Ala Pono mean?”
   “What are the core waiwai Hawai‘i that are part of Ke Ala Pono?”

3. Refer haumāna to their SAB, Student & Parent handbook or on the KSKMS website.

4. Discuss: How does Ke Ala Pono apply to school property and facilities? Toward own personal property and to each other? How can you apply these waiwai Hawai‘i in your daily life as a haumāna and in your pilina (relationships) with others?

5. 7th grade
   • Ask haumāna if they are familiar with any movies/t.v. programs that reflect mālama, kuleana and/or hō‘ihi.
   • Via LCD projector and computer, download the KSKMS Ke Ala Pono program website: http://kms.kapalama.ksbe.edu/general/kealapono.html
   • Divide haumāna into 3 groups. Each group to create a skit or act out one of the waiwai Hawai‘i in reference to student behavior at KSKMS.
   • For those with a SMARTboard a Ke Ala Pono values balloon pop interactive game can be downloaded from ksstud1 server. Directions forthcoming.
   • Complete word scramble to identify Ke Ala Pono and other waiwai Hawai‘i.

6. 8th grade
   Ask haumāna to create a Comic Life poster to represent his/her understanding of Ke Ala Pono. (note: laptop roll out will occur 3 days prior to this advisory)

6. Challenge: Throughout the day display three of these waiwai Hawai‘i.

7. Follow up ha‘awina suggestions:
   • Haumāna to interview a parent or an adult advocate in their lives. How are these waiwai Hawai‘i being practiced in their lives? Do they have a mo‘olelo to share?

   • Have your haumāna create an interactive game involving Ke Ala Pono.
SUGGESTED ADVISORY ACTIVITY: General Ice Breakers

“Ice Breakers” are intended to be a non-threatening way for individuals to mingle and build rapport and community. Generally, ice breakers do not include close physical contact or the sharing of very personal information.

1. COMIC STRIP CHAOS

Materials: Comic Strips cut into segments

Time: Approximately 10 - 15 minutes, depending on the group size

Objectives: Learn names of classmates, promote bodily kinesthetic intelligence, deductive reasoning, and build inclusion

Directions:

1. Each participant takes a turn at picking a comic frame out of the large container.
2. After the entire group has each chosen one, the participants begin to search for others with the same comic strip sequence and introduce themselves the others.
3. After the participants have found everyone in their group, they must arrange themselves so that the sequence of frames is in chronological order to form the comic strip correctly.
4. Upon completion of sequence, the newly formed group sits down together introduces each person to the larger group and reads their comic strip out loud to the group.

Debriefing the Activity:

1. What was easy or difficult about this activity? And why?
2. Why is it important to know the names of your classmates?
3. How can you include people who seem left out? Explain.
SUGGESTED ADVISORY ACTIVITY: What Kind of Animal Am I?

Material Needed: None

Time: Dependent upon group size

Objectives: Learn names, discover commonalities in the group, build rapport and community, discover personal qualities that each individual value.

Directions:
1. Each person is to pick an animal that is representative of him or herself. For example: bear, mouse, dog, etc. Don’t tell anyone your selection.

2. After each person has selected an animal, people are to circulate and introduce themselves to others. Shake hands and ask the other person what kind of animal they are.

3. Form groups according to the animal that you have identified with. Share with the group WHY you feel that the animal represents you.

   For example: Dogs – Dogs are loyal, like to play, etc.
   Cates – Cats are great observers, cats are graceful, etc.

4. Share responses with the larger group.

Debriefing:
1. What were some commonalities within your small group?

2. What did you learn about others?

3. Can you judge personal traits or qualities based upon physical appearances?

4. Why is it important to understand the personal traits or qualities that others value? How can this help you in group work, discussions, etc.?
SUGGESTED ADVISORY ACTIVITY: What Kind of Food Am I?

Materials: Index cards or slips of paper
           Tape
           Pen

Time: Dependant upon group size

Objectives: Encourage non-threatening dialogue and interaction, apply deductive reasoning, encourage the values of attentive listening (E ho'olohe pono) and ho'omau (perseverance), promote bodily-kinesthetic intelligence, build community and rapport.

Directions:
1. Write names of food items on index cards. Avoid difficult items such as plate lunch, banana split. Keep food item simple. For example: apple, fish, bread, etc.
2. Tape food card on the back of each individual.
3. Each person must deduce what food item they are by asking only “yes”, “no” questions. For example: “Am I a fruit?”, “Am I crunchy?”
4. The guesser may only ask one question, and then seek out another person.
5. Once the guesser feels he/she knows what food item they are, they are to seek out the facilitator to verify the answer.

Debriefing:
1. What was difficult/easy about this game?
2. Why are the values of perseverance (to ho’omau), E ho’olohe pono and deductive reasoning important for this game? How can those qualities be applied to school?
3. Did anyone want to give hints to help someone? How can giving “hints” be helpful or sometimes bad? (For example, giving “hints” to someone who is having a hard time with their math homework.)
4. Is there a difference between giving “hints” and giving the answer? And how can being “helpful” sometimes actually hurt someone’s learning?

Variations:
Variations to this game can easily be made. Variations may include books of the Bible, characters in a book, etc.
Suggested Advisory Lesson: Finding All We Have In Common

Directions:

Refer to lesson on pages 272 of Discovering Gifts in Middle School book or pages 355 in Tribes: A New Way of Learning and Being Together.
