REQUIRED ACTIVITY

Topic: Goal Setting

Rationale:
The purpose of this advisory lesson is for 8th grade haumāna to review and revisit their 7th grade year and set goals for themselves as 8th graders. Haumāna will be reflecting upon their 7th grade year and identifying what went well for them and what was challenging for them. They will also be setting new goals for this year.

Activity: Lama Nui (Highlights) and Lama Iki (Lowlights)

Duration: one advisory period on August 13, 2010

Procedure:
1. Explain to haumāna that today’s advisory will be spent reflecting upon their 7th grade year and setting goals for their 8th grade year.
2. Distribute the handout “Highlights and Lowlights” to haumāna, or have them open the document on their laptops.
3. Go over directions for the handout, and allow haumāna 10-15 minutes to complete it.
4. After they have completed the handout, form a circle and debrief on the activity, reminding them to follow the TRIBES agreements.
   - Ask each haumāna to share one highlight and one lowlight from his or her list. Haumāna have the right to pass if they do not wish to share personal information.
   - Ask each haumāna to share one goal from his or her list.
5. Suggested debrief/ reflection questions:
   - How can the past help to prepare us for what lies ahead?
   - Why is it important to set goals?
6. After all haumāna have shared and reflected upon the activity, have them file their paper in their advisory folder (hard copy or electronic). Goals may be revisited at the conclusion of the school year.
Lama Nui (Highlights) and Lama Iki (Lowlights)

8th Grade Advisory

1. Think back on your 7th grade year, from the time that you entered KMS to the very last day of summer. Identify 4-5 lama nui (highlights) and 4-5 lama iki (lowlights) in the boxes below. Please write in complete sentences.

Lama Nui (Highlights) – What were some successful, happy, or positive experiences you had as a 7th grader? These can be at home, at school, in sports, etc.

Lama Iki (Lowlights) – What were some challenging or difficult experiences you had as a 7th grader? These can be at home, at school, in sports, etc. Please share only what you feel comfortable sharing. Responses will remain confidential and will only be read by your advisor.
2. Take a few minutes to set realistic personal goals for yourself during your 8th grade year. Please write in complete sentences.

*Nā pahuhopu no ke kula (Goals for school)*:

*Nā pahuhopu no ka hale (Goals for home)*:

*Nā pahuhopu no nā mea pā'ani (Goals for sports or extracurricular activities)*:
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 16-17, 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.
REQUIRED ADVISORY ACTIVITY

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

Rationale: Students 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 Haumāna

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 students. 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?
SUGGESTED ADVISORY ACTIVITY: DO YOU LOVE YOUR NEIGHBOR

Materials: None

Time: 10 – 15 minutes

Objectives: Learn names of classmates and something about them, promote bodily kinesthetic intelligence.

Directions:

1. The group stands in a circle with room in the center and each person is to say his/her name loudly so that the group can hear it.
2. One person begins in the circle and says to an individual in the group, “_________, do you like or love your neighbor?” The individual pointed out can either say, “Yes I love my neighbors _____ and _____, but I REALLY love people ________ (wearing blue, from Hawai‘i Kai, etc.)” or “No, I do not love, but like my neighbors ______ and _______.”
3. If the individual uses the first phrase, all members of the group with that characteristic must find a new spot in the circle at least three spaces from they are standing.
4. The person with no space (last person remaining) becomes the caller.
5. If the individual uses the second phrase, his/her two “neighbors” must switch places with one another. The group members move in quickly to “lose” their spaces. The last of the two becomes the caller.

Debriefing:

1. Identify at least three new things that you learned about someone else.
2. Why is it important to play ice breakers like this?
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 values.

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

Have You Lost Your Marbles? : What Marbles and People Have in Common

Materials: Marbles of varied color and size (enough for each person in the group)

Time: Dependent upon the group size

Objectives: Self reflection and discovery, gain understanding of personal qualities that others value, build community and rapport.

Directions:
1. Place marbles in a container.
2. Have individuals select any marble that they fancy.
3. Give individuals time to “get to know their marble” looking closely at it for about three minutes. Individuals are to identify what makes their marble unique or special.
4. Ask people to introduce their marble to the larger group and explain what makes their marble so special and unique. Individuals should share also WHY they selected their marble from the rest.
5. After everyone has introduced their marble, ask the question: What do people and marbles have in common? Popcorn share responses.

Debriefing:
1. Can you judge people by appearances? And what is the danger of doing that?
2. Are the unique and special qualities of people readily apparent or visible?
3. Are there any two marbles that were alike? How does that relate to people?
4. Marbles are formed by heating glass to approximately 968 degrees F and transferred to a mold. Colored glass can be added, but the marble must be cooled properly or it will break! It is a time consuming and delicate process to make a marble. Only through heating and cooling and addition of other colored glass can a marble be formed. How is the making of a marble similar to the development of a human’s character?
SUGGESTED ADVISORY ACTIVITY

Lesson Title: Outlines

Directions:

Refer to lesson on pages 314-315 of Discovering Gifts in Middle School book or pages 264-265 in Tribes: A New Way of Learning and Being Together.
