

STEPPING OUT OF OUR COMFORT ZONES

RATIONALE

Learning how to adopt a positive mindset, embrace change, and step out of their comfort zones will help students learn and grow from otherwise scary situations in life, similar to the Doldrums.

ESSENTIAL QUESTION

- How can we grow from embracing change and adopting a positive mindset?
- What can we gain from stepping out of our comfort zone?
- How did our ancestors embrace change?

MATERIALS

- Computer, laptop, or tablet and Internet connection
- Origami paper (or paper cut into squares)
- Worksheets

LEARNING OBJECTIVES

After this lesson, learners will be able to:

- Reflect on previous experiences handling change and identify the mindset they had toward the change.
- Practice replacing negative mindsets with positive ones.
- Identify ways embracing change can help us learn and grow as it did for our ancestors in the past.

OPENING DISCUSSION

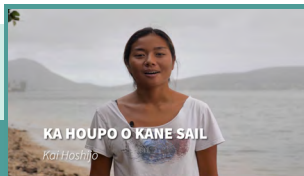
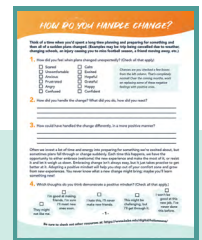
Have a discussion with students about the following: Have you ever heard the term “comfort zone?” Often we enjoy staying within our comfort zones, which means doing what we’re comfortable with, because we know what to expect and it feels familiar. Stepping out of our comfort zones requires us to be brave, to take a risk and try something new, without knowing what the outcome will be. But when we step out into the “unknown,” although it may be scary at first and uncomfortable at times, we learn new skills and grow as individuals. Think about a time when you did something uncomfortable that you didn’t want to do at first. How did it feel while you were doing it? And what about afterwards? What did you learn? Do you think you would have learned the same things if you hadn’t stepped out of your comfort zone?



ACTIVITY IDEA #1: Embracing Change

How Do You Handle Change Worksheet

https://ksdigitalfiles.ksbe.edu/assets/waa/content/comfortzone_activity/handlechange.pdf



Kai Hoshijo Video

<https://youtu.be/d1THniVFDnk>

Check out other crew videos here:

<https://blogs.ksbe.edu/holomoana/logbook/crew-reflections/>

- Walk through the first three questions of the worksheet, providing an example of unexpected change from your own life.
- Give students time to reflect on their own experience and fill out their answers (for first page of worksheet only).
- Read the last two paragraphs of page one aloud, and allow students to review their answers with peers in small groups.
- Watch the video together, then have students answer the questions on page two of the worksheet.
- Once they’ve finished, open a discussion to go over each question

and discuss Kai's experience on Hōkūle'a further. Then talk about how our ancestors had to be prepared for frequent changes to their plans due to weather, rations, crew health, etc.

ACTIVITY IDEA #2: The Doldrums

Doldrums Questions Worksheet

https://ksdigitalfiles.ksbe.edu/assets/waa/content/comfortzone_activity/doldrumsquestions.pdf



Rex Lokeni Video

<https://youtu.be/eBnCSDLUE2E>

**(Make ahead: origami honu, according to instructions on next page.)*



- Tell the class they'll be starting with a origami challenge. Split them into small groups, then show them your finished origami honu. Tell class that their goal is to create one just like it within their group, with each group member providing guidance along the way. Allow groups to become frustrated and let them remain bewildered by the vague directions you've provided them. Don't provide them with any help yet.
- After 10 minutes (or so), ask questions like these:
 - Were you successful in making the honu?
 - How did the activity make you feel, and why?
 - How would you feel if you had 10 hours to complete the task rather than 10 minutes?
 - Would it have helped if you had other pieces of information to rely on and guide you?
- Explain that the thoughts and feelings that arose during the activity are similar to those that ocean voyagers (our ancestors and current voyaging crews) also experience when they enter the Doldrums. (Example: scared, unsure how to get where I need to be, confused, needed better directions, kept trying different things and it didn't work.)
 - Ask the class what they think the Doldrums are. Explain the Doldrums (refer to other Holomoana resources if helpful) and discuss its implications for voyagers and how it feels when you're in that unique area.
 - Show the video so the class can hear first-hand what the Doldrums are like.
 - After the video, ask them if they've ever heard the expression "in the doldrums?" People usually use this phrase to refer to a depressing time they're going through, like "she's been in the doldrums all week since her cat died." Explain that if we have a positive mindset and are willing to step out of our comfort zones and embrace the unknown, however, the Doldrums become a beautiful place that helps us grow.

- Collaborate as a class to come up with a list of 10 questions about sailing through the Doldrums that students would like answered by Hikianalia or Hōkūle'a crew members. You can write them on the "Doldrums Questions" worksheet.
- If time allows, let the class finish making their origami honu using the actual instructions.

how to Make an Origami Turtle

- 1 Fold a square paper in half
- 2 Open the fold
- 3 Flip the paper
- 4 Fold along the imaginary dotted line on the right half
- 5 Do the same with the left half
- 6 Flip the whole paper
- 7 Note the red dotted line and fold along it
- 8 Do the same on the left side
- 9 Open up the fold in the back
- 10 Do the same for the other side
- 11 Fold down the middle, along the dotted line
- 12 Fold again, along the red dotted line
- 13 Make a small flip at the top, see the arrow
- 14 Fold the right lower part along the dotted line
- 15 Fold the left part, both tips meeting at the center
- 16 Follow the arrow and dotted line to fold the left flap
- 17 Do the same for the right flap
- 18 See the circled arrows, round those corners a little
- 19 Flip the whole paper
- 20 Your turtle is ready

COOL2BKIDS.COM

SHOW US WHAT YOU DID!



Send us your class' list of questions and we'll get answers from wa'a crew members and post the Q and A's on the Holomoana website!

Email it to ittraining@ksbe.edu.

(Learning standards are on the next page)



Kamehameha Schools®



POSSIBLE LEARNING STANDARDS CONNECTIONS

E Ola! <https://blogs.ksbe.edu/eola/>

'Ike kūpuna: ancestral experiences, insights, perspectives, knowledge, and practices.

Aloha 'aina: Hawaiian patriotism; love for the land and its people.

Productive Courses of Action

Growth Mindset & Self Efficacy

Essential Questions:

- How do I learn from my challenges, setbacks, and failures in order to move forward?
- What processes will help me strengthen my learning?
- What contributes to the development of my self-confidence?
- How can goal setting contribute to self-improvement?

Collaboration

Essential Questions:

- How can I best contribute to our shared goal?
- What is the best way for us to achieve our goal?
- Why are "we" smarter than "me"?
- How can communication enhance collaboration?

English Language Arts (Primary)

Transfer Goal A: Students will independently use their learning to communicate effectively for a variety of purposes and audiences.

- **Traits:**
Organization—Coherence: Making connections from one idea to the next.

CCSS <http://www.corestandards.org/read-the-standards/>

English Language Arts

Language

- **CCSS.ELA-LITERACY.L.5.5**
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Reading: Informational Text

- **CCSS.ELA-LITERACY.RI.7.3**
Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- **CCSS.ELA-LITERACY.RI.8.3**
Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- **CCSS.ELA-LITERACY.RI.9-10.3**
Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Nā Hopena A'o:

<https://www.hawaiipublicschools.org/DOE%20Forms/NaHopenaAoE3.pdf>

1. Strengthened sense of belonging

- a. Know who I am and where I am from
- d. Care about my relationships with others
- g. Understand how actions affect others

2. Strengthened sense of responsibility

- b. See self and others as active participants in the learning process
- e. Make good decisions with moral courage and integrity in every action

6. Strengthened sense of Hawai'i

- d. Learn and apply Hawaiian traditional world view and knowledge in contemporary settings
- e. Share the histories, stories, cultures and languages of Hawai'i

HOLOMOANA

Stepping Out of Our Comfort Zones

<http://www.ksbe.edu/holomoana/>