HĀ Presentation

10.18.2019

OHE Representative(s):
Ka’anohi Kalama-Macomer
HĀ Presentation - Setting Conditions for Success

MANA'O NUI / CONCEPT

Ho'ohanohano Hawai'i
Honoring Hawai'i

MANA'O HO'OKO / INTENT

Deepening our understanding of transforming learning environments that honor Hawai'i and allow individuals to make connections to the content.

KUMUHANA HA'AWINA / CONTENT & SKILLS

- Ho'olauna
- Setting Context
- Nā Hopena A‘o Overview

- B-R-E-A-T-H Outcomes
- Shifting Conditions

NINAU KO'IKO'I / ESSENTIAL QUESTION

How might our environments as well as our connection to place and to one another strengthen the content that we produce?

Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Content</th>
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<tbody>
<tr>
<td>9:40am</td>
<td>Wehena</td>
<td>- Aloha Circle - Group Share</td>
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<tr>
<td></td>
<td></td>
<td>● 3 names (Inoa, 'āina, kūpuna)</td>
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<td>● HĀ Video</td>
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<td>● Setting Context</td>
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<tr>
<td>9:55am</td>
<td>Nā Hopena A‘o Overview</td>
<td>- Importance of Mo‘olelo/Pilina</td>
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<td>● HĀ: Why it was created?</td>
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<td>● Emphasis on a system focused on strengths, gifts, and skill-sets</td>
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<td>● Shifting - Concept of “ME” to “We”</td>
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<tr>
<td>10:05am</td>
<td>BREATH Outcomes</td>
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</table>
**BREATH Statements**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Activities</th>
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<tbody>
<tr>
<td>10:30am</td>
<td>Connecting to HĀ</td>
<td>- What learning environments do you enjoy learning in?</td>
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| 10:40am | Action Planning | - Kuleana Card Activity  
- Setting intentions for next steps |

**Mahalo Circle**

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**Wehena - Setting Sacred Space**

![Setting Sacred Space: Aloha Circle](image)

*Adapted from Hā’sa‘ula ʻĀina Aloha Circle*

Link to [HĀ Video](https://bit.ly/NaHopenaAo)

**What Makes Hawai‘i Unique?**

- Diversity coupled with warmth & welcoming
- ʻOlelo
- Supportive community
- Family style learning/environment
- ALOHA
- Love of culture
- ʻOhana
- Cultural identity
- Self-expression
- ALL our keiki are ALL our keiki
- Greeting all, strangers included
- Youngsters address elders as “aunty” & “uncle”
- Respect for land
- Pidgin
- Island remixes
- MO’OLELO
Questions to consider:
- Are we doing all we can do / Are we being provided the opportunities to make sure that the uniqueness of Hawai‘i is the context that we utilize for successful learning?
- How do we contextualize the learning?
  - Examples:
    - Mea pā‘ani Hawai‘i
    - Nane Hawai‘i

Examples for further learning:
- Freshwater studies
- Properties of coconut water
- Multiple uses of coconut
Nā Hopena Aʻo Overview

Pilina - Moʻolelo

**Pilina**
- pilī (nvi) – to cling, stick, adhere, touch, join, adjoin, cleave to, associate with, be with, be close or adjacent, clinging, sticking: close relationship, relative, thing belonging to. Cf. ʻau pilī, piliwale. Pilīana, connection.

**Moʻolelo**
- Moʻolelo (noun) Story, tale, myth, history, tradition, literature, legend, journal, log, yarn, fable, essay, chronicle, record, article; minutes, as of a meeting
  - From moʻo ʻōlelo, succession of talk
- Moʻo (noun) Succession, series, especially a genealogical line, lineage

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**CATEGORY 6:**

**Sense of Hawaiʻi**

**Guiding Principal 9:** Staff is encouraged to provide opportunities for children and youth to develop an appreciation for Hawaiʻi’s rich history, diversity and indigenous language and culture.

*“Hawaiʻi Nei”*

**Quality Guidelines 9.1.** Staff and children/youth pronounce and learn Hawaiian everyday conversational words.
- Staff uses Hawaiian words appropriate to their task.
- Staff provides children/youth with activities where they can learn names, stories, special characteristics and the importance of places in Hawaiʻi.

**Quality Guidelines 9.2.** Children/youth participate in activity selection, organization, and leadership. Staff and children/youth appreciate different points of views, cultures and their contributions.
- Staff and children/youth engage in activities appreciating different cultures.

**Quality Guidelines 9.3.** Staff and children/youth treat Hawaiʻi with pride and respect.
- Staff and children/youth call Hawaiʻi home.
- Hawaiian values are practiced by staff and children/youth.
### BREATH Outcomes

<table>
<thead>
<tr>
<th>Strengthened Sense of</th>
<th>Belonging</th>
<th>Driving Question</th>
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<tbody>
<tr>
<td></td>
<td>→ He pili wehena ‘ole</td>
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<tr>
<td></td>
<td>→ A relationship that cannot be undone</td>
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<td></td>
<td>→ Kūpā‘a au i koʻu wahi no ka pono o ka ʻohana, ke kaiāulu, ka ʻāina a me ka honua nei</td>
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<td>→ I stand firm in my position/place with moral/goodness in my family, community, the land, and the world</td>
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<td>→ Responsibility</td>
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<td>→ Ma ka hana ka ʻike, ma ka ʻimi ka loa’a</td>
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<td>→ In working one learns, through initiative one acquires</td>
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<td>→ ‘Auamo au i koʻu kuleana no ka hoʻokō pono ʻana i ia kuleana mai ka mua a ka hope</td>
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<td>→ I carry my responsibilities as it is my privilege and fulfill them rightfully from beginning to end</td>
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<td>→ Excellence</td>
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<td>→ ‘Aʻohe ʻulu e loa’a i ka pōkole o ka lou</td>
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<td>→ There is no success without preparation</td>
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<td>→ Noke au ma ke ala kūpono e hiki aku ai au i koʻu kūlana poʻokela iho nō</td>
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<td>→ I persevere along the appropriate path with the tools and skills needed in order to achieve my best</td>
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<td>→ Aloha</td>
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<td>→ E ʻōpū aliʻi</td>
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<td></td>
<td>→ Have the heart of a chief</td>
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<td>→ Hana au me ke aloha e ili nā hopena maikaʻi ma luna oʻu, o ka ʻohana, ke kaiāulu, koʻu ʻāina a me ka honua nei</td>
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<td>→ I do things with love so that good results may fall upon me, my family, my community, my land and the world</td>
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<td>→ Total Well-being</td>
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<td>→ Ua ola loko i ke aloha</td>
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<td></td>
<td>→ Love is imperative to one’s mental and physical welfare</td>
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<td>→ Mālama au i ka no ‘ono’o, ka naʻau, ke kino a me ka pilina ʻuhane me ke aloha i pono koʻu ola</td>
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<td>→ I nurture my heart &amp; mind, my body, and a positive spiritual relationship for a healthy life</td>
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**Nā Hopena A’o**

Nā Hopena Aʻo

Nā: the (plural)

Hopena: end goals, the result of an action, state of being as the result of an action or set of actions

Aʻo: learning, teaching, symbiotic in nature, two way (aʻo aku, aʻo mai)

**Strengths/Gift-based**

Akahai; Lōkahi; ʻOluʻolu; Haʻahaʻa; Ahonui

**Total Well-being**

Piko ʻI, ʻŌ, ʻĀ
Hawaiʻi

- ʻO Hawaiʻi kuʻu ʻāina kilohana
  - Hawaiʻi is my prized place.
- Hōʻike au i ke aloha a me ka mahalo no koʻu ʻāina kilohana ʻo Hawaiʻi nei
  - I show my love and appreciation for my beloved home called Hawaiʻi.

Connecting to HĀ

What learning environments do you enjoy learning in???

- Oral
- Hands-on
- Dialoguing with others
- Outside in the community
- FUN!
- With others - collaborative
- Outside - Quiet
- Environments that allow learners to express self in ways that work for them
- Studying at a busy starbucks
- Spending time with kupuna
- Rainforest
- Cane & pineapple fields
- Project-based
- Small, caring, encouraging
- Being able to see the ocean
- Working with a team

Something to consider: With all of the growth in technology, are we forgetting the role ʻāina plays in our lives? How do we utilize the moʻolelo of our ʻāina and our connection to it to inform our use of technology?
**Action Planning**

Kuleana Card
- How does Hawai‘i show up in my work?
- What would I like to change in my setting?
- What environments do I thrive in as a learner?
- What is one action I commit to in order to strengthen my personal sense of HÅ?

*Photo courtesy of Āina Aloha West Hawai‘i‘Pu‘u Wa‘awa‘a*

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**Importance of environments and conditions we learn in**

**Nurturing the Bamboo**

The first year of planting bamboo... the root system begins to take hold
The second year... the root system deepens and spreads
The third year... the root system deepens and spreads further
If the conditions have been nurtured over the three years...
THE STALKS GROW 90 FEET IN 6 WEEKS
1 Word Reflections

- Thankful
- Safe
- Maikaʻi
- Improvement
- More
- Honored
- Optimistic
- Remembrance
- Excited
- Grateful
- Mmmm
- Guiding
- Positive
- Humbled
- Framework
- Guided
- Inspired
- Pilina
- Validation
- connection

Next Steps:

- Complete the kuleana cards from the slide above
- Plan for small shifts in your practice where you are incorporating Hawaiʻi into your context in order for students to see themselves in the content
- Look into Aunty Puanani Burgess’ “Building Beloved Communities”
- Think of the stories in your life that allow you to feel a strengthened sense of HĀ
  - What were some learning environments you were put in that allow you to feel that?
  - What were the conditions that were set for you?
  - How might you use those stories to inform how you do what you do?