

Sust`ĀINAbility Around the World

Purpose/Essential Question: How can sustainability help us develop and nurture global relationships?

Curriculum areas: Social Studies, Language Arts, Science, Math, Art

Audience: This unit is intended for informal education of learners from secondary to post-secondary levels. The stakeholders will include a global community from a variety of ethnic backgrounds, languages, education levels, prior knowledge and strengths.

Duration: Flexible—many of the lessons are repeatable throughout the World Wide Voyage and can be adjusted for each port/community that the Hōkūle`a stops at.

STANDARDS

This unit is intended for informal education and does not align to Hawaii's Department of Education General Learning Outcome (GLOs) or standards. We will align our unit plan to the Polynesian Voyaging Society's Values. For reference, we also included GLOs that this unit plan could align to.

Polynesian Voyaging Society Values:

- Aloha (love)
- Mālama (caring)
- `Imi `Ike (seek knowledge)
- Lokomaika`i (share with each other)
- Na`au pono (nurture a deep sense of justice)
- Olakino Maika`i (to live healthy)

General Learner Outcomes:

- Self-directed Learner (The ability to be responsible for one's own learning)
- Community Contributor (The understanding that it is essential for human beings to work together)
- Complex Thinker (The ability to demonstrate critical thinking and problem solving)
- Quality Producer (The ability to recognize and produce quality performance and quality products)
- Effective Communicator (The ability to communicate effectively)
- Effective and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically)

National Council for Social Studies (NCSS) Themes:

- People, places, and environment
- Global connections
- Time, continuity, and change
- Culture and culture diversity
- Production, distribution, and consumption

Essential Understandings:

- Resources are limited.
- Taking care of resources involves making choices.
- We all have a role to play (kuleana).
- Indigenous knowledge has value in sustainability.

Driving Questions:

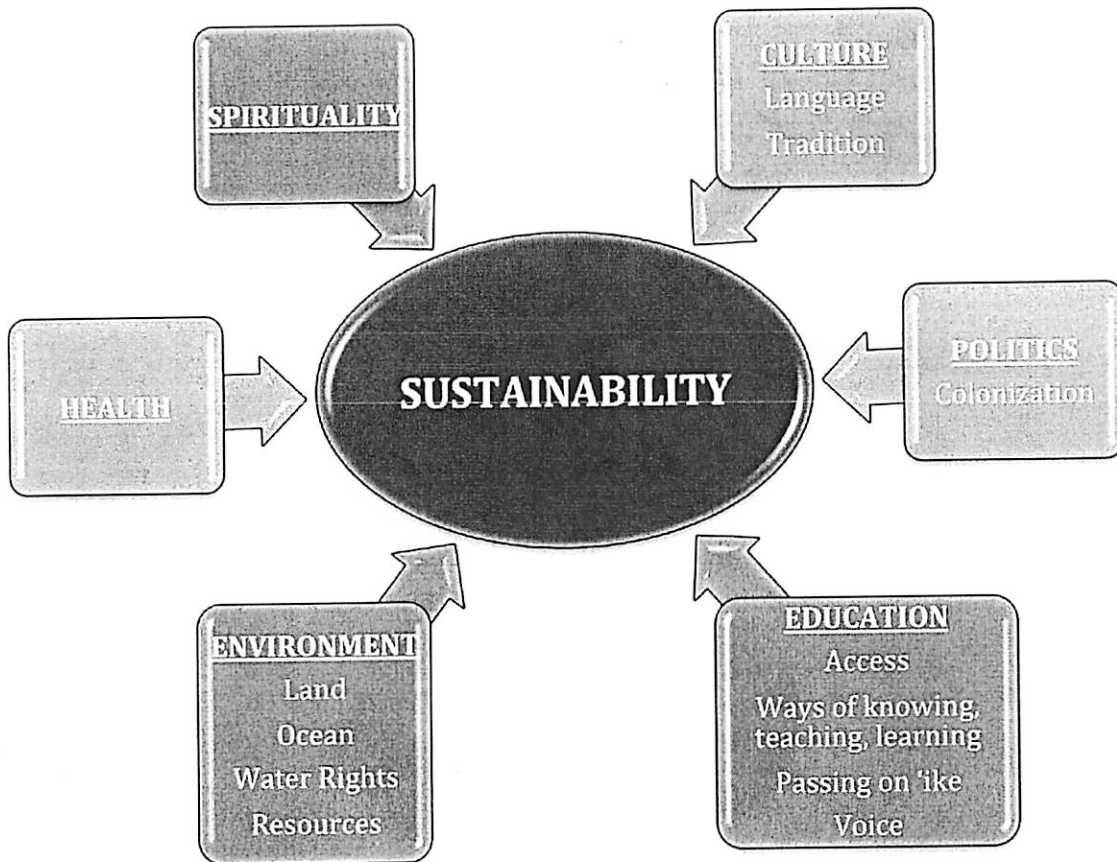
- How can we learn from one another to preserve resources?
- What choices will help us to sustain/nurture our resources?
- How can one person make a difference?
- How can we use indigenous knowledge to sustain/nurture our resources?

OVERVIEW

Sust`ĀINAbility Around the World is a curriculum plan that addresses the different facets of sustainability around the world, with an emphasis on building global relationships. The curriculum is intended for informal education, but units and lessons may be applied in classrooms, especially here in Hawai`i. This curriculum can be applied to an audience of stakeholders from around the world who are at the secondary level and higher (adults) from a variety of ethnicities, communities, and educational levels, and backgrounds. The goal is to help participating stakeholders understand the role of sustainability in developing and nurturing global relationships.

Through this curriculum participants will: build global relationships; share sustainability models and practices; share issues, challenges, and strategies they each face in their communities regarding sustainability; develop communication skills across global communities; learn to effectively use technology; and develop a sense of stewardship. They will also learn to value and incorporate indigenous epistemologies (knowledge) and combine them with non-indigenous/modern knowledge systems to develop strategies to promote sustainability.

This curriculum plan will follow the Hōkūle`a on its “World Wide Voyage” in 2013. It is intended to allow classrooms here in Hawai`i to be active contributors in the exchange of knowledge that is anticipated on this voyage as the wa`a visits communities throughout the globe. The curriculum is designed around the concept of **sustainability** of resources in six content areas: Health, Spirituality, Culture, Politics, Education, and the Environment. For this plan, we included self-standing unit plans for three of these content areas: Environment, Politics and Language, and Culture and Literature.



Each plan follows the same structure but activities vary depending on the content area being addressed. In implementing this curriculum plan, educators may conduct units and lessons simultaneously for more than one topic area.

An indigenous and standards-based approach was used to develop this curricula, unit and lesson plans. The Moenahā model, which is based on the “4MAT Model of Teaching and Learning” founded by Bernice McCarthy is conceptualized by four quadrants representing a natural cycle of learning that begins with meaning and ends with integrating new learning.

Moenahā is illustrated by four interlocking strips forming a mat, with each of the four quadrants representing one of the learning processes. The four quadrants are 1) *ho'olohe*, to listen, observe, and reflect upon this topic and why it is worthy of study; 2) *ho'opili*, to bring together and connect existing knowledge regarding this topic; 3) *ho'ohana*, to practice, use, or apply strategies that facilitate social change; and 4) *ho'opuka*, to produce or refine ideas and explore new

Similarly in standards-based planning, the curriculum with its accompanying unit plans are all structured into three parts that help move students from connecting prior knowledge to new knowledge and the deeper exploration and application of topics: building/activating the background, deepening the understanding and applying the knowledge.



UNIT/LESSON: SUSTAINABILITY Around the World
 GRADE LEVEL(S): Secondary/Post-Secondary
 SUBJECT AREA(S): Politics & Language Sustainability

DURATION (# of days): Flexible

KUMU KUKUI

MANA'O NUI
Big Concept

**Politics &
Language Sustainability**

MANA'O HO'OKO
Intent

To have participants learn about the issues indigenous communities around the world face with language sustainability in order to develop an understanding of the importance of preserving indigenous languages and an appreciation of their own languages.

KUMUHANA HA'AWINA
Skills & Content

- Indigenous languages
- Language preservation
- Colonization and impacts on language
- Language revitalization
- Linguicide
- Research skills
- Communication skills

ESSENTIAL QUESTION

How will learning about issues involved with indigenous language sustainability help students understand the importance of preserving indigenous languages and develop an appreciation of their own indigenous language?

LAU KUKUI

4 HO'OPUKA

Creating, producing & showcasing new knowledge

- Project will be added to database of resources on sustainability (in various forms: print, website/online resources, audio/visual pieces)

HO'OLOHE 1

Activating/Building the Background

- "Hook Activity": Languages of the world
- Language Blizzard
- Four Corners: Linguistic Imperialism—participants will draw on their own experiences to learn about topics in linguistic imperialism

Applying the Learning

- Language Preservation Action Plan

Deepening the Understanding

- Language timelines: in small groups, participants will create two timelines to chronicle the history of their own language and the language of the new port
- Data Retrieval Chart
- Create Venn Diagram to compare history of language imperialism between own community and each new port

3 HO'OHANA

HO'OPILI 2

ACTIVATING/BUILDING THE BACKGROUND (*Ho`olohe*)

The first section of the unit will set the foundation by creating an experience for participants that allows them to tie in their prior experience and knowledge. This is the “hook” where the seed for the concept is planted. In order for participants to learn about the overarching concept of “sustainability” as well as the content areas and driving questions, the unit will begin with an activity that allows them to understand the role of reciprocity and communication in maintaining relationships and how it is related to sustainability:

Lesson 1

Starter Activity: Sustainability Around the World

Participants are broken up into groups and each group is given a puzzle of a map of the world. Each group will have an “extra” piece and will have a “missing” piece for their own maps. They will have to communicate with other groups to determine whose missing piece they have and who has their missing piece. The object is for them to learn the importance of reciprocity and communication in building global relationships.

Participants will further develop an understanding of the overarching concept by thinking about what sustainability means to them and why it is important:

Lesson 2

What do we know about our sustainability?

“Anagram Game”

Participants will break down the word “Sustainability” to determine:

- 1) What words can you find?
- 2) What is the definition of “sustainability” and the words you came up with (look up in dictionary)?
- 3) What does “sustainability” mean to you?

SUSTAINABILITY		
Sustain	‘Āina	Ability

DEEPENING THE UNDERSTANDING (*Ho`opili*)

In the next section, participants will delve deeper into concept of sustainability and learn to look for patterns, trends, and relationships by examining the content areas, events, and issues from the perspectives of the different communities that Hōkūle`a will make contact with. Participants will compare and contrast sustainability from the different content areas between their own communities and the communities on the voyage to find common themes, struggles, and challenges. This will be implemented through a variety of activities that vary by content area. For more detail, please see content area lesson plans.

