

LAULIMA



Many Hands Working Together:Laulima at School

2nd Grade: Health Education



Foreword

Welcome to the Second Grade unit on the Hawaiian value of *Laulima*, which means “many hands working together.” This curriculum is specifically designed for second graders, providing age-appropriate and culturally-sensitive lessons that encourage a deep understanding of teamwork, cooperation, and school values. Through engaging activities, meaningful discussions, and reflective assessments, our goal is to help our young learners connect with the empowering idea of *Laulima* and how it can enhance their relationships with classmates and teachers.

Introduction

Last year in first grade, your students learned about *Laulima* in their families. This year, we’ll look at how *Laulima* works at school. We’ll discover how it helps students get along better with friends and work together in the classroom. As teachers, you’ll guide your students to understand *Laulima* and see how it makes their school days better and more fun. This adventure is all about learning to work as a team and being good friends to each other.

The Lessons

Our lesson plans are designed to be interactive and enjoyable, giving you the flexibility to choose the best activities for your students' interests and learning needs. The lesson structure includes:

- 1 KWL Chart:** Begin with what students know about Laulima, what they want to learn, and conclude with what they have learned.
- 2 Learning Targets:** Goals for each lesson, focusing on understanding and applying Laulima in a school context.
- 3 Success Criteria:** Indicators to evaluate if students have achieved the learning targets.
- 4 Discovery Questions:** Thought-provoking questions to encourage discussion about Laulima.
- 5 Instructional Strategy:** : "I Do, We Do, You Do" teaching model:
 - I Do: Teacher-led introduction and explanation.
 - We Do: Group activities to practice Laulima together.
 - You Do: Individual or small group activities.
- 6 Post-Lesson KWL Chart:** Final reflection on learning and any remaining questions.

Assessments

Our assessments are with aligned Na Hopena A'o (HĀ) statements (<https://www.hawaiipublicschools.org/DOE%20Forms/NaHopenaAoE3.pdf>):

1. **Strengthened Sense of Belonging:** I stand firm in my space with a strong foundation of relationships. A sense of Belonging is demonstrated through an understanding of lineage and place and a connection to past, present, and future. I am able to interact respectfully for the betterment of self and others.
2. **Strengthened Sense of Responsibility:** I willingly carry my responsibility for self, family, community and the larger society. A sense of Responsibility is demonstrated by a commitment and concern for others. I am mindful of the values, needs and welfare of others.
3. **Strengthened Sense of Excellence:** I believe I can succeed in school and life and am inspired to care about the quality of my work. A sense of Excellence is demonstrated by a love of learning and the pursuit of skills, knowledge and behaviors to reach my potential. I am able to take intellectual risks and strive beyond what is expected.
4. **Strengthened Sense of Aloha:** I show care and respect for myself, families, and communities. A sense of Aloha is demonstrated through empathy and appreciation for the symbiotic relationship between all. I am able to build trust and lead for the good of the whole.
5. **Strengthened Sense of Total Well-being:** I learn about and practice a healthy lifestyle. A sense of Total Well-being is demonstrated by making choices that improve the mind, body, heart and spirit. I am able to meet the demands of school and life while contributing to the wellbeing of family, 'āina, community and world.
6. **Strengthened Sense of Hawai'i:** I am enriched by the uniqueness of this prized place. A sense of Hawai'i is demonstrated through an appreciation for its rich history, diversity and indigenous language and culture. I am able to navigate effectively across cultures and communities and be a steward of the homeland.

HCPS-III Standards and Na Hopena A'O (HA)

Lesson 1 Alignment with HCPS-III Standards:

1. Social Studies Standard SS.2.1.1: Describe how each person belongs to different groups and communities - This standard is met through discussions and activities that explore how friendships form part of the various groups and communities within the school.
2. Health Education Standard HE.2.1.1: Understand the qualities of a good friend - The lesson focuses on understanding and reflecting on friendship qualities, directly addressing this standard.
3. Language Arts (Speaking and Listening) Standard LA.2.1.1: Engage effectively in a range of collaborative discussions - The lesson involves group activities, discussions, and reflective writing, which align with this standard.

Lesson 1 Alignment with Nā Hopena A'o (HĀ) Framework:

1. Belonging (Ho'ohana): The lesson fosters a sense of belonging through activities that require students to engage with their peers and recognize commonalities, thus building a more inclusive classroom community.
2. Responsibility (Kuleana): The concept of Laulima in the lesson emphasizes the idea of shared responsibility and working together for the common good, an essential part of the HĀ framework.
3. Excellence (Ho'omau): The lesson encourages students to strive for personal and collective excellence, particularly in their social interactions and collaborative projects.
4. Total Well-Being (Ola): The focus on friendships and cooperative learning contributes to the overall well-being of students, as it promotes a supportive and nurturing learning environment.
5. Hawai'i (Āina): Incorporating the Hawaiian concept of Laulima brings in a cultural perspective, helping students connect with and appreciate the values of the local Hawaiian culture.

Lesson 2 Alignment with HCPS-III Standards:

1. Health Education Standard HE.2.1.3 - Building and Maintaining Friendships: This standard focuses on teaching students ways to build and maintain friendships.
2. Social Studies Standard SS.2.2.1 - Importance of Positive Interpersonal Skills: The lesson aligns with this standard by illustrating and practicing the importance of positive interpersonal skills like cooperation and respectful communication in a group setting, which are essential in building a supportive classroom community.
3. Language Arts Standard LA.2.3.1 - Engaging in Collaborative Discussions: By involving students in role-play scenarios and group discussions about friendship and Laulima, the lesson meets this standard
4. Language Arts Standard LA.2.5.2 - Verbal and Nonverbal Techniques for Effective Presentations: During the role-play activities, students use verbal and nonverbal communication techniques to convey ideas and emotions related to friendship and teamwork, thus aligning with this standard.

Lesson 2: Alignment with Nā Hopena A'o (HĀ) Framework:

1. Belonging (Ho'ohana): Students learn to make everyone feel valued in the classroom through activities like role-playing and group discussions.
2. Responsibility (Kuleana): Students learn to create a positive classroom by being kind, understanding, and cooperative.
3. Excellence (Ho'omau): Students develop strong social skills that help them succeed academically and personally.
4. Total Well-Being (Ola): Students learn to be good friends and work well with others, supporting their emotional growth and creating a caring classroom.
5. Aloha: Students practice care, empathy, and understanding in their daily classroom interactions and friendships.

Laulima Lesson Plans



Lesson Plan 1

Friendship and Laulima

Learning Objective: Students will understand and apply the concept of Laulima (working together) to enhance their friendships and teamwork skills within the classroom environment.

Learning Target:

Students will understand the concept of Laulima (working together) and how it applies to friendships in the classroom.

Success Criteria:

- Students can explain what Laulima means.
- Students can identify ways to be a good friend.
- Students can participate in activities that demonstrate teamwork and friendship.

Learning Outcomes: (Optional)

- 1) Students will describe Laulima as collaborative teamwork and support within the classroom.
- 2) Students will participate in Friendship Bingo to find commonalities and practice teamwork.
- 3) Students will reflect on how Laulima helps them work together and support each other.
 - Describe the importance of Laulima within families.
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KWL (Know, Want to Know, Learned) Chart:

1. Before the lesson, create a KWL chart with the following headings "What I Know", "What I Want to Know", and "What I Learned".
2. Initiate a discussion on *Laulima*. "First, tell me what you remember about *Laulima*. What does it mean? Tell me what it means to be a good friend? Put this under What I Know.
3. Ask, what would you like to learn about *Laulima* in our classroom? Share what you would like to learn about making and being friends. Write their responses under "What I Want to Know".
4. Tell the students that they will record what they have learned after the lesson.

Discovery Questions:

- "How does working together (*Laulima*) help us make and keep friends?"
- "What did you learn about your classmates during our activities that can help you be a better friend?"
- "Why is it important to have friends who work together and support each other, like in *Laulima*?"

Materials:

1. Friendship Bingo Game:
 - Bingo cards with simple, age-appropriate prompts such as "Find someone who likes the same book as you" or "Find a classmate who plays the same sport." See card template at the end of this lesson plan.
 - Bingo markers or small stickers.
2. Friendship Bracelet/Lei Making Supplies:
 - Colored beads, string, and safe clasps for making bracelets/leis.
 - Instructions or examples of simple bracelet patterns.

K.W.L.

Know, Want To Know, Learned

What I Know

What I Want to Know

What I Learned

Activities:

I DO Teacher Introduction :

Introduce the concepts of friendship and Laulima.

Teacher Prompt: "Today we're going to talk about friendship and Laulima. Laulima means working together, and it's a big part of being a good friend."

WE DO We Do (Group Activity - Friendship Bingo):

Introduce the Friendship Bingo game, guiding students to find classmates who demonstrate friendship qualities and Laulima.

Teacher Prompt: "Let's play Friendship Bingo. When you find a classmate who matches a statement on your card, mark that square. This will help us see how we all can be good friends."

YOU DO You Do (Friendship Bracelet/Lei Making & Reflective Writing):

Instruct students on making friendship bracelets for each other, emphasizing cooperation and kindness.

Teacher Prompt: "Now, let's make friendship bracelets or leis. Choose colors that you think your friend will like. This is a way to show kindness and work together."

- After bracelet making, engage students in reflective writing about their experience.

Teacher Prompt: "Write and draw in your journal about making the bracelet. How did it feel to make something for a friend? How does this show Laulima?"

Post-Lesson KWL Chart Completion:

1) Review the KWL chart, adding what students have learned about friendship and Laulima.

Teacher Prompt: "Let's return to our KWL chart. What have we learned today about friendships and working together? Did you discover anything new?"

4. Bring the class back together and have each group share one scenario and their ideas for practicing *Laulima*.

Teacher: "Let's regroup and have each group share one scenario they discussed and how the characters can practice *Laulima* in their families. Who would like to share first?"

5. Allow each group to share their scenario and ideas, and encourage class discussion by asking additional questions.

Teacher: "Thank you for sharing your insights, Group A. Does anyone have any thoughts or comments to add?"

Example Scenario Cards:

1. Scenario: Your family is going on a hike to a beautiful waterfall. How can your family practice *Laulima* during the hike?
2. Scenario: It's time to clean up your house before a special family gathering. How can your family work together to clean and organize?
3. Scenario: Your younger sibling is having trouble with their homework. How can you and your family help them understand and complete their work?
4. Scenario: Your family is preparing a traditional Hawaiian meal. How can each family member contribute and work together in the kitchen?
5. Scenario: Your family is getting ready for a community beach clean-up event. How can your family cooperate to make a positive impact on the environment?

Individual Activity: Drawing Laulima in My Family:

1. Distribute individual response sheets to each student.

Teacher: "Now, it's time to show how you can practice Laulima in your own family. Each of you will receive an individual response sheet."

2. Instruct students to choose one scenario from the ones discussed in their groups.

Teacher: "Think about the scenarios we discussed in our groups. Choose one that you found interesting or that you can relate to in your own family."

3. Students should draw a picture of how they would demonstrate Laulima in that scenario within their own family on their response sheets.

Teacher: "Using your response sheet, draw a picture that shows how you would practice Laulima in that scenario with your family. Be creative and think about specific actions you could take to work together as a team."

4. Encourage students to add labels or captions to their drawings to explain their actions.

Teacher: "Feel free to add labels or captions to your drawings to explain what you and your family are doing to practice Laulima. This will help us understand your ideas better."

5. Once students have completed their drawings, invite them to share their artwork and explain how their actions represent Laulima in their families.

More Activities

In-Class Early Finishers:

- Create a mini poster illustrating the concept of Laulima using drawings and words.
- Write a short story about a family working together to solve a problem, highlighting the values of cooperation and teamwork.
- Play a memory game with cards featuring pictures of family activities and working together.

Assessment

1. Understand Friendship and Laulima (Aligned with 'Belonging' and 'Responsibility'):

Assessment: Review reflective writings or drawings to assess understanding of friendship (Belonging) and Laulima (Responsibility).

Method: Check for expressions of feeling connected to others (Belonging) and contributions to group activities (Responsibility).

2. Develop Friendship Skills and Practice Laulima (Aligned with 'Excellence' and 'Resilience'):

Assessment: Observe interactions during Friendship Bingo and bracelet-making activities for demonstration of Excellence in social skills and Resilience in cooperating with others.

Method: Note instances of positive social interactions and ability to overcome challenges in group activities.

3. Reflect on the Importance of Friendships and Laulima in School (Aligned with 'Total Well-Being' and 'Hawai'i'):

Assessment: Assess contributions to group discussions and KWL chart focusing on total Well-Being through supportive friendships and understanding of Laulima as part of Hawaiian values.

Method: Review 'Learned' section of the KWL chart and listen for insights into how friendships and teamwork contribute to a supportive learning environment.

4. Friendship Bingo Engagement (Aligned with 'Excellence' and 'Resilience'):

Criteria: Monitor engagement and interpersonal skills during the game.

Method: Assess enthusiasm, willingness to interact, and how students handle the challenge of finding peers matching Bingo prompts.

In-Class Early Finishers

1. Laulima Art Station:

Set up an art station with materials like colored paper, markers, and stickers. Students can create posters or artwork illustrating the idea of many hands working together (Laulima).

2. Friendship Book Reading:

Create a mini-library with books about friendship and cooperation. Early finishers can choose a book to read quietly in a designated reading corner.

3. Kindness Cards:

Provide index cards and art supplies for students to create "Kindness Cards." They can write or draw acts of kindness they can perform, both in and out of the classroom.

At-Home Activities

1. Laulima Family Project:

Have students collaborate with their families on a "Laulima Family Project." This could involve working together on a craft, cooking a meal as a family, or completing a teamwork-oriented task at home.

2. Friendship Recipe:

Ask students to create a "Friendship Recipe" that includes ingredients like kindness, sharing, listening, and cooperation. They can decorate the recipe and discuss it with their families.

Lesson Plan 2

Building Laulima in the Classroom

Learning Objectives:

1. Students will recognize roles in group activities by identifying at least one role and explaining how each one contributes through role play.
2. Students will demonstrate at least one observable cooperative behaviors such as taking turns, listening, compromising, encouraging others, etc. during group activities.
3. Students will give at least one examples of how teamwork and friendship make the classroom environment better through written reflection or discussion.

Learning Target:

Students will understand and practice Laulima (working together) by participating in group activities and reflecting on how teamwork and friendship enhance the classroom environment.

Success Criteria:

1. Students will recognize and describe different roles in group activities.
2. Students will actively participate in group activities, showing cooperation and teamwork (Laulima).

Learning Outcomes: (Optional)

1. Students will identify at least one role in group activities and explain how each role contributes through role play.
2. Students will demonstrate at least one cooperative behavior, such as taking turns, listening, compromising, or encouraging others during group activities.
3. Students will provide at least one example of how teamwork and friendship improve the classroom environment through written reflection or discussion.

Materials:

For "I Do" (Demonstration and Discussion):

- Whiteboard and markers for listing key friendship behaviors.
- Visual aids (posters or pictures) depicting acts of friendship.

For "We Do" (Interactive Role-Playing):

- Scenario cards with written friendship situations for role-playing.
- A small object or token to be passed around to indicate the acting student.

For "You Do" (Coloring Page Activity):

- Coloring pages with scenes showing various positive friendship behaviors.
- Crayons, markers, and colored pencils for coloring.

KWL (Know, Want to Know, Learned) Chart:

1. Before the lesson, create a KWL chart with the following headings "What I Know", "What I Want to Know", and "What I Learned".
2. Initiate a discussion on Laulima. "Let's start by sharing what we already know about teamwork and being friends. What are some ways we help each other in our class?" Put this under What I Know.
3. "Now, think about what you want to learn. Are there things about being a good friend or working as a team that you're curious about?". Write their responses under "What I Want to Know".
4. Tell the students that they will record what they have learned after the lesson.

Lesson

I DO "I Do" (Teacher-Led Demonstration and Discussion)

Activity:

- The teacher models behaviors such as active listening, offering help, showing kindness, and working cooperatively with others.
- Engage the class in a discussion about these behaviors, asking questions like "What makes a good friend?" or "How can we be helpful and inclusive to everyone in our class?"

Teacher Prompt: "Let me show you what being a good friend looks like. Watch how I listen carefully, help out, and work together with others. Let's talk about why these things are important in friendship."

WE DO "We Do" (Interactive Role-Playing in a Circle)

Activity:

- Students sit in a circle. The teacher provides simple scenarios that depict friendship skills like sharing, including others, or being kind.
- Students act out a scenario and the others in the circle guess what positive friendship behavior is being demonstrated.

Teacher Prompt: "Now, it's our turn to act out what we've discussed. If you're acting, show us a way to be a good friend. What kind words can you use. Those in the circle, can you guess what friendship behavior they're showing?"

YOU DO "You Do" (Coloring Page Activity)

Activity:

- Distribute coloring pages with scenes depicting various friendship behaviors.
- As students color, they reflect on the role-plays and discussions, thinking about how each scene relates to being a good friend.

Assessment

Assessment Aligned with Objectives and Nā Hopena A'o (HĀ) for Lesson Plan 2

Objective 1: Recognize and Describe Positive Friendship Behaviors

- Assessment: Evaluate students' ability to identify and articulate positive friendship behaviors as demonstrated in role-plays and discussions.
- Alignment with HĀ - Belonging (Ho'ohana): Assess how students' understanding and demonstration of inclusive behaviors contribute to a sense of belonging in the classroom.
- Method: Observe and note students' participation in role-plays and discussions, focusing on their ability to recognize and describe behaviors that foster inclusivity and belonging.

Objective 2: Demonstrate Laulima in Action

- Assessment: Observe students' participation in group activities, noting instances where they exhibit cooperation and teamwork (Laulima).
- Alignment with HĀ - Responsibility (Kuleana) and Aloha: Assess how students take responsibility for their role in group activities and show care and empathy in their interactions.
- Method: Monitor group activities for cooperative behaviors and respectful communication, reflecting students' understanding of their role in fostering a positive environment.

Objective 3: Reflect on the Value of Teamwork and Friendship

- **Assessment:** Review students' responses in reflective coloring activities or journal entries to gauge their understanding of the importance of teamwork and friendship.
- **Alignment with HĀ - Total Well-Being (Ola) and Excellence (Ho'omau):** Evaluate students' reflections for insights into how teamwork and friendship contribute to their well-being and personal development.
- **Method:** Collect and review students' coloring pages or journal entries, looking for expressions that indicate an understanding of how teamwork and friendship skills contribute to personal and classroom well-being.

Here are supplemental activities for both in-class early finishers and at-home activities that reinforce the concepts of Laulima, friendship, and cooperation for 2nd graders:

IN-CLASS EARLY FINISHERS



- Friendship Art Gallery: Set up an "Early Finishers Friendship Art Gallery" in a designated area of the classroom. Provide art supplies, and encourage students to create friendship-themed artwork during their free time.
- Friendship Bookmarks: Ask students to design friendship-themed bookmarks that can be used in class or shared with their friends. These bookmarks can include positive messages about friendship.

AT-HOME ACTIVITIES

- Random Acts of Kindness: Encourage students to perform random acts of kindness at home, such as helping with chores or being extra polite. They can keep a kindness journal and share their experiences during class.

Friendship

B I N G O

Likes to Draw	Has a pet	Enjoys reading	Can ride a bike	Loves pizza
Likes to play outside	Has been to the beach	Likes Dinosaurs	Enjoys puzzles	Favorite color is blue
Can swim	Has a brother or sister		Collects something	Wants to be a superhero
Has seen a rainbow	Has built a sandcastle	Likes to sing	Enjoys playing sports	Likes to help in the kitchen
Has been in a boat	Likes to climb trees	Has a favorite cartoon	Can count to 100	 Has a funny joke to tell

Laulima



Laulima



