

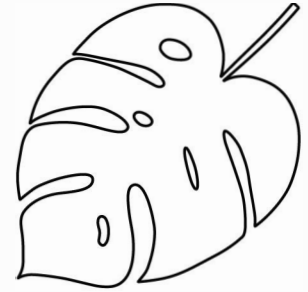
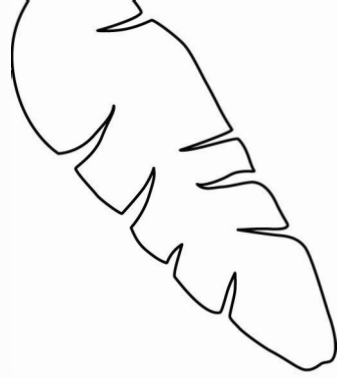
LAULIMA



Introduction to Laulima: Many Hands Working Together

Unit Plan for K: Health Education



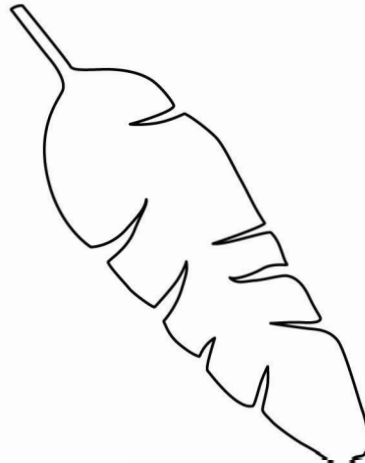
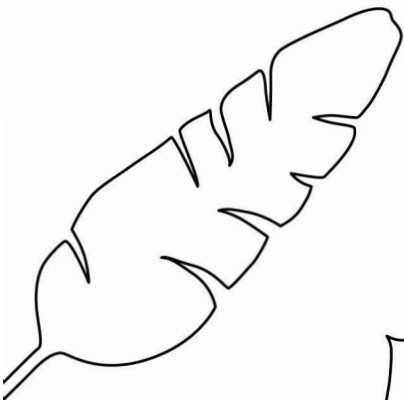
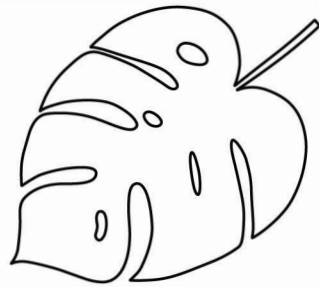


**KOLOHE
TIME**

LAULIMA

Many Hands Working Together

Grade Level Kindergarten | Subject Health Education



Foreword

Welcome to this instructional book that explores the powerful Hawaiian value of *Laulima* - “many hands working together” - and its positive impact within families. This special curriculum is tailor-made for kindergartners, offering age-appropriate and culturally-sensitive teachings that instill a deep respect for family, community, and cultural values. Through engaging activities, heartfelt discussions, and thoughtful assessments, we guide our little learners to connect with the inspiring concept of *Laulima* and discover how it can enrich their relationships with loved ones. Get ready for an exciting journey of togetherness and the limitless potential it brings!

Introduction

Let’s embark on a wonderful exploration of the Hawaiian value of *Laulima* together! In the Hawaiian culture, *Laulima* holds immense significance, particularly within our families, community and the world. It’s all about the joy of working together and helping one another. As kindergarten teachers, you have a remarkable opportunity to introduce this precious concept to your students. By understanding the importance of *Laulima* and how it brings people closer, you’ll be equipped with the knowledge to lead meaningful discussions and confidently address any questions that arise during your lessons. Embrace this exciting journey of nurturing teamwork and cooperation among your young learners, empowering them to create a positive impact in their classrooms and beyond!



The Lessons

The Laulima lesson plan is the core of this book. Here, we detail a full instructional sequence which includes:

- 1 KWL Chart:** An initial KWL (Know, Want to know, Learned) chart activity to assess the students' preexisting knowledge about Laulima and set the stage for new learning.
- 2 Learning Targets:** Learning targets are specific learning goals set for a particular Hawaiian value. It outlines what the students are expected to understand and be able to do by the end of the lesson, focusing on the desired outcome of learning rather than the activity.
- 3 Success Criteria:** Success criteria are descriptions to determine if students have successfully reached their learning goals. They help teachers and students understand if the learning target has been met and provide valuable feedback on the quality of student learning.
- 4 Learning Objectives and Outcomes (Optional):** In addition to learning targets and success criteria, teachers can include learning objectives and outcomes in their instructional planning. These elements can further enhance teaching practices and support students' growth and development. Learning objectives provide clear statements of what students are expected to learn, while learning outcomes focus on the broader impact of their learning. Together, these tools provide a clear direction for teaching and learning, highlighting specific knowledge, skills, and behaviors that students will acquire.
- 5 Instructional Strategy: A structured "I Do, We Do, You Do" teaching model that scaffolds students' learning:**
 - **I Do:** Teacher-led discussion and demonstration.
 - **We Do:** Collaborative mural project illustrating Laulima in action.
 - **You Do:** Independent application activities such as drawing a picture and telling about the drawing, or completing an activity such as a puzzle or coloring activity.
- 6 Post-Lesson KWL Chart:** A concluding KWL chart activity for students to reflect on their learning and identify any remaining questions or areas for further exploration.

Assessments

In addition, we offer detailed assessments that allow you to keep track of your students' progress. We will use the success criteria during the assessment to evaluate how well your students have met the learning target. These criteria provide clear guidelines for what we expect to see in the student's work, ensuring they clearly understand the concepts. We have provided additional prompts to help teachers implement the assessment.

There are also optional assessment if you are assessing using learning outcomes. These assessments come in two forms: formative assessments, which help you monitor learning throughout the lesson, and summative assessments, which evaluate understanding once the lesson is completed. By using these assessment strategies, you can ensure that the learning targets are met and that your students can apply their understanding of Laulima in their own lives. Embrace these tools as valuable resources to support your students' growth and celebrate their achievements along the way.

Supplemental Activities

We have additional activities that go beyond the main lesson plan! We have a variety of supplemental activities available that are specially designed to enhance learning. These activities can be used in the classroom, at home, or even as creative coloring exercises. They provide flexibility, allowing you to customize the learning experience based on the unique dynamics of your classroom and the needs of your students.



HCPS-III Standards

Standard 1: The Understanding of Health Concepts.

- Students learn about *Laulima*, a way of working together that can make everyone feel better and healthier.

Standard 5: The Ability to Use Interpersonal Communication Skills to Enhance Health.

- Students practice talking with each other and working as a team during activities, which helps them get better at communicating in a way that is helpful and positive.

Standard 7: The Ability to Practice Health-Enhancing Behaviors and Avoid or Reduce Health Risks.

- By learning about and practicing *Laulima*, students learn how to behave in a way that is good for their emotional health and makes the classroom a nicer place for everyone.

Na Hopena A'O (HĀ)

Lesson 1: Introduction to *Laulima*

- **HĀ Guideline: Aloha** - To value and care for others and the world around us.
- **Alignment:** This lesson aligns with the Aloha guideline by introducing students to the concept of *Laulima*, which emphasizes the value of working together and helping others.

Lesson 2: *Laulima* at the Playground

- **HĀ Guideline: Kuleana** - To accept responsibility for one's own learning and actions.



- **Alignment:** This lesson aligns with the Kuleana guideline by encouraging students to actively participate and take responsibility for working together and cooperating at the playground.

Lesson 3: Laulima at Home

- **HĀ Guideline:** Laulima - To collaborate and contribute to the collective well-being of our communities.
- **Alignment:** This lesson aligns with the Laulima guideline by exploring the practice of Laulima within the family setting and emphasizing the importance of working together to create a positive and supportive home environment.

Lesson 4: Laulima in My Community

- **HĀ Guideline:** Kākou - To demonstrate selfless collaboration, active participation, and group responsibility.
- **Alignment:** This lesson aligns with the Kākou guideline by focusing on the understanding and application of Laulima in the broader community context, encouraging students to participate and contribute to their community's well-being actively.

Laulima Lesson Plans



Lesson Plan 1

Introduction to Laulima

Learning Target:

"I can understand the meaning of Laulima and its importance."

Success Criteria:

- **"I can explain what Laulima means."**
- **"I can participate in a group activity demonstrating Laulima."**
- **"I can tell a time when I practiced Laulima."**

Learning Outcomes: (Optional)

- **Students will understand the concept of Laulima and its importance in a community.**
- **Students will demonstrate the application of Laulima in a classroom activity.**
- **Students will reflect on personal experiences where they practiced Laulima.**

Pre-Lesson:

Teacher's script: "Today, we are going to learn about a special word called Laulima. It's a Hawaiian word meaning 'many hands working together'. Let's use our chart here to find out what we know about working together and what we want to learn. I'll write down your thoughts and questions, and at the end of our lesson, we'll see how much we've learned!"

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". (See next page.)
2. Initiate a discussion on Laulima. Ask students to share their understanding of working together. Write their responses under "What I Know".
3. Ask students what they want to learn about Laulima or working together. Write their responses under "What I Want to Know".
4. Tell the students that they will record what they have learned after the lesson.

Teacher's Script: "As we learn about Laulima, keep be thinking about these questions. I will ask these questions throughout our lesson.":

- 1) What does Laulima mean?
- 2) How can we show Laulima in our classroom or playground?
- 3) Why is it good when we work together?
- 4) Can you think of a time when you practiced Laulima?

Materials:

1. Poster board or whiteboard
2. Markers
3. Pictures of families, friends, and community members working together
4. Example of simple Laulima scenarios
5. Construction paper
6. Art supplies (colored pencils, crayons, paper, scissors)

K.W.L.

Know, Want To Know, Learned

What I Know

What I Want to Know

What I Learned

Activities:

I DO **Teacher Introduction:** "Let's think about Laulima. Imagine if we wanted to clean our classroom. Could one person do it all by themselves? It might be difficult and take a lot of time. But if we all work together - if we use Laulima - we can make the job easier and more fun!"

- Show pictures of kids, families and community members working together and ask the students what they notice about the pictures.

WE DO **Class Discussion:** "We are going to create our very own flower garden. But here's the exciting part - we are all going to work on it together, just like the Laulima we talked about. Remember, Laulima means many hands working together. Let's begin."

- Distribute flowers made out of construction paper (already cut out) and markers to each student.

"I would like each of you to color at least two flowers. You can color it however you want. You can color the flower red, yellow, orange or a combination of many flowers."

- As students are coloring their flowers, walk around the classroom, providing help and guidance as necessary.
- Once all flowers are complete, bring out the large poster board.

"Now, we are going to take all of our beautiful flowers and arrange them on this poster board to create our garden. This will be our Laulima Garden, a garden we have created together."

- Assist the students in gluing their flowers onto the poster board. Encourage them to work together in deciding where to place their flowers.
- After the garden is complete, place it in a prominent place in the classroom as a reminder of their collaborative effort.
- OR you can create a bulletin board for the flowers to be displayed.

YOU DO

Independent Activity: "Now that we've created our Laulima Garden together, it's time for you to think about a time when you worked together with someone else, just like we did with our garden. I want you to draw a picture of that time. It could be at home, at school, at the playground, or anywhere where you worked together with others."

- Distribute the drawing paper and crayons or colored pencils to each student.
- As students work on their drawings, circulate around the room, chatting with them about their drawings and the experiences they are depicting.
- After all students have finished their drawings, invite them to share their pictures and stories with the class if they wish.

"I am so proud of all of you for thinking of ways you have practiced Laulima in your lives. Remember, when we work together, we can accomplish great things."

Post Lesson (Revisit KWL Chart)

Step-by-Step Instructions:

1. At the end of the lesson, gather students together and bring out the KWL chart that was created at the start of the lesson.
2. Teacher's script: "Remember our KWL chart? We've finished our lesson on Laulima, so let's take a look at what we've learned!"
3. Refer back to the "K" column of the chart (What We Know), and compare it with the new knowledge that the students have gained during the lesson.
4. Teacher's script: "Look at all the things we knew about Laulima at the start. Now, after our lesson, what have we learned?"
5. Write down the students' responses in the (What We Learned) column. Encourage students to share as much as they can about what they have learned.

6. Teacher's script: "I see we've learned so much about Laulima and how it's important in our lives. Do we still have questions about Laulima?"
7. Write down any remaining questions that students might have in the (What We Want to Know) column. These questions can guide future lessons or discussions about Laulima.
8. Teacher's script: "Well done, everyone! I am so proud of what we've learned together about Laulima. Let's keep these lessons in mind as we work together in the future."

More Activities

In-Class Early Finishers:

- Laulima Coloring Sheet: Provide a coloring sheet featuring an image of children working together (perhaps cleaning up toys, gardening, or building a sandcastle). On the top, write "Laulima is working together!"
- Puzzle Time: Provide puzzles that require teamwork. Encourage early finishers to work together to complete the puzzle.
- Role-Play: Set up a small role-play station where early finishers can act out scenarios of working together, such as a pretend kitchen where they have to make a meal together.

At-Home Activities:

- Family Chores: Encourage students to help with a chore at home, emphasizing that they're practicing Laulima by working together with their family.
- Story Writing: Have students create a simple picture story about a time they helped at home or worked with their siblings or friends.
- Nature Walk: On a family walk, ask students to collect different leaves or rocks. They could work together with siblings or parents to find as many different kinds as possible.

Coloring Book Activities:

- Create a Laulima Scene: Provide a blank page with the heading "Draw a scene where you and your friends are practicing Laulima."
- Color the Friends: Include a coloring page of a group of friends working together on a project. The caption could read "Color the friends who are practicing Laulima."
- Connect the Dots: Create a connect-the-dots activity that, when completed, reveals an image of children working together.



Assessment

Success Criteria 1: Understand the Meaning of Laulima

Question: Can you tell me what Laulima means?

Teachers should look for:

- Students' understanding that Laulima represents the concept of many hands working together or a cooperative effort towards a common goal.
- Teachers could say: "That's right! Laulima means many hands working together. We can achieve great things when we cooperate and work as a team."

Success Criteria 2: **Understand the Role of Laulima in a Group Setting**

Question: " Why is it good when we work together? "

Teachers should look for:

- **Whether students contribute to the task, display teamwork, and cooperate with their peers. Notice if students assist one another, if they share ideas and supplies, and if they help solve any disagreements or conflicts that arise.**
- **Teachers could say: "When you were creating the garden, how did you work as a team? Can you give examples of how you practiced Laulima**
- **Teachers could say: "I noticed you worked well with your group members, you shared your materials, and listened to your friends' ideas. That is a great example of practicing Laulima!"**
- **Discussion:** Ask students about the experience. Did they feel like they were part of a team? How did they contribute to the team?
- Teachers could say: "When you were creating the garden, how did you work as a team? Can you give examples of how you practiced Laulima?"

Success Criteria 3: Understand the Meaning of Laulima

Question: Can you think of a time when you practiced Laulima?

Artwork Review: Review the individual drawings.

Teachers should look for:

- **Drawings that represent an understanding of teamwork or cooperation and that reflect a situation where the student worked with others.**

Discussion: Ask students about their drawings.

- Teachers could say: "Your drawing shows a time when you helped your friend clean up the toys. That's a wonderful example of Laulima!"
- OR teachers could say: "Tell me more about your drawing. How were you working with others in this picture?"

Assessments: Optional (If using Learning Outcomes)

1. **Formative Assessment: Through the KWL chart and class discussions, assess students' understanding of Laulima before, during, and after the lesson.**
2. **Formative Assessment: Observe students during the 'Laulima Garden' activity to see if they're applying the principles of Laulima effectively.**
3. **Summative Assessment: Review students' individual drawings and stories for their understanding and application of Laulima.**
4. **Formative Assessment: Revisit the KWL chart to assess what students learned about Laulima, whether their questions have**

Assessments: Optional (If using Learning Outcomes)

- 1. Formative Assessment:** Through the KWL chart and class discussions, assess students' understanding of Lāulima before, during, and after the lesson.
- 2. Formative Assessment:** Observe students during the 'Lāulima Garden' activity to see if they're applying the principles of Lāulima effectively.
- 3. Summative Assessment:** Review students' individual drawings and stories for their understanding and application of Lāulima.
- 4. Formative Assessment:** Revisit the KWL chart to assess what students learned about Lāulima, whether their questions have been answered, and if there are any remaining questions.

Lesson Plan 2

Laulima in the Playground

Learning Target:

"I can demonstrate Laulima by working together and helping others at the playground."

Success Criteria:

- **I can identify situations at the playground where I can practice Laulima.**
- **I can participate in group activities at the playground, cooperating and taking turns.**
- **I can explain how helping others at the playground creates a positive environment.**

Learning Outcomes: (Optional)

- **Students will demonstrate the concept of Laulima at the playground.**
- **Students will recognize situations where they can practice Laulima and cooperation.**
- **Students will reflect on their actions and how they contribute to a positive environment.**

Materials:

1. **Poster board or whiteboard**
2. **Markers**
3. **Pictures of families, friends, and community members working together**
4. **Example of simple Laulima scenarios**
5. **Construction paper**

Pre-Lesson:

1. Display a KWL chart with three columns: "What We Know," "What We Want to Know," and "What We Learned."
2. **Teacher's Script:** Today, we will explore how we can practice *Laulima* at the playground. Let's begin by discussing what we already know about playing together and helping others at the playground. Share your thoughts, and I will write them down in the first column.

Introduction

1. **Teacher's Script:** *Laulima* is about working together and helping each other. At the playground, we can practice *Laulima* by playing together and showing kindness. Look at these pictures of children playing at the playground. What do you notice about how they are playing together?
2. Show pictures of children playing together at the playground and facilitate a brief discussion about cooperation and helping others.

Activities

I DO **Teacher's Script:** Let's think about different ways we can practice *Laulima* at the playground. I'll provide some examples, and you can tell me if it demonstrates *Laulima* or not.

Present scenarios such as sharing toys, taking turns on the swings, or helping someone who fell down. Ask the students if these actions demonstrate *Laulima* or not and encourage them to explain their reasoning.

WE DO **Teacher's Script:** Now, we will go to the playground and practice *Laulima* together. We will engage in group activities that require cooperation and helping each other. Let's form a line and walk quietly to the playground.

Engage students in various group activities at the playground, such as playing a game of tag where they have to work together to catch each other or organizing a mini-obstacle course where they take turns completing different challenges.

YOU DO **Teacher's Script:** It's time for you to demonstrate Laulima individually. Choose a partner and find a way to help them or play together at the playground. Think about what we've discussed and how you can create a positive environment.

Observe students as they play and interact with each other, providing support and guidance as needed.

Closure

1. **Teacher's Script:** Let's gather back as a group and reflect on our time at the playground. Think about how you demonstrated Laulima and what you learned about working together and helping others. Share your thoughts with a partner, and then we'll have a few volunteers share with the whole class.
2. Provide students with an opportunity to share their experiences and reflections with their partners and the whole class.

Post-Lesson

1. Revisit the KWL chart and ask students to contribute to the "What We Learned" column. Summarize the main points discussed during the lesson.
2. **Teacher's Script:** Look at all we have learned about practicing Laulima at the playground. We understand the importance of working together and helping others to create a positive environment. Great job, everyone!

Assessment

Success Criteria 1: I can identify situations at the playground where I can practice Laulima.

Structured Observation: During the playground time, observe the students identifying situations where Laulima can be practiced.

Teachers should look for:

- Students spotting instances where they could step in and cooperate or lend a hand, such as someone struggling with playground equipment or a game that requires more participants.
- Teachers could say: ""I noticed you saw your classmate was having difficulty climbing up the slide and you offered your help. That's a great example of identifying when to practice Laulima. Can you think of any other situations where you could do the same?""

Success Criteria 2: **I can participate in group activities at the playground, cooperating and taking turns.**

Structured Observation & Group Participation: Monitor the students as they engage in group activities on the playground, taking special note of their participation and how well they cooperate and take turns.

Teachers should look for:

- **Active participation in group activities, practicing cooperation, and turn-taking, which may include playing a team-based game or sharing playground equipment.**
- **Teachers could say: ""I was pleased to see you sharing the swings and waiting patiently for your turn. This is exactly how we practice Laulima in group activities. How did you feel participating in this way?""**

Success Criteria 3: I can explain how helping others at the playground creates a positive environment.

Reflective Discussion: After the playground time, hold a classroom discussion asking students to reflect on their experiences and explain how helping others helped create a positive environment.

Teachers should look for:

- **Students expressing understanding that their helpful actions contribute to a positive playground environment, such as acknowledging that sharing and cooperation lead to more fun and less conflict.**
- Teachers could say: : "You mentioned that when you helped others on the playground, everyone seemed happier. That's right! Helping others does create a more positive environment. Can you give another example of how helping others made a positive impact today?"

Assessments: Optional (If using Learning Outcomes)

- **Formative Assessment: Through a discussion on Laulima at the playground, assess students' understanding of how they can practice Laulima in a real-world setting.**
- **Formative Assessment: Observe students during the playground activities to see if they're applying the principles of Laulima effectively.**
- **Summative Assessment: Conduct a class discussion after the playground activity to reflect on their experiences and assess their understanding of Laulima.**
- **Formative Assessment: Provide students with a simple worksheet or prompt where they can draw a picture or write a sentence about a time they practiced Laulima at the playground.**

More Activities

- **School Activity:** Invite students to create a “Laulima at the Playground” poster or collage using pictures from their playground experience. They can include drawings, cut-outs, and written captions to showcase different instances of Laulima. Display the artwork in the classroom or hallway to promote the value of working together.
- **Home Activity:** Encourage students to share with their families what they learned about Laulima and how they practiced it at the playground. They can discuss examples of working together and helping others, fostering a sense of collaboration within their family.
- **Coloring Book Activity:** Provide students with coloring pages that depict children practicing Laulima at the playground. They can use their creativity to color the images while reflecting on the importance of teamwork and cooperation.
- **Role-Play Activity:** Set up a role-play station in the classroom where students can take turns acting out scenarios at the playground. Assign roles for different characters, emphasizing the value of Laulima in their interactions. This activity allows them to practice problem-solving and empathy.
- **Book Corner:** Create a book corner dedicated to books about teamwork, cooperation, and helping others. Students can explore these books during free reading time and discuss the themes of Laulima within the stories.

Lesson Plan 3

Laulima in My Family

Learning Target:

"I can understand and demonstrate Laulima in my family by working together and helping each other."

Success Criteria:

- "I can identify ways I can practice Laulima in my family."
- "I can participate in family activities, cooperating and showing kindness."
- "I can explain how helping others in my family creates a positive environment."

Materials:

- Large chart paper and markers
- Pictures of families engaged in various activities
- Construction paper, scissors, glue
- Art supplies (colored pencils, crayons)
- "Laulima in My Family" coloring sheets
- Optional: Family-themed books or storybooks

Pre-Lesson:

1. Display a KWL chart with three columns: "What We Know," "What We Want to Know," and "What We Learned."
2. **Teacher's Script:** Today, we will explore the concept of Laulima in our families. Let's begin by discussing what we already know about working together and helping each other in our families. Share your thoughts, and I will write them down in the first column.

Introduction

1. **Teacher's Script:** Laulima is about working together and helping each other. In our families, we can practice Laulima by doing things together and being kind. Look at these pictures of families doing activities together. What do you notice about how they are working as a team?
2. Show pictures of families engaged in various activities and facilitate a brief discussion about cooperation, teamwork, and helping each other.

Activities

I DO **Teacher's Script:** Let's think about different ways we can practice Laulima in our families. I'll provide some examples, and you can tell me if these actions demonstrate Laulima or not.

Present scenarios such as helping a family member with chores, playing games together, or making a meal together. Ask the students if these actions demonstrate Laulima or not and encourage them to explain their reasoning.

WE DO **Teacher's Script:** Now, we will create a family craft project that represents Laulima. We will make a "Helping Hands" collage to show how we work together and help each other in our families.

Distribute construction paper, scissors, glue, and art supplies to each student.

Teacher's Script: Cut out hand shapes from the construction paper and decorate them. On each hand, write or draw something that represents how you help or work together with your family.

Assist the students in cutting out hand shapes and creating their "Helping Hands" collage. Encourage them to think about specific actions they do with their family to demonstrate Laulima.

YOU DO **Teacher's Script:** Now it's your turn to share an example of *Laulima* in your family. Think about something you do with your family that shows how you work together and help each other. Draw a picture of that activity.

Provide students with the "Laulima in My Family" coloring sheets and art supplies.

Teacher's Script: Take your time to color the picture and think about how you demonstrate *Laulima* in your family. When you're finished, we'll share our pictures with the class.

Observe students as they work on their drawings, offering support and guidance as needed.

Closure

1. **Teacher's Script:** Reflect on the activities we have done today and how they represent *Laulima* in our families. Think about how working together and helping each other creates a positive and caring environment. Share with a partner one thing you have learned about *Laulima* in your family.
2. Provide students with an opportunity to share their reflections with their partners and encourage active listening and positive feedback.

Post-Lesson

1. Revisit the KWL chart and ask students to contribute to the "What We Learned" column. Summarize the main points discussed during the lesson and highlight their understanding of *Laulima* in the context of their families.
2. **Teacher's Script:** Look at all we have learned about *Laulima* in our families. We understand the importance of working together and helping each other to create a strong and loving family. Great job, everyone!

Assessment

Success Criteria 1: I can identify ways I can practice Laulima in my family.

Assessment: Evaluate student responses during the “I Do” phase when they are identifying if actions demonstrate Laulima. Additionally, check the “Helping Hands” collage to see if they can represent Laulima through their craft.

Reflective Discussion: Ask students to discuss what they included on their “Help ing Hands” collage and why.

Teachers should look for:

- Insightful responses that clearly indicate an understanding of how to practice Laulima at home.
- Teachers could say: “I noticed you drew a picture of you washing dishes on your ‘Helping Hands’ collage, that’s a great way of practicing Laulima at home. How does it feel when you help your family in this way?”

Success Criteria 2: **I can participate in family activities, cooperating and showing kindness.**

Assessment: Observe student behavior and participation during the “We Do” phase. Check to see if they are cooperating with their classmates and showing kindness.

Reflective Discussion: After the activity, have students reflect on their behavior during the activity and discuss any similarities with how they behave at home.

Teachers should look for:

- **Instances of students cooperating with each other and showing kindness during the activity.**
- **Teachers could say: “It was wonderful to see how you worked together during our activity, just like how we practice Laulima at home. Can you share other instances where you cooperate with your family members?”**

Success Criteria 3: I can explain how helping others in my family creates a positive environment.

Assessment: Listen to student reflections during the "You Do" phase as they describe their chosen family activity. Assess their ability to explain how the activity contributes to a positive family environment.

Reflective Discussion: Encourage students to share their drawings and describe how the depicted activity helps create a positive environment at home.

Teachers should look for:

- **Clear explanations of how helping family members contributes to a positive environment**
- Teachers could say: "Your drawing shows that by helping your sibling with their homework, you created a positive environment at home. Can you explain how this action made you feel and how it affected your family?"

More Activities

- **School Activity:** Create a "Laulima Family Tree" bulletin board in the classroom. Have students bring in family photos and write or draw examples of how they practice Laulima with their families. Add these to the bulletin board to celebrate the diversity and unity of their families.
- **Home Activity:** Encourage students to discuss with their families different ways they can practice Laulima at home. They can share their ideas the next day and discuss their experiences in class.
- **Family Book:** Compile a class book titled "Our Laulima Families" with each student contributing a page about their family and how they work together and help each other. Share the book during a class reading time or as a keepsake for families.
- **Laulima Pledge:** Create a classroom Laulima Pledge that students can recite together. The pledge can include statements like "I promise to work together with my family and help each other every day" and can be displayed in the classroom as a reminder of their commitment to practicing Laulima. where they can draw a picture or write a sentence about a time they practiced Laulima at the playground. Review these for their understanding and application of Laulima.

Lesson Plan 4

Laulima in My Community

Learning Target:

" I can understand and demonstrate Laulima in my community by working together, helping others, and contributing positively."

Success Criteria:

- I can identify examples of Laulima in my community.
- I can participate in community activities, showing cooperation and kindness.
- I can explain how helping others in my community creates a positive impact.

Materials:

- Large chart paper and markers
- Pictures or visuals representing community activities
- Small flower pots, recycleable ones work, too
- Soil, flower seeds or seedlings
- Trowels or spoons, watering cans
- Decorative materials like stickers, markers, etc.
- Plastic or newspaper to cover tables

Pre-Lesson:

1. Display a KWL chart with three columns: "What We Know," "What We Want to Know," and "What We Learned."
2. **Teacher's Script:** " Today, we will explore Laulima in our community. Let's begin by discussing what we already know about working together, helping others, and making a positive impact in our community. Share your thoughts, and I will write them down in the first column."

Working together means that we all do our part to help each other. We can do this by being kind to each other, helping out our friends and family, and being good citizens of our community

Helping others means that we do things to make someone else's life better. We can do this by donating to charity, volunteering our time, or just being there for someone who needs a friend.

Making a positive impact in our community means that we make our community a better place to live for everyone. We can do this by picking up litter, planting trees, or organizing a community event.

"Hi everyone! Today, we're going to talk about working together, helping others, and making a positive impact in our community.

Introduction

1. **Teacher's Script:** Laulima is about working together and helping others not just in our families, but also in our community. Who are members of our community? Look at these pictures or visuals of community activities. What do you notice about how people are working together?
2. **Ask these questions:**
"What does it mean to help someone?"
"Can you think of a way you could help someone in our community?"
"Why is it nice to help others?"
3. **Show pictures or visuals representing community activities and discuss how important it is to work together.**

Activities

I DO **Teacher's Script:** "Today we are going to make beautiful flower pots that we will give to people in our community. Let me show you how we will decorate our pots and plant the flowers."

Show the children how to paint a design on the flower pot, and explain how to handle the materials.

Demonstrate planting a seed or flower in the pot, filling it with soil and watering it.

WE DO **Teacher's Script:** "Now we've made a lovely flower pot, and it will be a gift that makes someone smile."

"Now, let's do this together.

Guide the children in painting their pots. "What colors and designs do you want to use? I'm here to help if you need me."

Assist the children in filling their pots with soil and planting the seeds or flowers. "Great job! You're all fantastic gardeners!"

YOU DO Teacher's Script: "Now it's your turn to make your very own flower pot! Remember to be careful with the paint and soil, and ask for help if you need it."

Circulate among the students, offering encouragement and assistance as needed.

Teacher's Script: "I can't wait to see how your flower pots turn out. They will make

Additional Notes

- Consider sending a letter home to parents about the project and asking if they'd like to participate in the delivery of the flower pots to the chosen community location.
- Adapt the activity based on the children's abilities and interests, ensuring it remains engaging and achievable.
- Make sure to follow any relevant safety guidelines, especially while handling paint and soil.

Assessment

Success Criteria 1: I can identify examples of *Laulima* in my community.

Assessment: Evaluate student responses during the Introduction to the activity, where they are identifying community activities and demonstrate *Laulima*.

Reflective Discussion: Discuss the questions from the Introduction Section.

Teachers should look for:

- Recognition of the importance of helping.
- Identification of examples of helping, such as sharing, caring for the environment, helping neighbors, etc.

Success Criteria 2: **I can participate in community activities, showing cooperation and kindness.**

Assessment: Observe student behavior and participation during the “We Do” phase. Check to see if they are cooperating with their classmates and showing kindness.

Reflective Discussion: Engage the child in conversation to assess their understanding and feelings about community involvement.

Teachers should look for:

- **Active participating in the community activity, showing interest, and putting in effort.**
- **Cooperation, listening to others, sharing their ideas, and communicating respectfully**

Success Criteria 3: **I can explain how helping in my community creates a positive environment.**

Assessment: Watch for signs of comprehension as they engage in community-related activities, and note if they can relate those activities to positive outcomes in the community.

Reflective Discussion: Engage the child in a conversation about ways they or others have helped in the community and how that creates positivity. Questions might include: “How does helping someone make you feel?” or “What happens when people help each other in our community?”

Teachers should look for:

- **Responsiveness and thoughtfulness during discussion.**
- **Clarity in expressing thoughts and using relevant examples.**
- **Clarity in expressing thoughts and using relevant examples**
- **Cooperation, listening to others, sharing their ideas, and communicating respectfully**

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Closure

1. Teacher's Script: Reflect on the activities we have done today and how they represent Laulima in our community. Think about how working together and helping others create a positive impact in the community. Share with a partner one thing you have learned about Laulima in our community.
2. Provide students with an opportunity to share their reflections with their partners and encourage active listening and positive feedback.

Post-Lesson

1. Revisit the KWL chart and ask students to contribute to the "What We Learned" column. Summarize the main points discussed during the lesson and highlight their understanding of Laulima in the context of the community.

2. Teacher's Script: Look at all we have learned about Laulima in our community. We understand the importance of working together, helping others, and making a positive impact. Great job, everyone!

Assessment

Success Criteria 1: I can identify examples of Laulima in my community.

Assessment: Evaluate student responses during the Introduction to the activity, where they are identifying community activities and demonstrate Laulima.

Reflective Discussion: Discuss the questions from the Introduction Section.

Teachers should look for:

- Recognition of the importance of helping.
- Identification of examples of helping, such as sharing, caring for the environment, helping neighbors, etc.

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More Activities

School Activity: Organize a mini community service project within the school, such as a classroom clean-up or creating handmade cards for a local charity. Encourage students to actively participate and reflect on how their actions contribute to the *Laulima* spirit in the school community.

Home Activity: Encourage students to discuss with their families different ways they can practice *Laulima* in the community. They can share their ideas the next day and discuss their experiences in class.

Community Guest Speaker: Invite a community member, such as a volunteer or a local organization representative, to talk to the class about their experiences with *Laulima* in the community. Students can ask questions and gain insight into various ways they can get involved and make a positive impact.

Laulima in Action: Create a class poster or bulletin board showcasing students' ideas for practicing *Laulima* in the community. Each student can contribute a small drawing or sentence describing how they will demonstrate *Laulima* outside of school. Display it in a common area as a reminder of their commitment to

