

Unit Five

Alahele

Teacher Materials

The Teacher Materials for Unit Five Include:

- Unit Five Timeline
- Lesson 1: A Real Character!
- Lesson 2: Using Resources
- Lesson 3: Goal Setting
- Synthesis Activity: An Inspiring Story



Unit Five Timeline
Alahele: Where are you going?

Keola's Story and the supporting activities for Unit Five emphasize decision making and goal setting. Activities place emphasis on examining the unique skills and interests each person possesses and connecting those to making choices for oneself. Other factors addressed include emotional awareness, career and life skills, goal setting, and educational aspirations.

Unit Five Resources	Description	Time Required*
Keola's Story Teacher's Guide	Keola feels tremendous pressure to please his father, yet his interests are very different than those of his father. Keola learns to appreciate his unique gifts and have peace with his goals. Other themes include stereotypes and family pressure. The Hui Kama'ilio Questions at the end of Keola's Story Teacher's Guide facilitate deeper understanding of concepts in the story.	Time required to complete depends on student reading levels and the extent to which SMART Tips (literacy strategies) are incorporated. 20–45 minutes (use best judgment; if the conversation is rich and flowing, allow an extension of time)
Activity 1 A Real Character!	Prevention Emphasis: Emotional awareness, career and life planning	Core Activity: 1–2 class periods Extension Activities: Variable (teachers can choose to spend as much time as relevant)
Activity 2 Using Resources	Prevention Emphasis: Decision making, emotional awareness	Core Activity: 1–2 class periods Extension Activities: Variable (teachers can choose to spend as much time as relevant)
Activity 3 Goal Setting	Prevention Emphasis: Decision making, educational aspirations, career and life planning	Core Activity: 1–2 class periods Extension Activities: Variable (teachers can choose to spend as much time as relevant)
Synthesis Activity An Inspiring Story	Students develop a "feature article" or talk show about a person who has striven to meet their goals successfully.	3 class periods at minimum; can take longer if teacher wants to extend concepts

* Time required varies by grade levels and teacher discretion. The times listed are a minimum. Students may need additional time depending on age and skill levels. Teachers can also choose to spend more time on the concepts relevant to their students.

- The **Keola's Story Teacher's Guide** includes several SMART tips that can be used while reading the story.
- Each **activity** in this unit has **core** and **extension** suggestions. The core activity is the basic activity that is recommended for students to get an understanding of the concept being taught. The extension activities are optional and provide opportunities to develop deeper understanding of concepts presented.
- The **Synthesis Activity** brings together the concepts in this unit with performance-based tasks.

Unit 5 Activity 1 A Real Character!

Essential Question/Statement:

- How can my interests and strengths be part of the choices I make?
- What jobs are well-suited to my interests and skills?

Learning Objectives:

- Students will learn how their unique abilities are valuable.
- Students will understand that being good at different things is okay and consider how varied skills can be useful in a situation.
- Students will practice finding information about careers related to their skills and interests.

Key Vocabulary:

- **Appreciate**—to see the value or importance in something, to be grateful or thankful for something
- **Career**—a series of jobs that lead to a goal
- **Character**—the quality of being individual, typically in an interesting or unusual way
- **Characteristic**—a feature of quality belonging to a person, place, or thing and serving to identify it
- **Unique**—something that is different from others, the only one of its kind

Curriculum Areas: Health, Career and Technical Education

Prevention Emphasis: Emotional awareness, career and life planning

Hawai'i Content and Performance Standards (HCPS III)

Health Standard 6: DECISION MAKING AND GOAL SETTING

Use decision making and goal setting skills to enhance health.

Topic: Goal Setting Across Topic Areas

Career and Technical Education Standard 2: CAREER PLANNING

Explore and understand educational and career options in order to develop and implement personal, educational, and career goals.

Topic: Career Goals and Options

Please see the “Addressing Standards with Ho'oikaika Kino” materials in the Ho'oikaika Kino Background Information section of the curriculum for detailed information on alignment to HCPS III. The Health Scope and Sequence for Grades 4–6 are provided in that section.



Unit 5 Activity 1 Overview

Core Activity

A Real Character!

- Step 1: Group Discussion
Materials (Teacher Materials): Kūlia I Ka Nu'u overhead transparencies (Title, The Challenges, Challenges #1-3, and The Main Points)
- Step 2: Individual Activity
Materials (Student Workbook): A Real Character! Worksheet

Extension Activities

The Career Path

- Step 1: Group Discussion
Materials (Teacher Materials): Keola's Story Discussion overhead transparencies (#1-2)
- Step 2: Individual Activity (or Small Group Computer Activity, if appropriate)
Materials (if possible): Access to computers and website
Materials (Student Workbook): Finding a Career Path Worksheet
Materials (Student Workbook): Job Report Worksheet

A Good Job

- Step 1: Individual Activity
Materials (Student Workbook): A Good Job Worksheet

Core Activity

A Real Character!

Step 1: Group Discussion

Core Activity



Show **Kūlia I Ka Nu'u Title** overhead transparency.



Discuss with students:

Today we will talk about the **unique characteristics** that people have. A characteristic is a feature or quality of a person that is part of their identity. Each person has several characteristics that can be unique to who they are.



Show **Kūlia I Ka Nu'u The Challenges** overhead transparency.

Let's start by discussing a scenario where unique characteristics become useful. Imagine you have been shrunk down to the size of a pencil and trapped in an air bubble beneath a coral reef. The only way for you to get back to full size is to get from where you are up to the top of the mountain. To get to the mountain top, you must pass through three different challenges.

Challenge #1—Getting from the coral reef to shore.

Challenge #2—Getting from shore through the forest.

Challenge #3—Getting from the forest up to the mountain.

You have three friends that can help you with the challenges: a honu (turtle), a pueo (owl), and a pua'a (pig). Because of their unique abilities, each of your friends can help you in different ways. You can ask each of your friends for help with one challenge. Together they can all help you Kūlia I Ka Nu'u (strive for the highest) and get back to being full sized.



Show **Kūlia I Ka Nu'u Challenge #1** overhead transparency.



Ask students:

1. Which friend will help you with getting from the coral reef to the beach?

Target response: the honu

2. What unique characteristic does the honu have to help in this situation?

Target response: The honu has the ability to swim underwater and get you to the coral reef.



Show **Kūlia I Ka Nu'u Challenge #2** overhead transparency.

Ask students:

- Which animal will help you go from the beach to the forest?
Target responses: the pua'a (students may also say the pueo)
- What unique characteristic does the pua'a (or the pueo) have that can help you?
Target responses: The pua'a can help carry you from the shore through the forest. With the pua'a, you will get to see all of the plants and bushes in the forest up close. The pueo can help carry you from the shore through the forest too. With the pueo, you will not see the plants and bushes on the ground up close, but you will see everything from high above.



Show **Kūlia I Ka Nu'u Challenge #3** overhead transparency.

- Which animal can help you get from the forest to the top of the mountain?
Target response: the pueo (students may also say the pua'a)
- What unique characteristic does the pueo (or the pua'a) have that can help you?
Target responses: The pua'a can carry you up to the mountain, but it will have a hard time if it gets too steep. The pueo can also carry you up the mountain, and it won't have any problems even if it gets steep because it is flying above the ground.



Show **Kūlia I Ka Nu'u Main Points** overhead transparency.

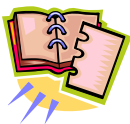


As a review, discuss with students:

- Each animal has unique characteristics that are helpful in different situations.
- The animals used their characteristics to help you.
- Just like these animals, everyone in class has unique characteristics that are helpful in different situations.
- We must **appreciate** everyone's unique characteristics and use them to help each other.

If students need a vocabulary review, these are the definitions for unique and appreciate: **Unique** is a new word that means something that is different from others, the only one of its kind. **Appreciate** is a new word that means to see the value or importance in something, or to be grateful or thankful for something.

Step 2: Individual Activity



Students use **A Real Character! Worksheet** (Student Workbook).

Ask students to fill out the worksheet on their own. Provide guidance as necessary. When students have had some time to fill out worksheets, discuss their answers with the class. Ask for volunteers to share their helpful characteristics with the class and how they can use those characteristics.

Extension Activity**The Career Path****Step 1: Group Discussion**

Discuss with students:

A **career** is all the jobs that one does over a long period of time. Sometimes people have “career goals.” This means they have goals about what sorts of jobs they want to do.

For instance, you could have the career goal of being a principal at a school. To be a principal, you first have to go to college. Then, you often have to be a classroom teacher. Then, you may become a vice principal, and finally a principal. Their career is in education, but they have had many jobs in education before they became a principal.

We'll discuss how we can match our characteristics and interests to our career goals.

Read this passage from Keola's Story as a class. *(If you choose, have students go to this selection that starts on p.5–7 in the Student Workbook from Keola's Story Student Version.)*

That afternoon, Jesse came over to work on the science project. Keola felt great relief that they were able to finish by the time Jesse needed to go home. He wanted a good grade for science. After Jesse left, he asked his mother about Kamehameha.

“Mom, Kamehameha has a good arts program. You think I can try out again for seventh grade?”

“Keola, I think you should concentrate on finishing school this year, first. Kamehameha doesn't test again until next March, so don't worry about it right now. You have one more year to go. Lets see how you do next year.” She looked at her son. “Son, you seem so worried lately. What's wrong?”

Keola looked down. “I really like to dance, and I want to dance in New York like Tony Conjugacion some day. But I really don't want to be a stevedore. So I don't know what to do.”

Keola's mom chuckled. “Honey, you're not even out of the sixth grade yet. I know your dad gives you all kine pressures, but don't worry. You're young yet. You don't know for sure what you going do in five years even. He jus like you be happy and make sure you get one good life. So for now, jus do your schoolwork, and do what you know you like.”

Keola's mom was right. Might as well take one thing at a time and focus on the concert for now.



Show **Keola's Story Discussion overhead transparency #1**.



Ask students:

1. What does Keola like to do?
Target responses: dance hula, any kind of dance
2. What does he want to do as a career?
Target responses: dance, dance in New York like Tony Conjugacion (a Hawaiian hula teacher who recorded several CDs and danced in Miss Saigon on Broadway in New York)
3. What does Keola NOT want to do as a career?
Target responses: be a stevedore, do what his father did
4. What does his mom encourage him to do?
Target responses: Focus on his schoolwork and continue to do what he enjoys

After this discussion, use **Keola's Story Discussion overhead transparency #2** to explore the following questions:

1. Why is it good to have different skills and interests?
2. What are some of the skills and interests in the class?
3. What skill does someone else have that you appreciate?

In the next activity, students can think about what they like to do and explore different career opportunities related to that.

Step 2: Individual Activity (or small group computer activity, if appropriate)

NOTE TO TEACHER:

This lesson requires Internet access. If possible, do this lesson in the school computer lab or school library where the Internet is accessible.

If you do not have a lab where all students can access a computer with Internet, some options are:

1. Have groups of students work on classroom computers, taking turns to share them.
2. Project the website from an Internet accessible computer.
3. Print out the relevant information from the website www.bls.gov/k12/ and distribute it to the class for their use in research.
4. Have students use a classroom computer in small groups.
5. If students have Internet access at home or in the library, ask them to do the research outside of class.



Students use the **Finding A Career Path Worksheet** and **Job Report Worksheet** (Student Workbook).

Give students directions on filling out the Finding A Career Path Worksheet. Students should work individually.

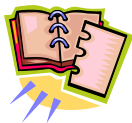
Depending on your level of access to computers with Internet connectivity, have students fill out the Job Report worksheet. If you have limited access to computers, group students according to their #1 interest to do research together on their topic.

Once students gather information for their Job Reports, you can ask them to share some answers from different jobs, so the class gets a sense of all the career possibilities out there. Assign them to revise and rewrite their job reports for homework.

Extension Activity

A Good Job

Step 1: Individual Activity



Students use **A Good Job Worksheet** (Student Workbook).

Ask students to interview two adults to find out what jobs those people have done, what they liked best about their jobs, and how they prepared for their jobs. Encourage them to interview people at home and other teachers/staff at the school.

NOTE ON INTERVIEW ETIQUETTE:

You may want to discuss appropriate ways to conduct interviews. Some good practices during and after an interview include:

1. Explaining the assignment to the person they are interviewing; summarizing what they are trying to learn about.
2. Asking permission that the interviewees words can be shared.
3. Finding a comfortable place to sit and talk to the person.
4. Asking the interviewee if he/she has any questions or additional comments at the end of the interview.
5. Thanking the person for sharing information.

To debrief the homework, ask for volunteers to talk about the different jobs that people told them about and how they got those jobs.

Unit 5 Activity 1

Kūlia i Ka Nu'u Title Overhead



Unit 5 Activity 1

Kūlia I Ka Nu'u The Challenges Overhead

You have been shrunken down to the size of a pencil and trapped beneath a coral reef. To get back to full size, you have to get to the top of the mountain.

To get to the mountaintop, you must pass through three different challenges:

Challenge #1—Get from the coral reef to shore.

Challenge #2—Get from the shore through the forest.

Challenge #3—Get from the forest up to the mountain.

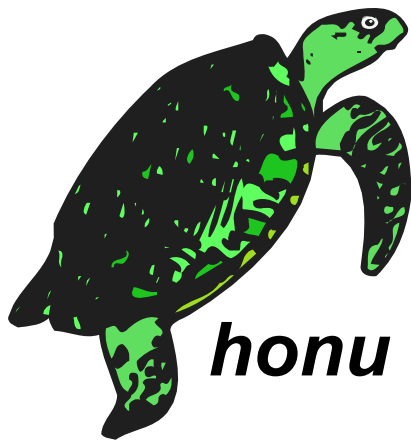
You have three friends that can help you with the challenges: a honu (turtle), a pueo (owl), and a pua'a (pig). Each has CHARACTERISTICS to help you meet the challenges.



Unit 5 Activity 1

Kūlia I Ka Nu'u Challenge #1 Overhead

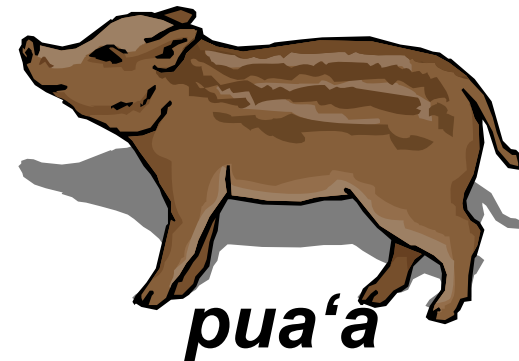
Who can help you get from the CORAL REEF to the BEACH?



honu



pueo

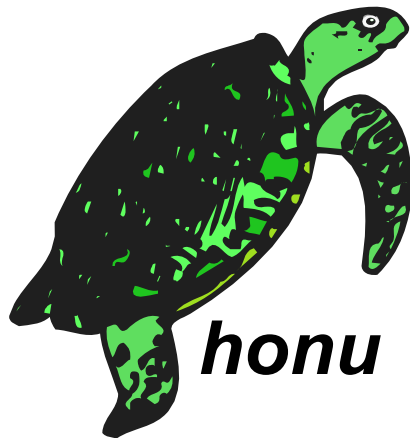
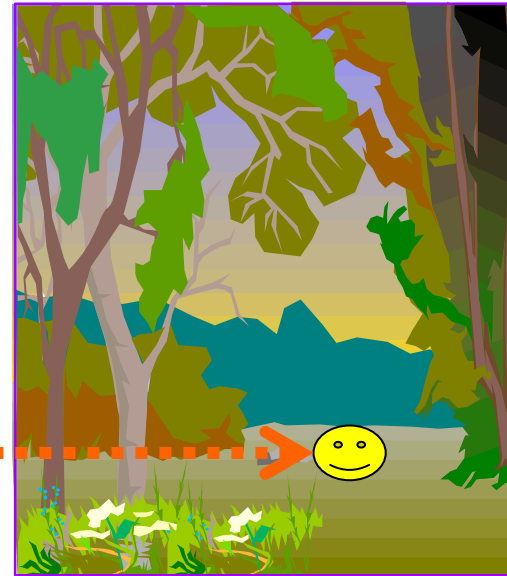


pua'a

Unit 5 Activity 1

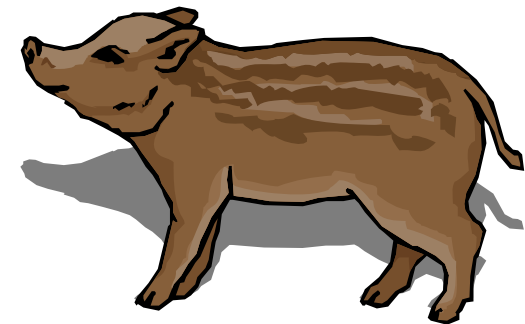
Kūlia I Ka Nu'u Challenge #2 Overhead

Who can help you go from the BEACH to the FOREST?



honu

pueo

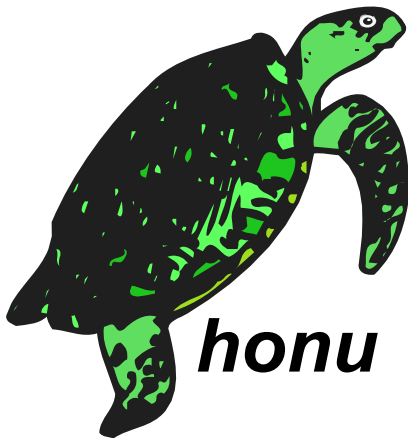


pua'a

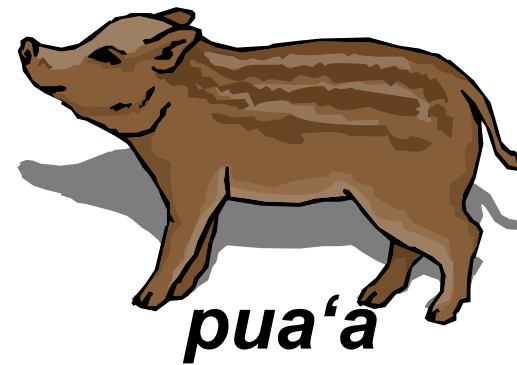
Unit 5 Activity 1

Kūlia I Ka Nu'u Challenge #3 Overhead

Who can help you go from the FOREST to the MOUNTAIN?



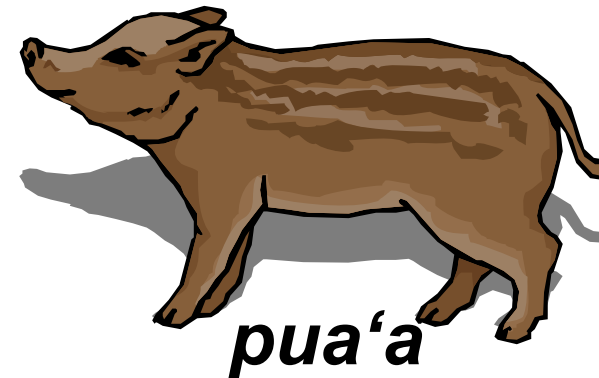
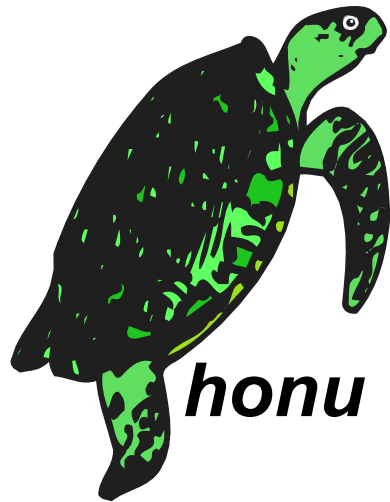
honu



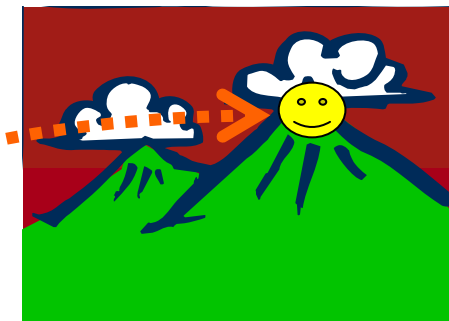
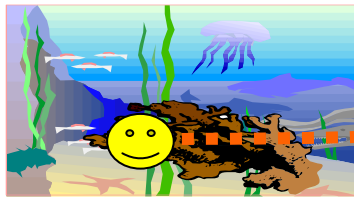
pua'a

Unit 5 Activity 1

Kūlia I Ka Nu'u The Main Points Overhead



1. Each animal has **UNIQUE CHARACTERISTICS** that are helpful.
2. Everyone in class has unique characteristics that can be helpful.
3. We must **APPRECIATE** everyone's unique characteristics.



Unit 5 Activity 1

Keola's Story Discussion Overhead #1



What does Keola like to do?

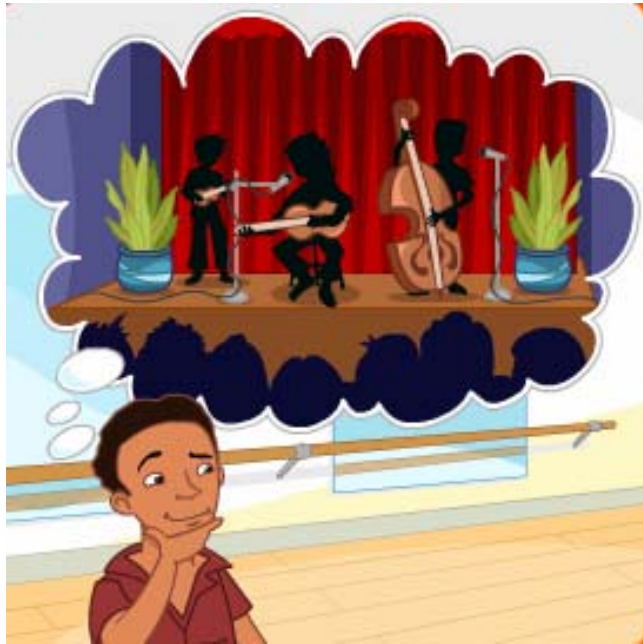
What does he want to do
as a career?

What does Keola NOT want to do as a career?

What does his mom encourage him to do?

Unit 5 Activity 1

Keola's Story Discussion Overhead #2



Why is it good to have different skills and interests?

What are some of the skills and interests in the class?

What skill does someone else have that you appreciate?



Unit 5 Activity 2 Using Resources

Essential Question/Statement:

- How can I find resources and information that will help me stay safe and drug-free?

Learning Objectives:

- Students will be able to describe some individual, family, and community resources that protect against violence and substance abuse.
- Students will be able to identify organizations that are working to prevent or treat substance abuse at their school and in their community.
- Students will be able to identify organizations that are working to prevent violence, or that provide direct help to victims of violence, at their school and in their community.

Key Vocabulary:

- **Agency**—an organization that acts on behalf of others
- **Resource**—a source of support

Curriculum Areas: Health

Prevention Emphasis: Decision making, emotional awareness

Hawai'i Content and Performance Standards (HCPS III)

Health Standard 2: ACCESSING INFORMATION

Access valid health information and health-promoting products and services.

Topic: Health Information, Products, and Services Across Topic Areas

Please see the “Addressing Standards with Ho'oikaika Kino” materials in the Ho'oikaika Kino Background Information section of the curriculum for detailed information on alignment to HCPS III. The Health Scope and Sequence for Grades 4–6 are provided in that section.



Unit 5 Activity 2 Overview

Core Activity

Using Resources

- Step 1: Group Discussion
- Step 2: Small Group Activity
 - Materials (Student Workbook): Community Resources Worksheet
 - Materials: Several copies of the Yellow Pages

Extension Activities

How Do We Stay Connected?

- Step 1: Individual Activity (assign as homework prior to in-class activities)
 - Materials (Student Workbook): How Did You Connect? Interview Worksheet
- Step 2: Group Discussion
 - Materials (Teacher Materials): How Do We Stay Connected Overhead

Finding Ways to Stay Connected

- Step 1: Pair Activity
- Step 2: Individual or Pair Activity
 - Materials (Student Workbook): Keola and Randy: Connecting to Community Worksheet

Write a Short Essay (can be used as homework activity)

This extension activity is linked to the How Do We Stay Connected activity. Students can use their interview worksheets from that activity to write this short essay.

- Step 1: Individual Activity
 - Materials (Student Workbook): How Did You Connect? Short Essay Worksheet

Core Activity**Using Resources****Step 1: Group Discussion**

Discuss with students:

We are going to discuss ways to prevent problems that happen in our communities and schools. One problem that we know about is drug or substance abuse. Another problem is violence. There are organizations and **agencies** in our local communities to help with these problems. The organizations provide support and ideas to help people and families prevent or deal with problems. People or organizations who can help out can be **resources** for you if you need information or assistance.



Ask students:

1. Who is a resource in the school you can go to if you have problems?
Target responses: counselors, teachers, kupuna, the principal
2. Who are the resources in your community that can help if someone has a problem?
Target responses: health center, Aloha United Way, church. If students cannot come up with these on their own, explain that they will look this up in the next activity.
3. If you go to one of these agencies, what can you find there?
Target responses: people who will talk with you, informational brochures, other available resources

Step 2: Small Group Activity

Students use the **Community Resources Worksheet** (Student Workbook). Hand out copies of the **Yellow Pages** to each group.

Ask students to fill out the Community Resources Worksheet. Walk around as groups do this activity and help them select which agencies fit the categories. Caution students not to pick the first agencies listed and to think about what each organization might do.

NOTES TO TEACHER:

1. If students are unsure what agencies to look for, ask them to take guesses and help guide their guesses to the appropriate types of agencies.
2. If you have a computer with Internet access in the classroom, ask students to look up the agencies they find to see if there is more information on their website.
3. The headings provided on the worksheet correspond to the O'ahu Paradise Pages (Yellow Pages). If you have a copy of the phone book that does not use the same headers, assist students in finding the agencies.

Debrief the Activity:

Ask each group to name one organization they found in each category. Discuss what the organization does. Talk to students about whether they have heard of the agency.

Extension Activity**How Do We Stay Connected?****Step 1: Individual Activity**

Students use **How Did You Connect? Interview Worksheet** (Student Workbook).

This activity should be assigned as homework. From the information students gather, you will do a group activity (see Step 2 below) in class.

NOTE TO TEACHERS:

Before assigning this worksheet for homework, go over the questions with students and discuss how they can conduct an interview. Some notes on Interview Etiquette are found earlier in this unit on p. 5-9. Explain to students that they should ask the adult for permission to do the interview. EXPLAIN TO STUDENTS THAT THEY ONLY HAVE TO DO THE INTERVIEW WORKSHEET. THEY WILL BE ASSIGNED THE RELATED SHORT ESSAY WORKSHEET LATER.

For homework, students will interview one adult. They can choose a family member, neighbor, teacher, or whomever else they would like. Please ensure that this activity is appropriate for all students. If some students have trouble identifying an adult, offer some resources they may use at school (like interviewing a teacher).

Step 2: Group Discussion

Use the **How Do We Stay Connected?** overhead transparency.



Discuss with students:

Being connected to our families, schools, and communities can help prevent harmful behaviors. Today, we will discuss how we stay connected with our families, schools, and communities.

Ask students to volunteer information from their How Did You Connect? Interview Worksheet. Ask about what the adults they interviewed said. As students give you information, record it in the right category (family, school, or community) on the overhead.



Ask students:

1. What is one way we stay connected with our families?

Target responses: helping out in the house, going places together, doing chores, helping out with cooking, caring for others

2. What are some ways we stay connected in school?

Target responses: being helpful in the classroom to the teacher and other students, doing what we're responsible for in the classroom

3. What are some ways we stay connected in our communities?

Target responses: Beach, park clean up

Extension Activity	Finding Ways to Stay Connected
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Step 1: Pair Activity

Students use **Keola and Randy: Connecting to Community Worksheet** (Student Workbook).



Students can fill out this worksheet in pairs or as a whole class activity. Begin this activity by talking about the personality traits of Keola and Randy. Discuss how we can connect through the things we like doing, and ask students to brainstorm ways that Keola and Randy can use their interests. Encourage students to make up scenarios even if they do not know all the facts about Keola and Randy's lives.

Target responses: Keola can use his interest in hula; he can teach hula; Randy can use his interest in body boarding and the ocean; Randy can be involved in beach clean ups and can join youth teams.

Step 2: Individual or Pair Activity

After students fill out the worksheet, ask students to imagine what kinds of jobs Randy and Keola may do in the future. Have students draw a picture of Randy and/or Keola doing their future jobs.

Extension Activity	Write a Short Essay (can be used as homework activity)
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Step 1: Individual Activity

Students use **How Did You Connect? Short Essay Worksheet** (Student Workbook).

Instruct students to write a short essay based on the interview they conducted in Activity 2. Model writing a short essay in class. Discuss how an essay should include a topic sentence, facts, and a conclusion.

Extension Activity

Extension Activity

Unit 5 Activity 2

How Do We Stay Connected? Overhead

When people are more involved with their families, schools or communities, they are less likely to be involved with violence and substance abuse.		
	How did the PEOPLE YOU INTERVIEWED stay connected with	How do YOU stay connected with
...Family?		
...School?		
...Community?		

Unit 5 Activity 3 Goal Setting

Essential Question/Statement:

- What kinds of goals are there?
- How can we set our goals?
- What are the steps to reaching a goal?

Learning Objectives:

- Students will be able to define short-, medium-, and long-term goals.
- Students will explore how values and preferences can relate to goals.
- Students will practice creating educational goals and objectives.

Key Vocabulary:

- **Action step**—the next step(s) to reaching a goal
- **Goal**—the object of a person's ambition or effort
- **Goal setting**—creating goals
- **Objective**—a purpose towards which one's efforts are directed
- **Roadblock**—a block in the road; can be used to describe a block in a path one is taking
- **Wish**—a desire or hope for something to happen

Curriculum Areas: Health

Prevention Emphasis: Decision making, educational aspirations, career and life planning

Hawai'i Content and Performance Standards (HCPS III)

Health Standard 6: DECISION MAKING AND GOAL SETTING

Using decision making and goal setting skills to enhance health

Topic: Goal Setting Across Topic Areas

Please see the "Addressing Standards with Ho'oikaika Kino" materials in the Ho'oikaika Kino Background Information section of the curriculum for detailed information on alignment to HCPS III. The Health Scope and Sequence for Grades 4–6 are provided in that section.



Unit 5 Activity 3 Overview

Core Activity

Goal Setting

- Step 1: Group Discussion
Materials (Teacher Materials): Wishes or Goals? overhead transparency
Materials (Teacher Materials): Action Steps overhead transparency
- Step 2: Pair or Small Group Activity
Materials (Student Workbook): Short-, Medium-, or Long-Term Goals Worksheet

Extension Activities

Reach for it!

- Step 1: Group Discussion
Materials (Teacher Materials): Reach For It! overhead transparency
- Step 2: Individual Activity
Materials (Student Workbook): Ready, Set...Reach Worksheet

Got Goals? (can be used as homework activity)

- Individual Activity
Materials (Student Workbook): Got Goals? Worksheet

Core Activity

Goal Setting

Step 1: Group Discussion

Core Activity



Show the **Wishes or Goals?** overhead transparency.



Discuss with students:

Today we will talk about goals. Let's start by talking about what a goal is and what a wish is.

A **goal** is something you plan to achieve. A **wish** is something you hope will happen. The difference is that you can take **action steps** to reach a goal. With a wish, you can hope or want something to happen, but you may not be able to take much action toward it.



Using the Wishes or Goals overhead transparency, ask students:

1. Which of these are wishes and which are goals?
(Check off the appropriate category on the overhead.)



Explain that an action step is something that people can do to begin reaching their goals.



After they determine which items are goals on the overhead, use the **Action Steps** overhead transparency.

2. Ask students to list at least one action step for each goal on the list.
3. Discuss the fact that there can be **roadblocks** to goals. Ask students what some roadblocks are for the goals on the sheet. How can they overcome the roadblocks?

Step 2: Pair or Small Group Activity



Students use **Short-, Medium-, or Long-Term Goals Worksheet** (Student Workbook).



Explain to students:

There are different types of goals. There are short-term goals, medium-term goals, and long-term goals.

1. Short-term goals are things we plan to do in less than 1 week.
2. Medium-term goals are things we plan to complete within a few months.
3. Long-term goals can take many months or years to complete.

Ask pairs of students to do the worksheet and to come up with a few goals of their own. When student pairs are finished, have them report back to the whole group about some goals they created on their own. *(To make the discussion richer or make the worksheet more challenging, you can ask students to think of action steps and/or roadblocks to the goals they state.)*

Extension Activity

Reach for It!

Step 1: Group Discussion



Use the **Reach For It!** overhead transparency.



Discuss with students:

Let's talk about **setting** and **reaching goals**. When you set a goal, you think about something you want to achieve. After setting a goal, you will need a plan to reach that goal. To reach a goal, you'll need some **objectives**. Sometimes people use the words goals and objectives as though they are the same. Today we will learn how a goal is where you want to go and an objective is one part of your plan to get to the goal. Goals are often the end result you would like. Objectives are the things you can do to reach the goals.



Show students the example on the Reach For It! overhead transparency. Complete the overhead as a group. Use a sheet of white paper to cover up each item and uncover it as you show the concept.

1. Begin by discussing Goal A: To make grandma a special picture frame with a family picture for her birthday.
2. Discuss the fact that there are three objectives and the related Reach For It! steps. Emphasize that a goal breaks down into smaller objectives and steps.
3. Discuss the symbols on Objective #1 Reach For It! The TRIANGLE goes over the **resources** you will need to reach the goal, and the OVAL goes over the **timeline** you plan for it.
4. Discuss Objectives #2 and #3 under Goal #1. With the students, place the appropriate TRIANGLES and OVALS on those.
5. Talk about Goal B: To learn how to play the guitar.
Discuss the objectives and create some Reach For It! statements.

Target responses:

Objective #1 Take Lessons

Reach For It!: Find out who to take lessons from; talk to parents about taking lessons; talk to music teacher at school.

Objective #2 Practice Every Day!

Reach For It!: Set aside time to practice; find a quiet place to practice.

Step 2: Individual Activity

Students use **Ready, Set...Reach Worksheet** (Student Workbook).



Discuss with students:

Define educational goals. These are goals that relate to what students do in school or what they plan to do in high school or college. Discuss how educational goals can be related to career goals. Talk to students about what they plan to do when they are adults, and how they can choose their educational goals to reach those goals.

Ask students to do the Ready, Set...Reach Worksheet individually. Provide help to students as they need it. Ask for volunteers to say what their short-, medium-, and long-term educational goals are.

Extension Activity**Got Goals? (can be used as homework activity)****Step 1: Individual Activity**

Students use **Got Goals? Worksheet** (Student Workbook).

Ask students to ask two people, preferably family or community members, about their goals and to fill out the Got Goals? Worksheet.

To debrief the homework, ask volunteers to share some of the goals people told them about.

Unit 5 Activity 3

Wishes or Goals? Overhead

A **wish** is:

- SOMETHING YOU WANT TO HAPPEN.
- SOMETHING YOU DON'T HAVE MUCH CONTROL OVER.

A **goal** is:

- SOMETHING YOU WOULD LIKE TO ACHIEVE.
- SOMETHING YOU CAN TAKE ACTION STEPS TOWARDS.

I would like to:	WISH	GOAL
1. Get an afterschool job when I am in high school		
2. Go surfing every day during vacation		
3. Fly like a bird		
4. Win a million dollars		
5. Get As in all my classes		
6. Live a life just like my favorite TV star		
7. Get someone in my family a special gift I know they want		
8. Go to college at the University of Hawai'i		
9. Get whatever I want in the store		
10. Become a veterinarian		
11. Have the power to be invisible		
12. Buy a car after I get my driver's license		

Unit 5 Activity 3

Action Steps Overhead

I would like to:	ACTION STEPS I CAN TAKE TO REACH THIS GOAL
Get an afterschool job when I am in high school.	
Get straight As in school.	
Get someone in my family a special gift I know they want.	
Go to college at the University of Hawai'i.	
Become a veterinarian or doctor.	
Buy a car after I get my driver's license.	

Unit 5 Activity 3

Reach For It! Overhead

Goal A: To make grandma a special picture frame with a family picture for her birthday

Objective #1: Decide on a family picture to use (ask Mom for help).

Reach for it: Ask mom for help finding a picture this weekend.

Objective #2: Find directions on making a picture frame.

Reach for it: Find a book in the library on Friday.

Objective #3: Get help making the frame.

Reach for it: Ask Aunty Pua to help with this before August 5th since grandma's birthday dinner is on August 6th.

Goal B: To learn how to play the guitar

Objective #1: Take lessons

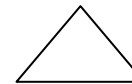
Reach for it: _____

Objective #2: Practice every day!

Reach for it: _____

Activity adapted from Bingham, M, Edmondson, J, & Stryker, S *Choices: A Teen Woman's Journal for Self Awareness and Personal Planning*. Advocacy Press, Santa Barbara: CA.

For each Reach For It! statement:



Draw a TRIANGLE around the resources you need (**who** and **what** you need).



Draw an OVAL around the timeline you plan (**when** you plan to do it).

Unit 5 Synthesis Activity “An Inspiring Story”

The synthesis activities provide a performance-based task for students to practice using the lessons learned in this unit. Several assessment tools are provided for teachers to choose from, including rubrics based on HCPS III standards and rubrics for creative projects.

Brief Description:

Students will use skills and strategies learned in Unit Five to share what they have learned about applying their unique skills, setting goals, and making decisions. Task One provides a creative activity that focuses on writing. Task Two provides a differentiated task for students who prefer acting and oral communication.

Goals:

- Comprehend concepts related to health promotion (HCPS III Health Standard #1).
- Access valid health information and health: promoting products and services (HCPS III Health Standard #2).
- Use decision making and goal setting skills to enhance health (HCPS III Health Standard #6).
- Advocate for personal, family, and community health (HCPS III Health Standard #7).

Essential Questions:

- As we set goals, how can we apply our individual skills and interests to our decisions and actions?
- Why is it important to develop an overall understanding of ourselves as we set our goals?

Outcomes:

Students will understand that...

- We are unique individuals with personal beliefs and values that underlie setting appropriate goals for ourselves.
- Goals are achievable.
- Setting goals sometimes requires finding valid resources and/or asking for assistance and guidance.

Students will be able to...

- Identify a personal goal and establish a process toward achieving the goal.
- Apply strategies and skills to attain personal goals.

Student Tasks and Products

- Task One: Feature Story for Magazine
- Task Two: Talk Show Interview

Assessment Tools for Teachers (included in this activity)

- HCPS III Assessment Rubrics
- Writing Response Rubric
- Creative Project Rubric
- Participation Rubric

Student teams can choose Task One OR Task Two

Task One

Situation:

You have been assigned to write a "Feature Story" for an issue of the magazine. The theme of this issue of the magazine is "Ke Alahele" (The Path).

Goal:

Your team will write a feature story, which describes how one young person found their path. In the magazine article, you will make up a story about this person. Describe something that this person achieved by setting goals and striving for the best. Make sure to include: (a) what the individual strengths of the person were, (b) how they set and met their goals, and (c) what resources they used to succeed with their goals. Your article will have text and pictures (draw pictures or cut them out of other magazines.)

Audience: The intended audience is upper elementary and middle school students.

Product/Performance and Purpose:

Your feature story article should include the following:

1. Create a fictional character who has achieved his/her goals. Decide what goal the character met and describe the steps he/she took to meet the goal.
2. The character(s) story should include information on what his/her strengths are and how he/she used the strengths to set goals and make decisions for themselves. The feature story is an article on how this person succeeded and should help inspire other young people to succeed.

Teachers can assess these projects using:

- HCPS III Assessment Rubrics
- Writing Response Rubric
- Participation Rubric

Task Two

Situation:

Your team is producing a talk show (for radio or TV). In this talk show, the host will interview an inspiring young person (or two people) who have set goals for themselves and successfully met them.

Goal:

Your team will act out the interview. One person will be the host and the other members of the team will be the guests on the show. The host will ask questions of the guest(s) to find out their inspirational story about setting and meeting goals. The host and guests should make sure to discuss the following elements of the guest's inspirational story: (a) what his/her individual strengths were, (b) how they set and met goals, and (c) what resources they used to succeed with their goals.

Audience: The intended audience is upper elementary and middle school students.

Product/Performance and Purpose:

The interview should include one or more of the following:

1. A story for each guest, describing how he/she succeeded at a goal he/she set.
2. The host and guests should include information on what their strengths are and how he/she used the strengths to set goals and make decisions for themselves. Describe why this person was successful at meeting his/her goals.

Teachers can assess these projects using:

- HCPS III Assessment Rubric
- Creative Project Rubric
- Participation Rubric

Assessment Tools

HCPS III Assessment Rubric: Health

Health Standard 1—CORE CONCEPTS: Understand concepts related to health promotion and disease prevention						
Grade	Benchmark	Performance Indicator	Advanced	Proficient	Partially Proficient	Novice
3–5	HE.3-5.1.1 Describe the relationship between physical and emotional health.	Explain how emotions affect one's behavior and health, as well as how emotional awareness and management of emotions plays an important role in personal growth and character development.	<p><i>The project provides well-detailed information describing:</i></p> <ul style="list-style-type: none"> ▪ how emotions affects one's behavior and health. ▪ how recognition and management of one's emotions leads to personal growth and character development. 	<p><i>The project provides detailed information describing:</i></p> <ul style="list-style-type: none"> ▪ how emotions affects one's behavior and health. ▪ how recognition and management of one's emotions leads to personal growth and character development. 	<p><i>The project provides information with some details regarding:</i></p> <ul style="list-style-type: none"> ▪ how emotions affects one's behavior and health. ▪ how recognition and management of one's emotions leads to personal growth and character development. 	<p><i>The project provides information with minimum details regarding:</i></p> <ul style="list-style-type: none"> ▪ how emotions affects one's behavior and health. ▪ how recognition and management of one's emotions leads to personal growth and character development.
6–8	HE.6-8.1.1 Explain the relationship between mental, emotional, social, and physical health.	Describe the relationship between emotional awareness, character development and setting goals (health, personal, and interpersonal).	<ul style="list-style-type: none"> ▪ <i>the relationship between emotional awareness, personal and character development and setting goals (6–8).</i> 	<ul style="list-style-type: none"> ▪ <i>the relationship between emotional awareness, personal and character development and setting goals (6–8).</i> 	<ul style="list-style-type: none"> ▪ <i>the relationship between emotional awareness, personal and character development and setting goals (6–8).</i> 	<ul style="list-style-type: none"> ▪ <i>the relationship between emotional awareness, personal and character development and setting goals (6–8).</i>

HCPS III Assessment Rubric: Health (Continued)

Health Standard 2—ACCESSING INFORMATION: Access valid health information and health: promoting products and services						
Grade	Benchmark	Performance Indicator	Advanced	Proficient	Partially Proficient	Novice
3–5	HE.3-5.2.1 Explain where health information can be found in the home, school, and community.	Identify location of health information that is available in the home, school, and community.	<p><i>The project provides well-detailed information regarding:</i></p> <ul style="list-style-type: none"> ▪ the location of specific sources for health information (decision making, emotional awareness, and goal setting). ▪ <i>how to use sources to access valid health information, product, and services on decision making, emotional awareness, and goal setting (6–8).</i> 	<p><i>The project provides detailed information regarding:</i></p> <ul style="list-style-type: none"> ▪ the location of specific sources for health information (decision making, emotional awareness, and goal setting). ▪ <i>how to use sources to access valid health information, product, and services on decision making, emotional awareness, and goal setting (6–8).</i> 	<p><i>The project some information regarding:</i></p> <ul style="list-style-type: none"> ▪ the location of specific sources for health information (decision making, emotional awareness, and goal setting). ▪ <i>how to use sources to access valid health information, product, and services on decision making, emotional awareness, and goal setting (6–8).</i> 	<p><i>The project provides little information regarding:</i></p> <ul style="list-style-type: none"> ▪ the location of specific sources for health information (decision making, emotional awareness, and goal setting). ▪ <i>how to use sources to access valid health information, product, and services on decision making, emotional awareness, and goal setting (6–8).</i>
6–8	HE.6-8.2.2 Use appropriate sources to access valid health information, products, and services.	Demonstrate the use of sources to access valid health information, products, and services.				

HCPS III Assessment Rubric: Health (Continued)

Health Standard 6—DECISION MAKING AND GOAL SETTING: Use decision making and goal setting skills to enhance health						
Grade	Benchmark	Performance Indicator	Advanced	Proficient	Partially Proficient	Novice
3–5	HE.3-5.6.3 Identify appropriate goal setting strategies to set personal health goals.	Identify strategies and skills necessary to set goals (health, personal, and interpersonal).	Student demonstrates a strong and clear understanding of: <ul style="list-style-type: none"> the necessary strategies and skills to set goals (health, personal, and interpersonal) how to evaluate one's emotional awareness and one's ability to manage emotions to help set goals (6–8). 	Student demonstrates a clear understanding of: <ul style="list-style-type: none"> the necessary strategies and skills to set goals (health, personal, and interpersonal) how to evaluate one's emotional awareness and one's ability to manage emotions to help set goals (6–8). 	Student demonstrates some understanding of: <ul style="list-style-type: none"> the necessary strategies and skills to set goals (health, personal, and interpersonal) how to evaluate one's emotional awareness and one's ability to manage emotions to help set goals (6–8). 	Student demonstrates little understanding of: <ul style="list-style-type: none"> the necessary strategies and skills to set goals (health, personal, and interpersonal) how to evaluate one's emotional awareness and one's ability to manage emotions to help set goals (6–8).
6–8	HE.6-8.6.3 Evaluate personal health strengths and risks to set personal goals.	Evaluate one's understanding of emotional awareness and ability to manage one's emotions to set personal goals.				
Health Standard 7—ADVOCACY: Advocate for personal, family, and community health						
Grade	Benchmark	Performance Indicator	Advanced	Proficient	Partially Proficient	Novice
3–5	HE.3-5.7.2 Use appropriate strategies to express individual opinions about health issues.	Express opinions in an article, cartoon, or graphic that advocates the importance of being aware of and managing emotions to help personal growth and character development and/or a goal setting process that indicates long-term health benefits.	Student actively and consistently demonstrates in highly productive ways to complete assigned task advocating healthy choices.	Student demonstrates in productive ways to complete assigned task advocating healthy choices.	Student demonstrates in somewhat productive way to complete assigned task advocating healthy choices.	Student demonstrates few productive ways to complete assigned task advocating healthy choices.
6–8	HE.6-8.7.2 Use appropriate methods to communicate accurate health information and ideas	Write an article or create a cartoon or graphic that promotes how emotional awareness and managing one's emotions impact personal growth and character development, and/or a goal setting process that indicates long-term health benefits.				

Writing Response Rubric				
	Advanced	Proficient	Partially Proficient	Novice
Meaning Writing assignment is clear, instructive, creative and interesting	Uses appropriate details that creatively develop the intended meaning.	Uses appropriate details that develop the intended meaning.	Uses some trivial details that relate to but do not develop the intended meaning.	Uses inappropriate facts and irrelevant details that do not develop the intended meaning.
Organization Organization helps to clearly convey the message	Organizes thoughts in a clear, appropriate, and precise manner.	Organizes thoughts in an appropriate manner. Presents basic information and details.	Some evidence of an organized plan. Some effort with details. Ideas are developing, but not quite clear.	Little evidence of an organized plan. Little or no detail. Ideas seem disconnected.
Voice Voice of the writer accomplishes the purpose	Conveys strong enthusiasm for the topic. Establishes a strong interaction with the reader.	Conveys enthusiasm for the topic. Establishes an interaction with the reader.	Conveys some enthusiasm for the topic. Some effort made to establish an interaction with the reader.	Conveys little enthusiasm for the topic. Little effort made to establish an interaction with the reader.
Word Choice/Style Word choice is consistent with the purpose Sentence structure helps the writing read smoothly	Words are specific, accurate, and suited to the subject; content area vocabulary is appropriate for the purpose and audience.	Words are suited to the subject; adequate use of content area vocabulary for the purpose and audience.	Limited use of words suited to the subject; some use of content area vocabulary.	Little or no use of words suited to the subject; little or no use of content area vocabulary.
	Uses complex and varied sentence structures.	Attempts to use complex sentence structures.	Limited sentence variety and word choice. Uses well developed simple and compound sentences.	Lack of sentence variety and word choice. Uses simple and/or run-on sentences repeatedly.
Conventions Writer displays skillful writing conventions	Writes and edits for grade-appropriate spelling, grammar and punctuation, with accuracy.	Writes and edits for grade-appropriate spelling, grammar and punctuation, with no significant errors.	Writes and edits for grade-appropriate spelling, grammar and punctuation, with a few significant errors and/or many minor errors.	Writes and edits for grade-appropriate spelling, grammar and punctuation, with many significant errors.

<i>Creative Project Rubric</i>				
	Advanced	Proficient	Partially Proficient	Novice
General Standard Requirements of the Task	Created interesting resources (props, art, etc) to support the project; used materials appropriately and properly; turned work in on time.	Created supporting resources (props, art, etc) to support the project; used materials appropriately; turned work in on time.	Created a few resources to support the project; Used materials somewhat appropriately; turned work in 1 day late.	Did not create resources for this project; Improper use of materials; turned work in several days late.
Content	<p>The project:</p> <ul style="list-style-type: none"> shows strong evidence of understanding of concepts. reflects purposeful information that fully addresses key concepts. 	<p>The project:</p> <ul style="list-style-type: none"> shows evidence of understanding of concepts. reflects accurate information that addresses key concepts. 	<p>The project:</p> <ul style="list-style-type: none"> shows some evidence of understanding of concepts. reflects some information that addresses key concepts. 	<p>The project:</p> <ul style="list-style-type: none"> shows little or no evidence of understanding of concepts. reflects little or no information that addresses key concepts.
Creativity and Effort	<p>The project:</p> <ul style="list-style-type: none"> Is highly original and imaginative. Is extremely pleasing to look at and/or evokes intended response. Shows that much time and effort was placed on creating a polished product/ performance. 	<p>The project:</p> <ul style="list-style-type: none"> Is original and imaginative. Is pleasing to look at and/or evokes intended response. Shows that time and effort was placed on creating a finished product/ performance. 	<p>The project:</p> <ul style="list-style-type: none"> Shows some originality and imagination. Is somewhat pleasing to look at and/or does not quite evoke the intended response. Shows that some time and effort was placed on creating a finished product/ performance. 	<p>The project:</p> <ul style="list-style-type: none"> Shows little originality and imagination. Is not pleasing to look at and/or does not evoke the intended response. Shows that little time and effort was placed on creating a finished product/ performance.

Participation Rubric				
	Advanced	Proficient	Partially Proficient	Novice
Contribution to Group's Task	<p>Consistently and actively works toward group goals.</p> <p>Provides many ideas.</p> <p>Does full share of the work.</p> <p>Thoroughly completes assigned tasks.</p>	<p>Works toward group goals without prompting.</p> <p>Provides sufficient ideas.</p> <p>Does an equal share of the work.</p> <p>Completes assigned tasks.</p>	<p>Inconsistently works toward group goals. Requires some occasional prompting.</p> <p>Provides some ideas.</p> <p>Does almost as much work as others.</p> <p>Completes some assigned tasks.</p>	<p>Works toward group goals only when prompted.</p> <p>Provides few ideas.</p> <p>Does less work than others.</p> <p>Does not complete assigned tasks.</p>
Verbal Effectiveness	<p>Clearly communicates ideas, thoughts, and feelings in a very positive manner; makes sincere and polite requests.</p> <p>Gives genuine praise and encouragement; avoiding "put downs."</p>	<p>Communicates ideas, thoughts and feelings in a positive manner; makes polite requests.</p> <p>Gives praise and encouragement.</p>	<p>Sometimes communicates ideas, thoughts and feelings in a positive manner; makes polite requests on occasion.</p> <p>Gives some praise and encouragement.</p>	<p>Rarely or never communicates ideas, thoughts and feelings in a positive manner; does not make polite requests.</p> <p>Gives little or no praise and encouragement; uses "put downs."</p>
Responsiveness Active listening	<p>Listens well and accepts feedback from others willingly.</p> <p>Shows great sensitivity highly values opinions of others; readily accepts contributions from all group members.</p>	<p>Listens and accepts feedback from others in a fairly positive way.</p> <p>Shows sensitivity and values opinions of others; accepts contributions from all group members.</p>	<p>Listens and accepts some feedback but also refuse to listen on occasion.</p> <p>Shows sensitivity and values opinion of others on occasion; accepts contributions from some but not all group members.</p>	<p>Does not listen or refuses to listen to feedback.</p> <p>Does not value the opinion of others and needs occasional reminders to be sensitive to contribution of others.</p>