# HĀ Excellence Lesson #1

**ATTITIDE**

**WHAT is the lesson/activity that you will be sharing?**

Attitude is 100% “Attitude is free!” “Yes, you are free to choose.” (Henry Sasaki-Kauai Barbecue Inn)

**Why is this Objective important in this lesson/activity?**

Students will realize and understand the importance of their ATTITUDE….

**Which of the following General Learner Outcomes, NĀ Hopena AʻO (HĀ) Statements, or H.R.S. 5-7.5 Law of Aloha values will the lesson/activity address?**

**<Check the following values/outcome standards that apply>**

**\_x\_GLO 1 \_x\_GLO 2 \_\_x\_GLO 3 \_\_x\_GLO 4 \_\_\_GLO 5 \_\_\_\_GLO 6**

**Self-Directed Community Complex Quality Effective Effective/Ethical**

**Learner Contributor Thinker Producer Communicator User of Technology**

**NĀ Hopena AʻO (HĀ) B.R.E.A.T.H. OF LIFE:**

**\_x\_ Belonging \_x\_ Responsibility \_x\_ Excellence \_x\_ ALOHA \_x\_ Total well-being \_\_\_ Hawaiʻi**

**H.R.S. 5-7.5 Law of Aloha:**

**\_x\_ Akahai \_x\_ Lōkahi \_x\_ʻOluʻolu \_x\_Haʻahaʻa \_x\_Ahonui**

**(Kindness) (Unity) (Agreeable) (Humility) (Patience)**

**How to implement this lesson/activity:**

* **Materials Needed**

Blank paper and a chalkboard or dry erase board.

* **Presentation Notes / Instructions**

Write the word ATTITUDE in a vertical setting, and have the students figure out the numerical value of each letter. After the students figure out the number for each letter, have them total up all of their numbers.

A = 1

T = 20

T = 20

I = 9

T = 20

U = 20

D = 04

E = 05

100%

Your ATTITUDE is 100% of your success or failure.

“Attitude is free!” “Yes, you are free to choose.”

-Henry Sasaki-Kauai Barbecue Inn

An acronym for ATTITUDE:

**A**ctions, **T**hat, **T**ake, **I**ndividuals, **T**owards, **U**ltimate, **D**etermined, **E**nd.

* **Processing Activity**

Invite students to share in a small/large group the following questions:

* + **What** did you learn?
  + **Why** was it important?
  + **How** will you use this information to make a positive difference in the present and future?

# HĀ Excellence Lesson #2

**IT’S YOUR CHOICE**

**WHAT is the lesson/activity that you will be sharing?**

* It’s your C.H.O.I.C.E.
* **+** Choices Have Opportunities In Creating Excellence.
* **-** Choices Have Obstacles In Creating Stress.

**Why is this Objective important in this lesson/activity?**

Students will become aware of the power of +/- CHOICES.

**Which of the following General Learner Outcomes, NĀ Hopena AʻO (HĀ) Statements, or H.R.S. 5-7.5 Law of Aloha values will the lesson/activity address?**

**<Check the following values/outcome standards that apply>**

**\_x\_GLO 1 \_x\_GLO 2 \_x\_\_GLO 3 \_\_x\_GLO 4 \_x\_GLO 5 \_\_\_\_GLO 6**

**Self-Directed Community Complex Quality Effective Effective/Ethical**

**Learner Contributor Thinker Producer Communicator User of Technology**

**NĀ Hopena AʻO (HĀ) B.R.E.A.T.H. OF LIFE:**

**\_\_\_ Belonging \_x\_ Responsibility \_x\_ Excellence \_x\_ ALOHA \_x\_ Total well-being \_\_\_ Hawaiʻi**

**H.R.S. 5-7.5 Law of Aloha:**

**\_x\_ Akahai \_x\_ Lōkahi \_x\_ʻOluʻolu \_\_Haʻahaʻa \_\_Ahonui**

**(Kindness) (Unity) (Agreeable) (Humility) (Patience)**

**How to implement this lesson/activity:**

* **Materials Needed**

Plan sheet paper

* **Presentation Notes / Instructions**
  + Ask students what the word CHOICES mean to them?
  + What are the benefits of making Good Choices?
  + What are the disadvantages of making Bad Choices?

Have them write a poem, or construct story on the opportunities available when making positive choices.

Share the following acronym by Allan Silva with them about making positive choices or negative choices:

CHOICES we make! Remember the following acronyms for CHOICES:

**+ Positive**  or **- Negative**

Choices Choices

Have Have

Opportunities Obstacles

In In

Creating Creating

Excellent Enormous

Success Stress

* **Processing Activity**

Invite students to share in a small/large group the following questions:

* + **What** did you learn?
  + **Why** was it important?
  + **How** will you use this information to make a positive difference in the present and future?

# HĀ Excellence Lesson #3

**FUTURE GOALS W/FIVE FINGERS**

**WHAT is the lesson/activity that you will be sharing?**

What is your future career Goal?

“People don’t plan to fail, they just fail to plan, so plan!” -**Uncle AL Silva**

\*Complete goal-setting activity with hand drawing step-by-step plan to reaching your goals.

**Why is this Objective important in this lesson/activity?**

Students will have the opportunity to learn a goal setting process for attaining goals in their life.

**Which of the following General Learner Outcomes, NĀ Hopena AʻO (HĀ) Statements, or H.R.S. 5-7.5 Law of Aloha values will the lesson/activity address?**

**<Check the following values/outcome standards that apply>**

**\_x\_GLO 1 \_x\_GLO 2 \_\_x\_\_GLO 3 \_x\_\_GLO 4 \_x\_GLO 5 \_\_\_\_GLO 6**

**Self-Directed Community Complex Quality Effective Effective/Ethical**

**Learner Contributor Thinker Producer Communicator User of Technology**

**NĀ Hopena AʻO (HĀ) B.R.E.A.T.H. OF LIFE:**

**\_x\_ Belonging \_x\_ Responsibility \_x\_ Excellence \_x\_ ALOHA \_x\_ Total well-being \_\_\_ Hawaiʻi**

**H.R.S. 5-7.5 Law of Aloha:**

**\_x\_ Akahai \_x\_ Lōkahi \_x\_ʻOluʻolu \_x\_Haʻahaʻa \_x\_Ahonui**

**(Kindness) (Unity) (Agreeable) (Humility) (Patience)**

**How to implement this lesson/activity:**

* **Materials Needed**

Paper/Pen, Blank sheet of plain paper

* **Presentation Notes / Instructions**

Have students place their non-writing hand spread out on the blank sheet of paper. With your writing hand, take the pen/pencil and outline your other hand that is on the paper. Proceed with the goal setting activity when the hand is completely outlined.

Have the students complete the following:

1. Write future career GOAL in the middle of your “palm on the paper with the drawing of your outlined hand.”
2. On the pinky finger area, write 3 things that must be done to reach this Goal?
3. On the ring finger area, (+) write a statement of what you will accomplish when you reach your Goal?
4. On the middle finger area, (-) write a statement of what you will lose if you don’t reach this goal? Note: It could be just the opposite of the (+) finger.
5. On the index finger area, write a list of other people who can support you in reaching this goal.
6. On the thumb area = a two part statement:
   1. 1st. When are you going to start working on your goal?
   2. 2nd. Write the date that you see yourself achieving this goal.
7. On the bottom of your hand drawing, about 2-3 inches below your Goal statement write down the word **Why?**, and write out your reason of why do you want to achieve this Goal???

Note: If your Why is strong enough, you have the dedication and Ahonui: Patience and Perseverance to strive towards achieving your goal.)

* **Processing Activity**

Invite students to share in a small/large group the following questions:

* + **What** did you learn?
  + **Why** was it important?
  + **How** will you use this information to make a positive difference in the present and future?

# HĀ Excellence Lesson #4

**D.R.E.A.M.**

**WHAT is the lesson/activity that you will be sharing?**

D.R.E.A.M (**D**esire, **R**esponsibility, **E**nthusiasm, **A**ct as if, **M**ake it happen)

**Why is this Objective important in this lesson/activity?**

Students will look at the word DREAM with a new prospective and discover some tools to help them achieve their dreams.

**Which of the following General Learner Outcomes, NĀ Hopena AʻO (HĀ) Statements, or H.R.S. 5-7.5 Law of Aloha values will the lesson/activity address?**

**<Check the following values/outcome standards that apply>**

**\_x\_GLO 1 \_\_\_GLO 2 \_\_x\_GLO 3 \_\_x\_GLO 4 \_x\_GLO 5 \_\_\_\_GLO 6**

**Self-Directed Community Complex Quality Effective Effective/Ethical**

**Learner Contributor Thinker Producer Communicator User of Technology**

**NĀ Hopena AʻO (HĀ) B.R.E.A.T.H. OF LIFE:**

**\_\_\_ Belonging \_x\_ Responsibility \_x\_ Excellence \_x\_ ALOHA \_x\_ Total well-being \_\_\_ Hawaiʻi**

**H.R.S. 5-7.5 Law of Aloha:**

**\_x\_ Akahai \_\_ Lōkahi \_\_ʻOluʻolu \_x\_Haʻahaʻa \_x\_Ahonui**

**(Kindness) (Unity) (Agreeable) (Humility) (Patience)**

**How to implement this lesson/activity:**

* **Materials Needed**
  + Paper, Pencil/Pen, Dictionary or Computer
  + Art material to create a Dream Catcher
  + Card board and magazines to complete a Dream board
* **Presentation Notes / Instructions**
  + Have students define the meaning of the word DREAM using the following words. Individually, or with 5 groups defining and explaining the importance of the word/s in DREAM:
    - **D**esire
    - **R**esponsibility
    - **E**nthusiasm
    - **A**ct as if
    - **M**ake it happen
* Now that the students have a better understanding of the word DREAM, have them think about some of the dreams that they have in their life, and make a list of at least five future dreams.
* As an added art project give the students instructions to make a “Dream Catcher.”
* Another art project to engage students in is to have them make a DREAM Board.
* **Processing Activity**

Invite students to share in a small/large group the following questions:

* + **What** did you learn?
  + **Why** was it important?
  + **How** will you use this information to make a positive difference in the present and future?

# HĀ Excellence Lesson #5

**SEE BEYOND YOUR GOAL**

**WHAT is the lesson/activity that you will be sharing?**

Point with index finger. (Visualization activity)

**Why is this Objective important in this lesson/activity?**

Students will become aware of the power of visualization, and how they can use it in their lives.

**Which of the following General Learner Outcomes, NĀ Hopena AʻO (HĀ) Statements, or H.R.S. 5-7.5 Law of Aloha values will the lesson/activity address?**

**<Check the following values/outcome standards that apply>**

**\_x\_GLO 1 \_\_\_GLO 2 \_\_x\_GLO 3 \_x\_GLO 4 \_x\_GLO 5 \_\_\_\_GLO 6**

**Self-Directed Community Complex Quality Effective Effective/Ethical**

**Learner Contributor Thinker Producer Communicator User of Technology**

**NĀ Hopena AʻO (HĀ) B.R.E.A.T.H. OF LIFE:**

**\_\_\_ Belonging \_\_x\_ Responsibility \_x\_ Excellence \_x\_ ALOHA \_x\_Total well-being \_x\_ Hawaiʻi**

**H.R.S. 5-7.5 Law of Aloha:**

**\_x\_ Akahai \_x\_ Lōkahi \_x\_ʻOluʻolu \_\_Haʻahaʻa \_x\_Ahonui**

**(Kindness) (Unity) (Agreeable) (Humility) (Patience)**

**How to implement this lesson/activity:**

* **Materials Needed**
  + Classroom / open area for people to stand up.
  + Pen/pencil, writing paper.
* **Presentation Notes / Instructions**

Instruct students to stand up on a flat surface with their arms on their side facing you. Have them lift up both arms at their side and rotate to the left and the right. Their arms/fingers should be clear from touching anyone else.

When everyone is ready, as you stand in the front of the class, have them point their right index finger to you. Explain to them that when you say go, they will all turn clockwise to the right (Note: their feet must not move) as much they can with their arm straight, and their index finger pointing to a spot on the wall. They must remember the spot that they just pointed too. When they have visually marked that spot with their eyes, they can turn back to you. When they are all facing you, (remember: their feet must not move) instruct them to close their eyes. (If students don’t want to close their eyes, don’t worry about it.)

Your next instructions to them are as follows: Imagine that when you turn again to the right pointing with your right index finger, you are pointing 1 foot past the previous spot that you visually marked. Now, imagine in your “mind” that you are turning again, and you are so flexible you are pointing 2 feet past that original spot that you visually marked. O.K., let’s imagine that you are now pointing 5 feet past that spot. O.K. Open your eyes, now turn to the right again, with your arm straight/index finger pointing, and go ahead and point beyond that original spot.

When they are done, have them point back to you. Ask them, how many of you pointed past the original spot?

Yes, the majority of them will point past that spot. Ask them, what happened? Why did that happen?.

They will now understand the power of Visualization… *Have a discussion on what other things in your life can you use the power of visualization*. You may also consider to have them sit with their eyes closed, and visualize / process a future goal.

* **Processing Activity**

Invite students to share in a small/large group the following questions:

* + **What** did you learn?
  + **Why** was it important?
  + **How** will you use this information to make a positive difference in the present and future?

# HĀ Excellence Lesson #6

**CRYSTAL BALL ESSAY**

**WHAT is the lesson/activity that you will be sharing?**

Crystal Ball Story essay.

**Why is this Objective important in this lesson/activity**

Students will have the opportunity to look into their own imaginary Crystal Ball for the future as they would like to see it.

(For example: Home, Family, Work, Play, Travel, etc.)

**Which of the following General Learner Outcomes, NĀ Hopena AʻO (HĀ) Statements, or H.R.S. 5-7.5 Law of Aloha values will the lesson/activity address?**

**<Check the following values/outcome standards that apply>**

**\_x\_GLO 1 \_x\_GLO 2 \_x\_GLO 3 \_x\_GLO 4 \_\_\_GLO 5 \_\_x\_GLO 6**

**Self-Directed Community Complex Quality Effective Effective/Ethical**

**Learner Contributor Thinker Producer Communicator User of Technology**

**NĀ Hopena AʻO (HĀ) B.R.E.A.T.H. OF LIFE:**

**\_\_x\_ Belonging \_x\_ Responsibility \_x\_ Excellence \_x\_ ALOHA \_x\_Total well-being \_x\_ Hawaiʻi**

**H.R.S. 5-7.5 Law of Aloha:**

**\_x\_ Akahai \_x\_ Lōkahi \_x\_ʻOluʻolu \_x\_Haʻahaʻa \_x\_Ahonui**

**(Kindness) (Unity) (Agreeable) (Humility) (Patience)**

**How to implement this lesson/activity:**

* **Materials Needed**

Pencil/Pen, writing paper, or computer.

* **Presentation Notes / Instructions**

Instruct student to write their own imaginary Crystal Ball Story for the future as they would like to see it. (For example: Home, Family, Work, Play, Travel, etc.)

* **Processing Activity**

Invite students to share in a small/large group the following questions:

* + **What** did you learn?
  + **Why** was it important?
  + **How** will you use this information to make a positive difference in the present and future?

# HĀ Excellence Lesson #7

**Y.O.G.O.W.Y.P.I.**

**WHAT is the lesson/activity that you will be sharing?**

Y.O.G.O.W.Y.P.I. (**Y**ou **O**nly **G**et **O**ut **W**hat **Y**ou **P**ut **I**n)

**Why is this Objective important in this lesson/activity?**

Students will develop an understanding that in order to achieve long term or short term goals it will be directly related to the effort/work that is put in!

**Which of the following General Learner Outcomes, NĀ Hopena AʻO (HĀ) Statements, or H.R.S. 5-7.5 Law of Aloha values will the lesson/activity address?**

**<Check the following values/outcome standards that apply>**

**\_x\_GLO 1 \_x\_GLO 2 \_x\_GLO 3 \_\_x\_GLO 4 \_\_\_GLO 5 \_\_\_\_GLO 6**

**Self-Directed Community Complex Quality Effective Effective/Ethical**

**Learner Contributor Thinker Producer Communicator User of Technology**

**NĀ Hopena AʻO (HĀ) B.R.E.A.T.H. OF LIFE:**

**\_\_ Belonging \_x\_ Responsibility \_x\_ Excellence \_x\_ ALOHA \_x\_ Total well-being \_\_ Hawaiʻi**

**H.R.S. 5-7.5 Law of Aloha:**

**\_x\_ Akahai \_\_ Lōkahi \_x\_ʻOluʻolu \_\_Haʻahaʻa \_\_Ahonui**

**(Kindness) (Unity) (Agreeable) (Humility) (Patience)**

**How to implement this lesson/activity:**

* **Materials Needed** 
  + Paper/Pencil, Write the following on board/make a poster, Y.O.G.O.W.Y.P.I. = (**Y**ou **O**nly **G**et **O**ut **W**hat **Y**ou **P**ut **I**n).
  + If possible read the YOGOWYPI Book by Bill Cordes.
  + Also, have a copy of the old classic story, “The Three Little Pigs.”
  + For the Middle School – High School, show a video or review a book on:
    - What steps are taken to build a house?
    - What steps are taken to Kalua a pig in the Imu?
    - What steps are taken to plant a flower, or to take on a project of a planting a garden?
    - What steps are taken to develop good study skills?
* **Presentation Notes / Instructions**
  + Discuss Y.O.G.O.W.Y.P.I. = (**Y**ou **O**nly **G**et **O**ut **W**hat **Y**ou **P**ut **I**n) with students or highlight certain chapters in the YOGOWYPI book if available.
  + Ask students (It could be an open discussion/a writing assignment & also the closing processing activity.
    - What is the meaning of YOGOWYPI?
    - Why is it important?
    - How can you use this concept of YOGOWYPI in your life to achieve your short term or long term goals?
  + Ask students questions, or have them write a response to the other examples of preparation of; working on a house, garden, study skills, etc.
* **Processing Activity**

Invite students to share in a small/large group the following questions:

* + **What** did you learn?
  + **Why** was it important?
  + **How** will you use this information to make a positive difference in the present and future?

# HĀ Excellence Lesson #8

**C.O.U.R.A.G.E.**

**WHAT is the lesson/activity that you will be sharing?**

C.O.U.R.A.G.E. (**C**ommit **O**neself **U**ntil **R**esults **A**nd **G**oals **E**merge)

**Why is this Objective important in this lesson/activity?**

Students will gain a different prospective of the meaning of the word Courage, and also how they can use it in their lives to reach their goals.

**Which of the following General Learner Outcomes, NĀ Hopena AʻO (HĀ) Statements, or H.R.S. 5-7.5 Law of Aloha values will the lesson/activity address?**

**<Check the following values/outcome standards that apply>**

**\_x\_GLO 1 \_x\_GLO 2 \_x\_GLO 3 \_x\_GLO 4 \_\_\_GLO 5 \_\_\_\_GLO 6**

**Self-Directed Community Complex Quality Effective Effective/Ethical**

**Learner Contributor Thinker Producer Communicator User of Technology**

**NĀ Hopena AʻO (HĀ) B.R.E.A.T.H. OF LIFE:**

**\_\_\_ Belonging \_x\_ Responsibility \_x\_ Excellence \_x\_ ALOHA \_x\_ Total well-being \_\_\_ Hawaiʻi**

**H.R.S. 5-7.5 Law of Aloha:**

**\_x\_ Akahai \_\_ Lōkahi \_x\_ʻOluʻolu \_\_Haʻahaʻa \_x\_Ahonui**

**(Kindness) (Unity) (Agreeable) (Humility) (Patience)**

**How to implement this lesson/activity:**

* **Materials Needed**

Paper/Pen, or Computer

* **Presentation Notes / Instructions**

Have students look up the meaning of the word COURAGE.

* Who do you know that has shared courage?
* What did they do?
* Why did they do it?
* How did they make a difference?

Have students answer the following questions about using Courage for themselves:

* What event/situation in your life will benefit by being Courages?
* Why would it be beneficial?
* How will you use “Courage” in the present and future?
* **Processing Activity**

Invite students to share in a small/large group the following questions:

* + **What** did you learn?
  + **Why** was it important?
  + **How** will you use this information to make a positive difference in the present and future?

# HĀ Excellence Lesson #9

**ACHIEVING EXCELLENCE W/ ABC’s OF LIFE**

**WHAT is the lesson/activity that you will be sharing?**

A, B, C’s of life printed form. Review of the list and writing activity.

**Why is this Objective important in this lesson/activity?**

Students will be able to use a variety of ideas that will help them in achieving excellence in their lives.

**Which of the following General Learner Outcomes, NĀ Hopena AʻO (HĀ) Statements, or H.R.S. 5-7.5 Law of Aloha values will the lesson/activity address?**

**<Check the following values/outcome standards that apply>**

**\_x\_GLO 1 \_x\_GLO 2 \_\_x\_GLO 3 \_x\_GLO 4 \_\_\_GLO 5 \_\_\_\_GLO 6**

**Self-Directed Community Complex Quality Effective Effective/Ethical**

**Learner Contributor Thinker Producer Communicator User of Technology**

**NĀ Hopena AʻO (HĀ) B.R.E.A.T.H. OF LIFE:**

**\_\_\_ Belonging \_x\_ Responsibility \_x\_ Excellence \_x\_ ALOHA \_x\_ Total well-being \_\_\_ Hawaiʻi**

**H.R.S. 5-7.5 Law of Aloha:**

**\_x\_ Akahai \_x\_ Lōkahi \_\_ʻOluʻolu \_x\_Haʻahaʻa \_x\_Ahonui**

**(Kindness) (Unity) (Agreeable) (Humility) (Patience)**

**How to implement this lesson/activity:**

* **Materials Needed**

A,B,C’s of life information by Allan Silva. Writing paper, pen, or a computer.

***A,B,C’s of Life by : Allan Silva, M.Ed.***

***ATTITUDE***

***BELIEVE***

***COURAGE***

***DREAM***

***ENTHUSIASM***

***FOCUS***

***GRATITUDE***

***HELP OTHERS***

***IMAGINE***

***JUST DO IT***

***KEEP YOUR DREAMS ALIVE***

***LIVE LIFE EVERY DAY***

***MAKE IT HAPPEN***

***NEVER GIVE UP***

***OPTIMISTIC***

***PASSION***

***QUEST***

***RESPONSIBILITY***

***SEE YOUR SELF ACHIEVING YOUR GOAL***

***THINK***

***U SE WHAT YOU GOT***

***V ISION***

***WALK YOUR TALK***

***XEROX SOMEONES SUCCESS***

***YES, I CAN***

***ZERO IN ON YOUR TARGET***

* **Presentation Notes / Instructions**
  + Brain storm on ways to be successful in life, utilizing the above A, B, C’s with one word phrases or brief sentences.
  + Review the A,B,C’s of life form with students.
  + Give students time to memorize the A,B,C’s of life form.
  + Have students partner up with another student and test each other’s memory by reciting the A,B,C’s of life form from A-Z…
  + Play a memory game with students to see if they can remember the word/word phrase in the A,B,C’s of life. (You can get creative, or just have them turn their A,B,C’s of life form face down and call out the A, B, C’s in order or randomly.) (When they are pretty good at memorizing the A,B,C’s, you can even have them play a game of charades with separate teams.)
  + Have students complete an A,B,C’s of life essay about how they are going to achieve their goals in life. Note: Their essay must contain all of the words/word phrases from the A,B,C’s of life form.
* **Processing Activity**

Invite students to share in a small/large group the following questions:

* + **What** did you learn?
  + **Why** was it important?
  + **How** will you use this information to make a positive difference in the present and future?