**Building a Sense of Well-Being**

**In Your Students:**

**Addressing the “T” in the Na Hopena**

**A’O Outcomes Framework**

**LE 185599**

**June-November 2020**

**SECTION 1.**

**Need Assessment Rationale:**Participants will identify **2** students that they believe would benefit most from learning about and practicing a healthier lifestyle. Each of the 2 assessments must address the rationale for the selection of the student and provide examples to support their assessment. A caption is required for each assessment (**2** captions). (Student Centered)

|  |
| --- |
| **Student #1**Student name: The student I chose as my subject is KKRationale for choosing this student (provide examples to support your rationale).KK is a 12-year-old boy that is repeating 6th grade. He is one of two children that are being raised by his grandmother. He has a sister who is two years younger than him. His family is categorized as social economic disadvantaged and lives in the Palolo Housing Project. His father is incarcerated, and his mother has no contact with the family. His grandmother is a recovering substance abuse survivor and has been sober for the past six years. KK is a very capable student that exhibits poor decision-making skills. KK has been diagnosed with ADAH but medication is given periodically and randomly at home. Being a recovering substance abuser, KK’s grandmother is reluctant with medicating KK. Considering both the physical and mental factors contributing to “Total Well-being”, KK exhibits a detrimental combination of both which results in his lack of performance in school. KK suffers from the physical aspect of needing his ADHD medication to control his impulsive behavior that impacts his learning, and then compound that with the mental element of low self-esteem, his father being in prison, a feeling of abandonment by his mother, and constantly being compared to his sister’s accomplishments in school. This is a concentrated effort in taking into consideration the mental and physical extenuating causal factors that may determine KK’s “readiness” to learn. These are some of the reasons I feel KK is a formidable candidate for my case study to address the “Total Well-being” factor of a student. |
| **Student #1 Caption**What the document is? This document is a rationale for choosing my student case study subject.Why it is evidence? It is evidence because it addresses and provides the need and rationale for my strategic use of the Na Hopena A’O Framework. The evidence gives me a reason to address the student’s needs through concentrating on the T “Total Well-being” aspect of the subject.What it is evidence of? This is evidence of the reasons for selecting the specific student subject of my case study. This is evidence of my preliminary assessment for the need to address the rationale through a strategic approach utilizing the T “Total We-being” of the Na Hoena A’O framework. It is also evidence of my proactive decision to find a student that will hopefully benefit from me challenging my professional development by learning and applying a relatively new strategic pedagogical approach to addressing a student concern. |

**SECTION 2.**

**Action Plan (Proposal):** Participants will propose **2** actions and describe how each activity/lesson will help their student’s understand of what it means to lead a healthy lifestyle and the benefits of making choices that improve their body, mind and spirit. They will also describe how they plan to implement each activity/lesson. A caption is required for each proposed action (**2** captions). (Activity/Action Centered)

|  |
| --- |
| **Activity #1**Action: **HA Meditation 5-3-1**How they plan to implement it: Macintosh HD:Users:teacher:Desktop:Screen Shot 2020-09-25 at 4.16.07 PM.png**How to implement this lesson/activity:** * **Materials Needed**

A comfortable quite place to sit or lay down. * **Presentation Notes / Instructions**

Introduce the concept of 5-3-1 to students: * + 5 = **Akahai, Lōkahi, ʻOluʻolu, Haʻahaʻa, Ahonui (Review meanings).**
	+ 3 = Three things that you have gratitude or you Mahalo.
	+ 1 = One thing you want to accomplish today.

Introduction to meditation process: Have students sit or lay down with eyes closed. 5. Review with students, when the teacher says the Hawaiian word from A.L.O.H.A., the students will breath in (Inhale) through the nose and when the teacher finishes saying that Hawaiian word, the teacher will say the word HᾹ, and the students will now exhale through the mouth.\*(Note: When the students inhale they are taking in all of the “Mana” for the that word, and when they exhale, they are giving it back to everyone.)Another option for the breathing process can be simplified with the following: When the leader (teacher) says the word ALO, the students inhale. (ALO, also means to face/to be present.) My acronym for ALO is, Acknowledge Love Others…. (When you look at the meaning of A.L.O.H.A., the common denominator is LOVE.) When the teacher is done saying the word, ALO, that will be followed with the word HĀ, and the students will now exhale. 3 When students complete the HᾹ Breathing/ALO=HᾹ have them complete 3 more individual breaths, and when they inhale they will think of one thing in their life that they have gratitude for or they Mahalo. Do this 3 times = 3 things that they have gratitude/mahalo.1 - Students will do one last breath (Inhale), and they will think of one thing that they would really like to accomplish today.\*Note: Before you actually start the breathing activity, have the students take their pulse.. An easy way to get their pulse, is by having them place their two fingers below their jaw touching neck and feeling for a pulse. Once everyone is ready with the right area that they can feel their pulse.. You say begin counting your pulse/heartbeats to yourself NOW! They will count to themselves how many beats they are feeling. You will count 10 seconds to yourself / use a stop watch or clock second hand. At the end of 10 seconds, you say time and ask the students how many beats did you get? At the end of HᾹ breathing exercise, repeat the same activity with them on checking their pulse. * **Processing Activity: 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?
 |
| **Activity #1 Caption**What the document is? This is my proposed action plan to address the aspect of “Total Well-being”. Why it is evidence? It is evidence because it addresses the need to propose a lesson plan that will provide a supportive approach for a student. It is evidence because it provides the strategic process that utilizes the Na Hopena A’O Framework, specifically focusing on “Total Well-being”.What it is evidence of? This is evidence of creating a lesson that specifically addresses the “Total Well-being” element of a student. This addresses the GLOs, the Na Hopena A’O Framework, and the Law of Aloha in a strategic manner to devise an activity that might help a student gain an appreciation for their “Total Well-being”, and ultimately achieve at a higher personal and academic level. This is also evidence of applying processes to the mental and physical elements that could impact a person’s success quotient. |

**SECTION 3.**

**Instructor/Peer Feedback:** Participants will communicate each of their **2** activities/lesson with the instructors and their peers seeking feedback on how to make each of those activities/lessons more beneficial for their students. The participant will reflect on the feedback from both the instructors and their peers and indicate any changes they will make in the activities/lessons they will implement. A caption is required for the feedback for each activity/lesson (**2** captions). (Collaboration Centered on Teacher Growth)

|  |
| --- |
| **Instructor/Peer Feedback Reflection Activity #1**Instructor feedback:Joe’s reply: Dave, I really like the practice of meditating and breathing. It addresses life’s issues from both a physical and mental approach. The breathing is a fundamental way to allow for someone to clear their thought processes. Breathing also allows for a stronger chemical balancing of the body. Your instructional piece of introducing the ALO and HA as a separate breathing technique brings relevance and continuity of the ALOHA and Na Hopena A’O framework.Peer feedback:JH: Dave, I really liked how you were able to incorporate the old GLOs and the new Na Hopena A’O Framework, along with the Law of ALOHA to address the concern with your student KK. I hope it works.HO: Dave, I think taking the pulse is a great way to measure and validate a physical response to the breathing exercise. The students can track their pulse before and after to monitor the actual physiological difference between pre breathing and post breathing exercise.GG: Dave I really think the most valuable element in the lesson is the reflection piece at the end of the exercise. What did you learn? Why is it important? How you will use this exercise to make a positive difference in your life? I hope student will see that taking the time to breathe always allows someone the time and clear mind to respond versus react.My Reflection: I really appreciate GG’s comment on the reflection piece at the end of the lesson. I am hoping that students, especially KK can learn that the 5-3-1 exercise allows people the time to clear their head before making ANY decision. With KK, this could be a strategy he uses to not be so impulsive and to think of how his response affects others. A really important aspect of the 5-3-1 breathing exercise is to allow people to think of how they connect with others, rather than correct others. People are constantly persuading people to their way of thinking and behaving. If people took more time trying to connect and understand others, it would be easier to appreciate other people’s contribution, and thus add more value to our community. From the positive comments shared, I think I will proceed with the activity as planned. |
| **Instructor/Peer feedback caption:**What the document is? This is feedback of an instructor and peers with regards to my proposed lesson.Why it is evidence? It is evidence because it addresses the need for collaboration. It is also evidence because it allows for perspectives of others, which will broaden my view.What it is evidence of? It is evidence of how I want to collect various viewpoints to broaden my own perspective. It is evidence of how I intentionally sought opinions from my peers and how I view the collaboration process. It shows how I want to challenge my professionalism through collecting and reflecting on opinions and attitudes that might confer or conflict with my proposed action. |

**SECTION 4.**

**Implementation:** Participants will implement the **2** activities/lessons and document the results in a case study template provided.  Participants will gather student evidence that will be included in each case study. A total of **2** case studies. A caption is required for each case study (**2** captions). (Activity/Action Centered)

|  |  |
| --- | --- |
| **CASE** **STUDY MANAGEMENT** | Date of Action: \_\_\_\_9/28/20-10/2/20Student #1: \_\_\_\_\_\_\_KK\_\_\_\_\_\_\_\_\_\_ |
| Need(s) Addressed | Help KK control his impulsive behaviorProvide KK a mechanism that doesn’t involve medication.Equip KK with a process on how to connect with others.Provide KK with a self reflecting strategy. |
| Summary of Action(s) |  HA Meditation 5-3-1 Breathing Exercise Macintosh HD:Users:teacher:Desktop:Screen Shot 2020-09-25 at 4.16.07 PM.png**How to implement this lesson/activity:** * **Materials Needed**

A comfortable quite place to sit or lay down. * **Presentation Notes / Instructions**

Introduce the concept of 5-3-1 to students: * + 5 = **Akahai, Lōkahi, ʻOluʻolu, Haʻahaʻa, Ahonui (Review meanings).**
	+ 3 = Three things that you have gratitude or you Mahalo.
	+ 1 = One thing you want to accomplish today.

Introduction to meditation process: Have students sit or lay down with eyes closed. 5. Review with students, when the teacher says the Hawaiian word from A.L.O.H.A., the students will breath in (Inhale) through the nose and when the teacher finishes saying that Hawaiian word, the teacher will say the word HᾹ, and the students will now exhale through the mouth.\*(Note: When the students inhale they are taking in all of the “Mana” for the that word, and when they exhale, they are giving it back to everyone.)Another option for the breathing process can be simplified with the following: When the leader (teacher) says the word ALO, the students inhale. (ALO, also means to face/to be present.) My acronym for ALO is, Acknowledge Love Others…. (When you look at the meaning of A.L.O.H.A., the common denominator is LOVE.) When the teacher is done saying the word, ALO, that will be followed with the word HĀ, and the students will now exhale. 3 When students complete the HᾹ Breathing/ALO=HᾹ have them complete 3 more individual breaths, and when they inhale they will think of one thing in their life that they have gratitude for or they Mahalo. Do this 3 times = 3 things that they have gratitude/mahalo.1 - Students will do one last breath (Inhale), and they will think of one thing that they would really like to accomplish today.\*Note: Before you actually start the breathing activity, have the students take their pulse.. An easy way to get their pulse, is by having them place their two fingers below their jaw touching neck and feeling for a pulse. Once everyone is ready with the right area that they can feel their pulse.. You say begin counting your pulse/heartbeats to yourself NOW! They will count to themselves how many beats they are feeling. You will count 10 seconds to yourself / use a stop watch or clock second hand. At the end of 10 seconds, you say time and ask the students how many beats did you get? At the end of HᾹ breathing exercise, repeat the same activity with them on checking their pulse. * **Processing Activity: 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?
 |
| Result(s) of Action(Student evidence) | Reflection journal from KKInterview conference with KK’s grandmotherDialogue with KK counselor following the 1 week activity |
| Next Steps | Continue the 5-3-1 HA Breathing Exercise at the beginning of each period. Being self directed and work on having the students practice HA breathing on their own. Having students identify when they personally need to breath and think clearly is the ultimate goal through this activity. |
| Evaluation | This activity was great at practicing a technique to prepare anyone for any kind of work. Everyone’s day is constantly requiring them to perform. People are required to do a job, make a decision, help someone else, think clearly, all of which involves a certain amount energy. Before you expend energy, it would be advantageous to “charge up” or fill yourself. Taking a little time to meditate would help supply the person with the drive and efficiency to apply to any initiative. The addition of the “alo” “ha” created a topic of converstaion, which gave the activity more purpose. It was helpful to talk about the five values of Akahai, Lokahi, ‘Olu’olu, Ha’aha’a, and Ahonui. Allowing the student to think about each value and how it pertains to their life brought appreciation and value as they were breathing. This was expressed during debriefing by the students.  |

|  |
| --- |
| **Case study caption:**What the document is? This document is the Case Study of the 5-3-1 HA Breathing ActivityWhy it is evidence? It is evidence because it documents and records the results of the applied activity. It also describes the individual focussed student’s (Case) results and how they performed. It is evidence because it addresses the need to provide a measurment and monitoring tool to record data of the activity.What it is evidence of? This Case Study is evidence of the data collected. The data collected is the results of the initiated 5-3-1 HA Breathing Exercise. This is evidence of the description, key issues, analysis, releveant concepts, and course of action that accompanied the activity. It is also evidence of my proactive approach to addressing the physical and mental aspects of a student through meditation. |

**SECTION 5.**

**Implementation Reflection:**Participants will provide a written reflection for each activity/lesson (**2** reflections) that addresses how their activities/lessons impacted their student's total well-being, identifying which activities/lessons they will continue to use in the future, what activities/lessons they will refine, or which ones they will discontinue using. A caption is required for each case study reflection (**2** captions). (Activity/Action Centered: Student & Teacher Growth)

|  |
| --- |
| **Implementation Reflection Activity #1**Write reflection here |
| **Culminating reflection caption:**What the document is?Why it is evidence?What it is evidence of? |

**SECTION 6.**

**Culminating Reflection:**  Participants will reflect on their personal and/or professional growth though this learning process.  They will provide a summary of information learned and how they can apply it to meet the needs of future students.   (Teacher Growth Centered)

|  |
| --- |
| **Culminating Reflection**Write reflection here |
| **CULMINATING REFLECTION CAPTION:**What the document is?Why it is evidence?What it is evidence of? |