

# KŌKUA OUR PLANET

## FOR EARLY LEARNERS

### RATIONALE

By realizing that our choices can either help or harm the environment, we can start making better choices to kōkua the planet.

### ESSENTIAL QUESTIONS

- What is the "environment?"
- What is a "pledge?"
- What can we do to help our environment and be more sustainable?

### MATERIALS

- Whiteboard, markers
- Printed copies of the pledge
- Images or toys related to environmental issues (e.g. pictures of trees, animals, or water)
- Art supplies
- Other specific materials listed in each activity

### LEARNING OBJECTIVES

After this lesson, learners will be able to:

- Understand the concept of sustainability
- Identify simple actions they can take to care for the environment
- Make a pledge to commit to taking action for a sustainable earth through the #voyage4earth campaign

### OPENING DISCUSSION

1. Begin by asking students what they know about the environment and what it means to take care of it.
2. Show them images or toys related to environmental issues and ask them to identify what they see.
3. Explain that the earth is a special place that we need to take care of and that we can all help by doing small things every day.

### ACTIVITY IDEA #1: Voyage4Earth Pledge

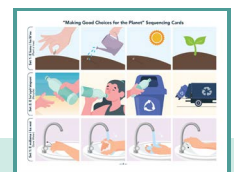
<https://hokulea.com/wp-content/uploads/Voyage4Earth-Coloring-Sheet.pdf>



- Introduce the #voyage4earth campaign by showing the students the campaign website <https://hokulea.com/moananuiakea/#voyage4earth> and explaining its goals (e.g. raising awareness about environmental issues and inspiring action).
- Display the printed copies of the pledge and invite students to reflect and think about how they can commit to taking action for a sustainable earth.
- Ask the students to brainstorm simple actions they can take to care for the environment. Write their ideas on the whiteboard and discuss them as a class.
- Encourage students to color and decorate their worksheets to support the campaign and share them with their 'ohana or in the classroom.

### ACTIVITY IDEA #2: Making Good Choices for the Planet

[https://ksdigitalfiles.ksbe.edu/assets/waa/content/sustainableearth\\_activity/makinggoodchoices.pdf](https://ksdigitalfiles.ksbe.edu/assets/waa/content/sustainableearth_activity/makinggoodchoices.pdf)



**Preparation:** *Cut out the three sets of sequence cards and laminate (if desired).*

- Ask the class if they've ever seen trash on the side of the road or at the beach, and whether they think that helps or hurts the 'āina and our planet.
- Lead a discussion about how there are lots of easy things we can do and choices we can make to help, specifically explaining planting trees, recycling, and conserving water.
- Mix up the four cards in one set and tell haumāna that they need to arrange them into the correct sequence to show ways we can help the planet. (For more of a challenge, mix all 12 cards, and have them arrange the 4 sets.) Remind them that a sequence shows steps from the beginning to the end, and provide an example of a simple sequence to get them started.
- At the end, discuss what's happening in each sequence and how it's helping the planet.

### ACTIVITY IDEA #3: "Helpful or Harmful?" Game

<https://ksdigitalfiles.ksbe.edu/assets/waa/content/sustainableearth/story.html>



- Remind the class about what it means if something is helpful or harmful. Ask if they think the Earth can get hurt or not.
- Explain how some choices we make can hurt the Earth, and other choices can help it, and provide examples.
- Go to the online game and explain how to play it. As each set of pictures appears, ask the class which ones are helpful and which are harmful.

### ACTIVITY IDEA #4: How Can We Kōkua?

[https://ksdigitalfiles.ksbe.edu/assets/waa/content/sustainableearth\\_activity/howcanwekokua.pdf](https://ksdigitalfiles.ksbe.edu/assets/waa/content/sustainableearth_activity/howcanwekokua.pdf)



- Following the previous activity's discussion, pass out worksheets and read the labels under each picture so they know what the picture is depicting.
- Have them independently circle the ways they can help the environment, then review correct answers with the class.

*(Learning standards are on the next page)*

**SHOW US WHAT YOU DID!**



If you did any of these activities, please send us your photos or videos for a chance to be featured on the Holomoana website! Email them to [ittraining@ksbe.edu](mailto:ittraining@ksbe.edu).



## POSSIBLE LEARNING STANDARDS CONNECTIONS

### E Ola! <https://blogs.ksbe.edu/eola/>

**'Ike kūpuna:** ancestral experiences, insights, perspectives, knowledge, and practices.

**Aloha 'āina:** Hawaiian patriotism; love for the land and its people.

**Mālama and Kuleana:** Social agency, community consciousness.

**Global Competence:** Students have intercultural communication skills to interact effectively in an interdependent world.

**Problem Solving & Innovation & Creativity:** Students have skills to identify, articulate, and solve problems.

#### English Language Arts (Pre-K & Primary)

**Transfer Goal A:** Students will independently use their learning to communicate effectively for a variety of purposes and audiences.

- **Traits (Primary):**

- Organization—Coherence:* Making connections from one idea to the next.  
*Ideas and Content—Synthesis:* Appropriate application of information.

- **Performance List (Pre-K):** Represents ideas and stories through pictures, dictation, and play.

#### Science (Pre-K & Primary)

**Transfer Goal A:** Students will independently use their learning to construct an explanation from observations of scientific phenomena.

- **Traits (Primary): Explanation:** Construct meaning from observations.
- **Performance List (Pre-K):** Makes meaning from explorations, and generates ideas and solutions based on their own observations of the natural and human-made world. Communicates experiences, observations, and ideas with others through conversations, representations, and/or behavior.

### E Ola! Aligned Work Sampling

<https://sites.google.com/ksbe.edu/nakulakamalii/iii-n%C4%81-kula-kamali%CA%BBi/n%C4%81-kula-kamalii-e-ola-booklet>

#### Personal and Social Development

C2-Attends to tasks and seeks help when encountering a problem. (P4)

D3-Participates in the group life of the class. (P3/P4)

#### English Language Arts

L/L D1-Represents (*ideas and*) stories through pictures, dictation, and play. (P3/P4)

#### Science

ST A3-Makes meaning from explorations, and generates ideas and solutions based on their own observations of the natural and human-made worlds. (P3/P4)

ST A4. Communicates experiences, observations, and ideas with others through conversations, representations, and/or behavior.

### CCSS <https://www.corestandards.org/read-the-standards/>

#### English Language Arts

#### Speaking and Listening

- **CCSS.ELA-LITERACY.SL.K.1**  
Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **CCSS.ELA-LITERACY.SL.K.4**  
Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **CCSS.ELA-LITERACY.SL.K.6**  
Speak audibly and express thoughts, feelings, and ideas clearly.

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## POSSIBLE LEARNING STANDARDS CONNECTIONS

**Nā Hopena A’o** <https://www.hawaiipublicschools.org/DOE%20Forms/NaHopenaAoE3.pdf>

### 1. Strengthened sense of belonging

- g. Understand how actions affect others
- h. Actively participate in school and communities

### 2. Strengthened sense of responsibility

- e. Make good decisions with moral courage and integrity in every action
- f. Set goals and complete tasks fully
- h. Honor and make family, school and communities proud

### 6. Strengthened sense of Hawai’i

- g. Treat Hawai’i with pride and respect
- h. Call Hawai’i home

**NGSS** <https://www.nextgenscience.org/>

**K-ESS2-2** Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

#### • **ESS3.C: Human Impacts on Earth Systems**

Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.

————— **HOLOMOANA** —————

**Kōkua Our Planet**

<http://www.ksbe.edu/holomoana/>