



Step 1:

ENVISION THE HARVEST

Imagine your peaceful, beloved community.

MOKU MEETS

Elementary students have been having difficulty adjusting to coming back from COVID restrictions. Mask wearing has also made it a bit more difficult to “connect” with others. We believe that when students are given the opportunity to connect with a peer, especially one with differences in culture, language, or socio-economics, more learning takes place.

We envision creating a school community that is, not only compassionate with others, but are open minded and courageous individuals that want to learn about others, their homes, schools and families. We believe that students learn by asking questions and sharing their own perspectives with their peers. Within our school communities, we are learners that know how to collaborate with others and include all students in our actions. We uplift each other by celebrating our differences and embracing our commonalities.

We will connect elementary aged 3rd graders with students in another area of Hawaii a different island. The two schools we’ve chosen to work with are Mountain View Elementary School, which has a low-socioeconomic background, is a Title-1 school and many students are Native Hawaiian with much generational trauma. They are considered a “trauma sensitive school.” The other school, Hawaii Technology Academy, a charter school, is the largest charter school in the state, spread out across four islands. We will work with the Maui campus, which has a fairly transient population of students from Hawaii and the continental U.S.

Idea Bank

There's a lack of...

There's an excess of...

We're not heard by...

There's interest in...

We're not connected to...

We don't know enough about...

We have an opportunity to...

We do/don't have access to...

We have support from...

We're competing against...

Step 2:

PREPARE THE SOIL

What are the opportunities & barriers to achieving your vision? To achieve your vision, who do you need on your team?

Opportunities / Barriers

Teammates

Opportunities

ASCA Mindsets:

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment

ASCA Behavior Standard:

Social Skills

2. Positive, respectful and supportive relationships with students who are similar to and different from them

2nd and 3rd Grade Students

2nd and 3rd Grade Teachers

Counselors from both schools

Parents- permission to participate and encourage being open minded

Idea Bank

Youth

Teachers & Counselors

School Admin

Parents & Caregivers

For-Profit Business

Non-Profit Organization

Politicians

Government

Cultural practitioners

Friends & Family

Idea Bank

Step 2:

PREPARE THE SOIL

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What are the opportunities & barriers to achieving your vision? To achieve your vision, who do you need on your team?

Opportunities / Barriers

Teammates

Barriers:

Attendance - Our students are guided to stay home when not feeling well, due to COVID guidelines. Often we have 2-3 absent students each time we meet.

Academic Levels - Students have come in from homeschooling and distance learning with differing academic needs and supports.

Cultural Barriers - New students often come from the mainland with little knowledge or stereotypical beliefs of Hawaiian culture.

2nd and 3rd Grade Students from Mountain View Elementary and Hawai'i Technology Academy - Maui Campus

2nd and 3rd Grade Teacher, Ms. Amante from Hawai'i Technology Academy - Maui Campus

3rd Grade Teacher Mrs. Akiona

Counselor Maile Atay from Hawai'i Technology Academy

Counselor Kainoa Arensdorf from Mountain View Elementary

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Idea Bank

Mindfulness
Practice

Restorative
Justice

Community
service project

Peaceful
demonstration

Conflict Reso
Plan

Peer Mediation

Oral History
Project

Youth Climate
Action Group

Voting
Campaign

Art projects for
peace

Step 3:

PLANT THE CEEDS

Identify specific tools/activities/approaches that may address the barriers you identified. Consider starting by looking at the Ceeds Co-Op Toolkit, but also consider other resources beyond our toolkit (curricula, articles, best practices you know of, new ideas you came up with, etc.)

We plan to address the following “C’s”:

Connection - to be able to feel safe sharing with a peer

Compassion - to be able to understand how someone else feels.

Courage - to be able to share something personal and feel safe with a sense of belonging

Students will participate in a 10 week letter writing program called “Moku Meets.” The intention is to pair up each student with a “pen pal” from another island. Having a PenPal can foster concern for others, finding common bonds, and reciprocation. Not to mention writing skills! Students will be provided the guiding questions and the space and letters/stamps to send out the hand-written letters.

Lesson 1 - The counselor on each island would start out with a short 10-15 minute lesson on the meaning of Moku (area that you live in). We would talk about Mokupuni (island you are from), Moku (area on island you are from), and Ahupua'a (land division within the moku you reside in). For example, my mokupuni is Maui, my moku is Wailuku, and my ahupua'a is Waihe'e. Our school's Moku is Kula and ahupua'a is Waiohuli.

Planning time - Teachers/counselors will randomly pair up students from both classes.

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Lesson 2-4 We will start a letter-writing project. We will provide the envelopes and writing paper to mail to the students at their school. Every 2 weeks we can introduce another guiding question and send a response to the student letters.

Final lesson- Zoom the two islands together in a class meeting where students can identify cultural similarities and appreciate their differences, and ultimately compassion among our students.

Sample guiding questions:

I live on moku---(island), mokupuni, ahupua'a...

My favorite no tech thing to do is....

My favorite food is..... because....

My family consists of (humans and pets!)

My friends and I like to...

My favorite superhero is...because...

My favorite subject is... because...

The weather today is.....

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A survey was used to gain post knowledge.

Post Survey Results:

Responses to Survey

These results indicate that students gained knowledge about their new hoa, another island, another school. They did this by Collaborating and finding similarities and differences. Also to note is that students and the teacher on Maui that is new to the island have begun to use Hawaiian words and understand the concept of ahupua'a. Courage was displayed when the students volunteered to read letters out loud from their new hoa. Some letters were difficult to read from their hoa, so as you can expect, this was a difficult process. Later, when students met each other via Zoom they Committed to writing in the future, which we hope to do soon.

Idea Bank

Keeping others engaged by...

Learning more from...

Expanding my plan to...

Raising money by...

Partnering with...

Asking for...

Staying accountable by...

Taking proactive steps by...

Measuring my success by...

Sharing my success by...

Step 4:

NURTURE TO SUSTAIN

How will you sustain your success?

Conclusion:

This age appropriate activity is one that will continue to be used in the years to follow. We've committed to continuing this project as a request from the students themselves. This writing experience covers multiple subject areas: Hawaiian History, Social Studies, Geography, & English Language Arts.

We also recognize that a Pre-Survey is needed to pin-point their knowledge, especially when it comes to History of Hawai'i, Geography, Charter Schools, and English and Hawaiian Language.

At Mountain View Elementary School, several educators have inquired about this letter writing project and how it really did help settle students, increase student self esteem, allow creativity and encourage them to have a voice.

At Hawai'i Technology Academy, the project was shared at a Center for Love and Justice think tank in which several educators and students across the islands and across different contents and grade levels shared out project-based learning projects. The overall response was positive and many commented that they would like to do something similar between HTA students from different islands.

Step 5:

ACTION PLAN STATEMENT & TIMELINE

Action Plan Statement

Commitment Timeline

I will prototype a solution to address:

A school community that is, not only compassionate with others, but are open minded and courageous individuals that want to learn about others, their homes, schools and families.

My teammates are...

Kainoa Arensdorf, Mountain View Counselor

Maile Atay, HTA Counselor

Jessica Amante, HTA 2nd and 3rd grade teacher

Rebecca Akiona, 3rd grade teacher

I will design / commit to...

Letter writing between two schools on different islands.

I will evaluate my success by using a post google survey.

What will you commit to...

In one week we will write another letter to our friends on the other island. This time we will draw a map of our school with our favorite spots on campus. We will ask the students to return a map of their own school to keep our conversations going.

Seeds of Peace Action Plan Summary

Action Plan Name: Moku Meets

Peacebuilder Name(s): Maile Atay & Kainoa Arensdorf



Envision the Harvest:

Peer to peer connections where students share their differences in culture, language, backgrounds, and learning levels through letter writing. Students learn courage and compassion by collaborating through this experience.



Nurture to Sustain:

We've committed to continuing this project each year as a request from the students themselves. This writing experience covers multiple subject areas: Hawaiian History, Social Studies, Geography, & English Language Arts.



Prepare the Soil:

Opportunities/Barriers:

Attendance - Attendance has decreased due to COVID guidelines. We have 2-3 absent students each time we meet.

Academic Levels - Students have come in from homeschooling and distance learning with differing academic needs and supports.

Cultural Barriers - New students often come from the mainland with little knowledge or stereotypical beliefs of Hawaiian culture.

Teammates:

2nd/3rd grade level teachers & school counselors.



Plant the Seeds:

Addressing the following "C's": Connection, Compassion, and Courage, second and third grade students will participate in a 10 week letter writing program called "Moku Meets." The intention is to pair up each student with a "pen pal" from another island. Having a PenPal can foster concern for others, finding common bonds, and reciprocation. They will learn about the mukupuni, moku, and ahupua'a that they and their new friends live in.