

Intended for Grades: 4-8 **Estimated Time:** 3 sessions

Lesson Title: PROMOTING *PONO* and PREVENTING *HUHU* (anger)

Lesson Purpose: Students will:

- * Examine the ways that injustice affects people
- * Describe ways to address injustice with *pono* behaviors
- * Understand the meaning of nonviolence by identifying nonviolent qualities

Materials & Preparation:

- * Computers or computer lab for 1 day (research non-violent leaders)

Background Information:

Blanche Pope grades 4-6 teachers, aka the “Be Team”, worked collaboratively to set student expectations as an integral part of the Student Behavior Plan, which focuses on *Living Pono*, or doing the right thing. The Be Team’s motto originally was “*Believe, Behave, Become, Belong*”, based on the *mana’o* (wisdom) of Kupuna Betty Jenkins.

As new students joined the team, the teachers discovered that *Belonging* took precedence over *Believing*. Discussion about the Four B’s has become an integral part of the teaming process for team teachers as well as the students who are part of “The Be Team”. (*They are housed in B Bldg.*)

The changing student character of the Be Team initiated this lesson addressing how injustice contributes to anger, revenge, lying, and bullying in the school environment. We hope to help students recognize that one important way to reduce negative behaviors is to reduce the injustice that often leads to it.

Steps:

1. Write quotes on board:

**“You cannot have wholeness... spiritual well-being
or physical well-being in a system of injustice.”**

—*Desmond Tutu, South African bishop and Nobel Peace Prize winner.*

“We must be the change we wish to see.”

- *M.K. Gandhi*

Invite students to talk with a neighbor about the meaning of one or both quotes; tell them to be prepared to share. After a few minutes, ask for volunteers to provide their explanation. Share your understandings, and then explain the purpose of the session: To examine the impact of injustice and explore ways to address injustice with *maluhia* (peace).

2. Ask students to define *injustice*. Students can:

- Summarize the kinds of violence in the television shows
- Discuss examples of injustice they see on these shows
- Work as a class or in partners to define injustice

Next, help the group synthesize their ideas and generate a class definition of injustice as a summary. I.e.: “Any act that is unfair or violates someone’s rights”.

3. Work with students to create a concept map relating to injustice. Explain that injustice can take many forms and impact many people, more than most realize.

Tell students that the group is going to create a concept map relating to injustice.

- Draw 4 concentric circles on a board or chart paper.
- Write the word INJUSTICE in the center.
- Ask students for examples of injustice. Write these in the second smallest circle.
- Include both personal injustices (i.e.: being robbed) and group/institutional injustice (i.e.: being the target of racism).
- Ask students to name feelings that often result from injustice (i.e.: anger, fear, lack of confidence, sadness, etc.) Write these in the third circle.
- Lastly, ask students to identify groups of people who are or have been victims of injustice; write these in the outside, fourth circle. (i.e.: Native Americans, African Americans, Asians, people with disabilities, Jews, women, overweight people, very short people, children, elderly, Native Hawaiians, etc.).

Note: Include many groups so most students can identify with at least one group.

4. Help the class analyze the map. Organize into groups of four. Invite volunteers to share with the other members of their group a time when they experienced injustice of some kind. Encourage them to describe how they felt, how they reacted, and the consequences of their reaction. Model first by sharing one time you felt an injustice.

5. Work with students to explore ways to address injustice with *pono* and *maluhia*.

Option #1: Assign each group of four one of the following leaders to research: Nelson Mandela, Martin Luther King, Eleanor Roosevelt, Gandhi, and the Dalai Lama. Encourage students to answer and reflect upon these questions:

What motivated these people to address injustice peaceably?

What values seem to support their actions?

What can we learn from their examples?

Option #2: Find a leader from Hawai'i to learn about & share with others.

Students can:

- Do an interview, role-playing the part of a famous leader
- Create a PowerPoint slideshow about a leader, past or present
- Make a collage of pictures and words that represent their local leader
- Create a short video documentary about a leader they admire

Reflection Questions:

- * *What have you learned about yourself and others?*
- * *What are some reasons why people treat others unjustly?*
- * *What are some ways people respond when they are treated unjustly?*
- * *What do you think usually happens when someone quietly accepts injustice?*
- * *What usually happens when someone attacks those causing the injustice?*
- * *What can you do when you see injustice happening?*