

Intended for Grades: 6-8 Estimated Time: 60-90 minutes

Lesson Title: SOARING LIKE A KITE - *Lele Ka Lupe*

Lesson Purpose: Students will:

- * Use the analogy of a kite to think about what it takes to achieve goals
- * Build and decorate a kite that represents their goals and dreams (on the top) as well as what will support them to do well (underneath).

Materials & Preparation:

- * Paper and writing tool to do brainstorming of future goals/dreams and supports
- * Kite Instruction Sheets - Copies to share (See Lesson Resource)
- * Supplies to make lupe (kites):
 1. __ 8.5 x 11” printer paper - at least one per person (light colors or white)
 2. __ Colored pens, pencils, crayons to decorate kites
 3. __ Kite string (Est. 35 feet per person)
 4. __ Plastic reflector tape - 8-10 feet per person
 5. __ 12” skewers (barbeque sticks) - 1 per person
 6. __ Packing tape or scotch tape (est. 12” per person)
 7. __ Single hole punch and scissors to cut tape

- * To Do: Create a sample kite to show students

Background Information:

This lesson provides a creative way for students to think about their goals and dreams as well as what and who can help uplift them so they are able to soar.

Students will spend time talking about long term goals and dreams and identifying what actions and people can help them achieve their goals. They then need time to decorate their kite paper, construct their kite, and then get a chance to fly it.

Kite flying was part of life in historical Hawai’i. Skill was required to both construct as well as fly these kites. They were frequently made of *hau*, as this wood is very light. The kite frames were covered with *kapa* (bark cloth) or *lauhala* (woven pandanus leaves). These kites were four to six feet across with tails made of kapa strips that were 15 to 90 feet long. Long *Olonā* cords, sometimes a mile in length, were used as the kite string.

Kites were made for different reasons. Some were used for fishing. Others were used for play and sport. During *Makahiki* season, there was competitive kite flying, when each flyer tried to bring their opponent’s kite down.

The lesson title is based on an ‘*Ōlelo No’eau*, a poetical saying that refers to the district of North Kohala on Hawai’i Island, known for being the home of Kamehameha I, its strong ‘*Apa’apa’a* winds, and fertile soil. This saying is an expression of admiration for this district as a leader in doing good work.

“LELE ‘O KOHALA ME HE LUPE LA - Kohala Soars Like a Kite”

Steps:

1. Write the word “SOARING” on a board or chart. Ask students to share what comes to mind when they think of “soaring”. Next, ask students to share any experiences they have had or what they know about kites. You can review the parts of a kite as well as

what it takes to fly them. Share some background information about Hawaiians and their use of kites (see above.)

2. Tell students that they are going to make kites that can help them remember how they might soar like a kite in the future. Ask them to imagine achieving something very special... some kind of long term goal or dream... something they want to do or become. This can be a career goal or personal goal. Encourage students to think of things they feel passionate about and what kinds of work they find easy to do. Encourage dreaming big! Share that they are going to write and draw their thoughts on a kite to help them remember these ideas... Share they will also be able to fly the kite.

3. Ask students to fold a sheet of notebook paper in half. Have them write:

-*Top Left:* Title: Dreams & Goals: Students dream of one very amazing goal... Encourage students to go beyond any preconceived barriers. Encourage students to imagine being able to achieve something special personal goal, career goal, something that helps humanity or earth in a big way, etc. Share a personal example.

-*Top Right:* Title: Supporting My Dreams & Goals. Instruct students to also write down at least two things to support this goal or dream: I.e.: personal actions, educational or community programs, or people (family, friend, professional mentor, etc.) who might help them achieve this dream.

4. When students have their draft thoughts written down, give them a clean sheet of paper. Ask them to record their goals & dreams in words and pictures on the top. They can turn it over to draw what can support them to achieve this dream or goal.

****Note:** Students might want to fold their paper into a kite first to make the design completely visible when completed.

5. Distribute Kite Instruction Sheets and model how to fold and complete the kite. Provide time for them to complete their drawing and construct their kite.

6. Share and celebrate: Ask each student to share what they created and then find the right time and place to fly their kites. Encourage them to hang their kites in a place that will remind them of their dream or goal.

Reflection Questions:

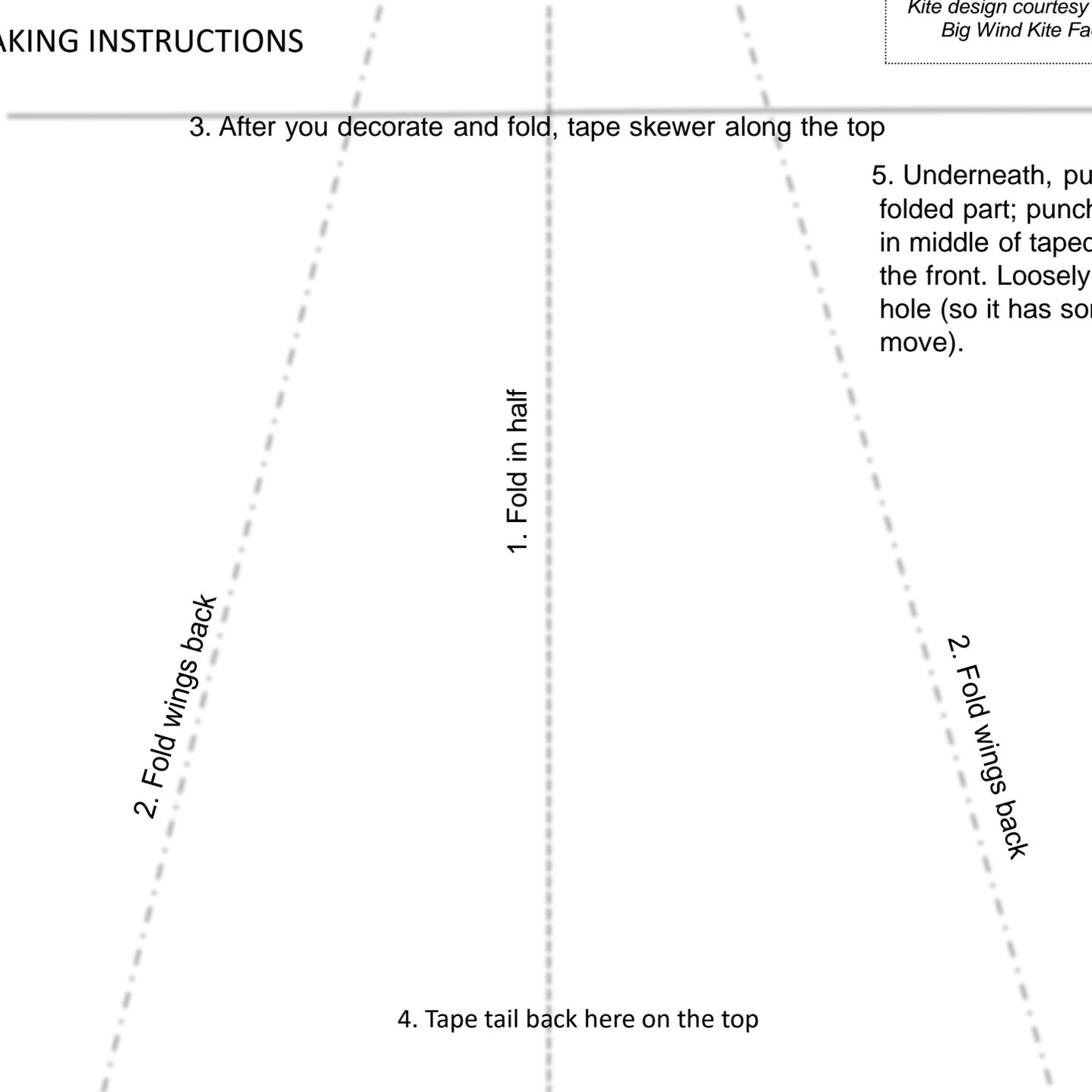
- How does it feel to dream about your future?
- What did you learn about yourself?
- How can your kite help you soar?

Resources:

<http://www.hawaiihistory.org/index.cfm?fuseaction=ig.page&PageID=520>

*Kite design courtesy of Uncle Jonathan at
Big Wind Kite Factory in Molokai*

KITEMAKING INSTRUCTIONS



3. After you decorate and fold, tape skewer along the top

5. Underneath, put tape on the folded part; punch a hole in middle of taped area near the front. Loosely tie string in hole (so it has some room to move).

1. Fold in half

2. Fold wings back

2. Fold wings back

4. Tape tail back here on the top