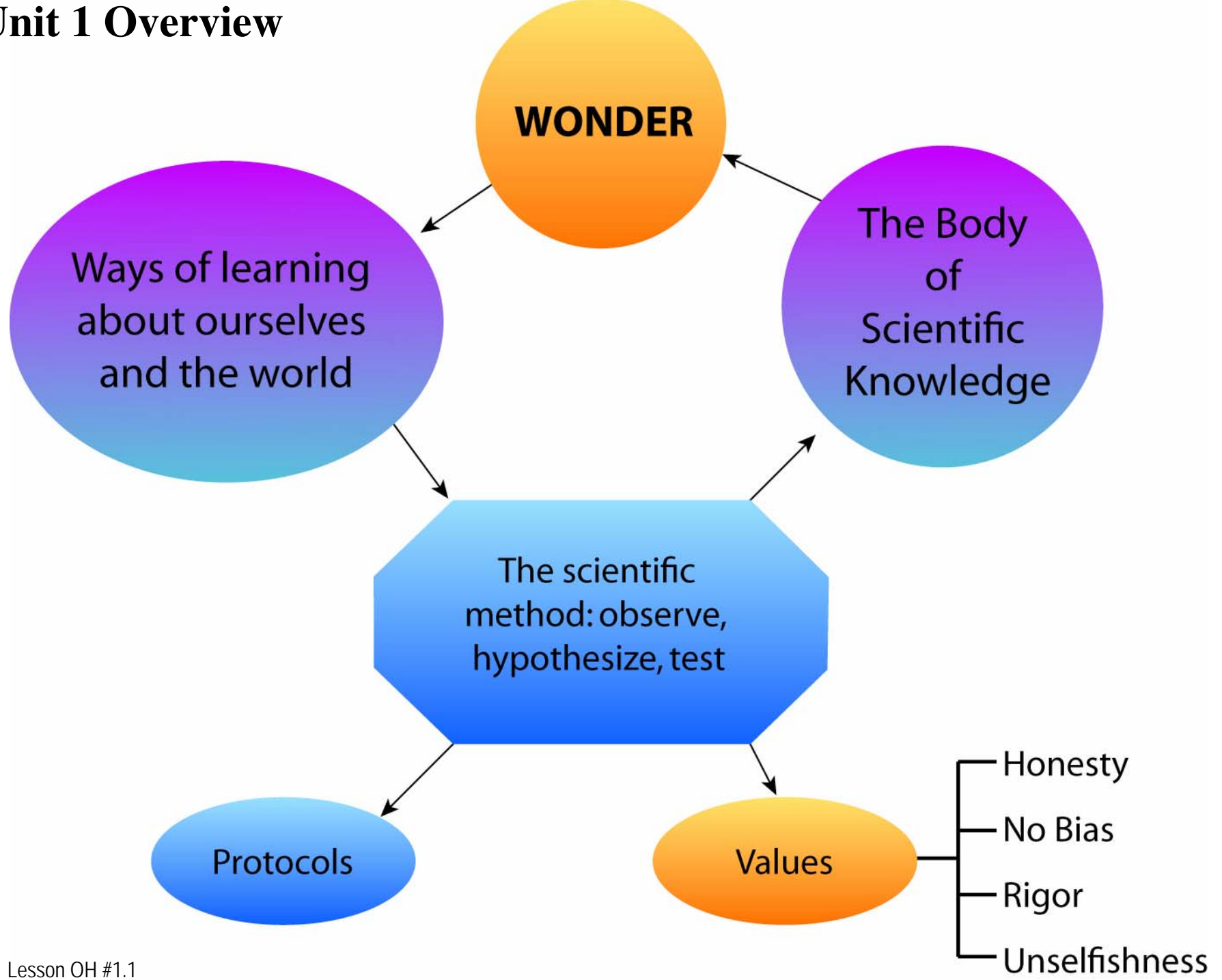


# Unit 1 Overview





# A hypothesis is a...

- tentative explanation, usually based on prior knowledge
- statement that can be reliably tested by conducting research\*

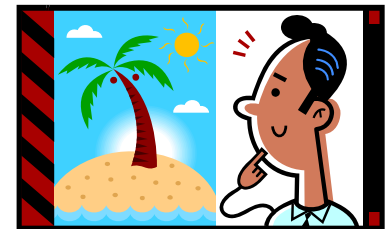


\*making observations, doing experiments, collecting and analyzing data, making models

# Steps in Forming a Hypothesis



1. Generate possible ideas to research and write them down.
2. Review each idea and select the one which is researchable and of interest.
3. Write several driving questions.
4. Form a measurable hypothesis.



# Driving Questions:

When and where do students in this class usually do their homework?

Why select this topic?


What is valued?



What protocols are important when doing homework?

- a. appropriate place
- b. best time
- c. focus



Hypothesis: A majority (over 60%) of students in our class do their homework after 8:00 p.m. and not at a desk. 

Where do you usually\* do your homework?



What time do you usually\* start it?

(\*over 50% of the time)

Data Collection Form

Name	Place	Time started homework
Maile N.	on my bed	8:00 pm
Puna	kitchen table	4:00 pm
Kalei	living room	6:30 am



## A hypothesis is a

- tentative explanation, usually based on prior knowledge
- statement that can be reliably tested by conducting research



## Steps in Forming a Hypothesis

1. Generate possible ideas to research and write down.
2. Review each idea and select the one which is researchable and of interest to you.
3. Write several driving questions.
4. Form a measurable hypothesis.



## Example (Steps 3-4)

**Research Idea: Homework**

### Driving Questions:

When do students in this class usually do their homework?

Where do students usually do their homework?



### Hypothesis:

A majority (over 60%) of students in our class do their homework after 8 p.m. and not at their desk.

## Homework Example - continued

### Steps in Data Collection

1. Brainstorm ways to answer the two driving question (e.g., interviews, observations, questionnaire)
2. Select method for collecting data (interview).
3. Develop method to test hypothesis (interview questions).
3. Decide who, what, when, where, and how you will collect the data.
4. Create a data collection form.

### Interview Questions to test hypothesis

Where do you usually\* do your homework?

What time do you usually\* start it?

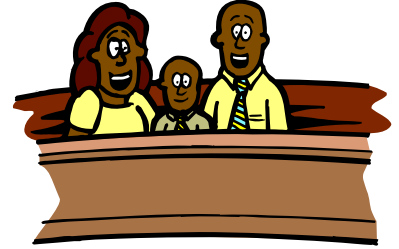
(\* over 50% of the time)



### Data Collection Form - Homework

Name	Place	Time started homework
Maile N.	on my bed	8:00 pm
Puna	kitchen table	4:00 pm
Kalei	living room	6:30 am

# VALUES



✚ Principles

✚ Standards

✚ Morals

✚ Ethics

✚ Ideals

✚ Guiding beliefs that help  
us make appropriate  
choices

# LAUNA HAU'OLI



Joyful friendship;  
a special bond of friends



# HŌ'IKE

To demonstrate

# KE KOHO POLOLEI

The right choice



# HO'OHIKI

To promise; to make a commitment



# HILINA'I

To rely on; to believe or trust;  
to lean on; to have confidence



# LAULIMA

To work together, cooperation;  
describes the many hands coming  
together to work as one





# HOMEWORK - Part 1

**WHAT:** Data Collection Form (draft)

**HOW:**

1. Review People Patterns Project Guide.
2. Develop at least one form to collect data.
3. Bring form to class.

# HOMework - Part 2

**WHAT:** Value Cards



**HOW:**

1. Cut out value cards.
2. Locate an adult and take turns sharing a real life experience for each value card.
3. Write or draw one example on the back of each card and paper clip cards together.

# BOWL OF LIGHT



# Connecting to the Bowl of Light

From your own perspective...



- What's important about light?
- What might the phrase *"if he tends his light"* mean?
- What might the Bowl of Light represent?



## Bowl of Light

"Each child born has, at birth, a bowl of perfect light. If he tends his Light it will grow in strength and s/he can do all things - swim with the shark, fly with the birds, know and understand all things. If, however, s/he becomes envious or jealous, s/he drops a stone into his ***Bowl of Light*** and some of the Light goes out. Light and the stone cannot hold the same space. If s/he continues to place stones into the ***Bowl of Light***, the light will go out and s/he will become a stone. A stone does not grow, nor does it move. If at any time s/he tires of being a stone, all s/he needs to do is turn the bowl upside down and the stones will fall out and the light will grow once more."

*Tales from the Night Rainbow*

by Adapted from Koko Willis and Pali Jae Lee

Connecting with the story: Share this story with one person at home. Discuss what it means and how it might relate to your life. Using your Q Matrix, write several questions to guide your discussion. For example:

-What might light represent to you and your family? \_\_\_\_\_

-Why might light be important to Ka 'Upena o ke Ola? \_\_\_\_\_

My Discussion Notes: \_\_\_\_\_

I read and talked about the Bowl of Light with: \_\_\_\_\_. Their signature: \_\_\_\_\_

Their comment(s): \_\_\_\_\_

# HOMework - Extension Activity

WHAT: Bowl of Light Story

HOW:

1. Reread Bowl of Light story.
2. Create questions.
3. Locate a bowl and some stones.
4. Read the story to someone at home.
5. Talk story using questions on worksheet.
6. Complete worksheet notes about your conversation.