

# Unit Three

## Na'au

### Student Workbook



**The Student Workbook for  
Unit Three Includes:**

- Maile's Story – Student Version
- Worksheets for:
  - Activity 1: Identifying Feelings
  - Activity 2: What's the Standard?
  - Activity 3: Kids Get Stress, Too

## Maile's Story

One hot Friday afternoon, the school bell rang as all 22 students in Ms. Char's class at Kawaiola Elementary School scrambled to get to the door. It was the School Dance that had them excited and Maile found herself following her girlfriends quickly into the bathroom. "Can I borrow your brush, Maile?" asked Tanya.

"Yeah, hold up, it's in my bag." Maile said.

"Kay, hurry up but, cuz we gotta go, we no like be late. I *really* hope Randy going come. He's so fine!"

They all laughed, and the other girls agreed. Maile didn't say anything, even though she also thought it was true. The girls each took turns putting on lip gloss and sweet smelling spray. Maile looked at herself in the mirror, not happy about what she saw. She always compared herself to her older and younger sisters and never felt good enough. Tired of looking at her reflection in the mirror, she waited by the door for the other girls. When they were finally ready, the five of them **filed** out the door and went down the stairs toward the cafeteria.

As they approached the dance, the music grew louder and Maile could feel her heart start to beat faster. Allison and Tanya were in the front and led the group down the hallway toward the cafeteria entrance. Some boys were hanging around outside the entrance. Kamana'o, another girl in their group, cried, "Oh, there he is!"

"Shhh, you no like him hear!" Tanya ordered. "Eh, try look that girl Kalei and her friend Nani wit Randy," Tanya continued. "Kalei's so fat and she only like ack. Who she tink she is? I no can believe he would cruise wit her."

Maile wondered why Kalei was cruising with Randy. Was it possible that she liked him, too? On the other hand, she couldn't help but **admire** Kalei's self-confidence. Maile looked in at the crowd in the cafeteria and took a deep breath.

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The girls turned and slowly made their way into the cafeteria. Maile could feel herself growing more **self-conscious** with every step she took. Nobody was even dancing yet. The boys stood on one side of the cafeteria and the girls were clustered in groups on the other. People *had* to be watching them, thought Maile to herself. As they made their way through the dimly lit room, Maile tried her best to hide behind the other girls so that she would go unnoticed. She stayed in the center of their group, and tried to keep her eyes **focused** right between the shoulder blades of the person in front of her so she wouldn't have to make eye contact with onlookers.

The group walked to the "girls side" just as Mr. Kalima got on the microphone and announced, "Welcome back Kawaiola 5th graders! You guys can start dancing at *any* time."

Nobody moved. A giggle from the girls' side broke the silence, and groups of friends started chattering again as the music continued playing. The only real movements in the cafeteria were from students getting cups of punch and bowls of popcorn and mochi crunch to snack on.

Everyone knew that dances were a big deal. The school rarely planned them for the students. But as special as they were, it always took a lot of courage for anyone to take the first step onto the dance floor. Students kept looking around, wondering who would be first.

Then it happened . . . as soon as the song changed and *Honey Baby* came on, Jesse jumped into the middle of the dance floor and started to jam! Everyone was shocked but laughing too. Soon the entire cafeteria erupted with shouts and howls. Jesse seemed unashamed. Rather, he smiled and seemed to get even more worked up as he continued his moves. Maile thought to herself, "You go brother! No sked, go geev' 'um!"

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Maile and Jesse were calabash cousins and had grown up together in public housing. They spent long summer days riding bikes with all of the kids in their neighborhood, playing chase master and running after the manapua man to buy noodles, rice cake, and li-hing gummi worms. Maile knew Jessie's 'ohana and remembered when his dad still lived there, before his drug problems got bad. Maile knew how much Aunty now counted on Jesse to help out at home.

Jesse knew about Maile's family, too. He knew all about the fights they used to have at Maile's house, and how her mom finally had to make the difficult decision to kick Maile's abusive dad out of the house. He knew that even if the police had made a late night visit to Maile's house, she'd always be at school the next day, and she never talked about it.

Maile wasn't surprised at the guts Jesse had and found herself laughing and smiling, wanting to shout out loud with the rest of the crowd while he sang at the top of his lungs and danced freely. As usual, Maile doubted herself. What if somebody hears me, and I sound stupid? What if I yell and at the same exact time everybody else comes quiet? She knew that would be pretty embarrassing.

Since Jesse broke the ice on the dance floor, other students started slowly making their way to the center of the cafeteria to dance. The energy in the room started to build as happy students moved in groups to the beat of the music.

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Just then, Kalei came up to Maile and asked, "Maile, you like dance wit' Randy?" Maile was shocked and didn't say anything for a moment. "Maile, Randy wants to know if you like dance?" Kalei said, smiling.

"Oh, 'um . . . ," was all Maile could mumble. Maile was screaming with excitement on the inside but tried carefully not to show it on the outside. Her thoughts began tumbling around in her head like T-shirts in a clothes dryer. "Me? Why Randy like dance wit' me? What if he sees me close up and he tinks I'm ugly? Why he asking *me* when get all kine pretty girls around? I wouldn't even know what for say!" Maile grew more nervous when she felt Randy and his friends looking her way.

Suddenly, she felt lots of eyes on her. Tanya and the other girls crowded closely around to hear what Kalei was saying. Maile knew that Tanya might feel bad if she danced with Randy, so she told Kalei, "No, sorry, that's okay."

"Come on girl, 'jus go!" Kalei argued. "Randy like dance wit you! He's cool, you know."

"I know," Maile said, "But nah, I shame, I no like do dat."

"You sure, Maile?" Kalei looked at Maile's face, confused.

"She's sure, Kalei!" Tanya interrupted.

"Okay. But if you change your mind, just tell me, 'kay?" Kalei turned and started back to the boys on the other side of the cafeteria.

"Okay," Maile said quietly. As Kalei walked away, Maile's heart sank. She was trying to protect Tanya's feelings, and she thought Randy must be crazy to choose her, but she found herself feeling very disappointed. She wished that the **situation** had been different. If Tanya and the girls had been happy for her, and if she only had the courage to say yes to Randy, she would be on the dance floor with one of the coolest guys in school.

Just then, she heard the girls around her whispering to each other. Maile turned to hear them better. As soon as they saw her looking, they quickly placed their hands over their mouths and whispered even softer. She immediately **sensed** that they were saying something about her! Allison looked at Maile. "We'll be back," she informed her, and all the girls turned and walked away to the punch area.

Maile watched them and saw Tanya turn to give her stink eye. The group of girls stood together, talking and laughing with a few quick looks in Maile's direction. Suddenly Maile

realized that she was standing all alone. Tears started to fill her eyes, and she swiftly walked toward the door, trying not to call attention to herself.

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As soon as she got outside, she heard a voice call out behind her. "Maile, where you going girl?" She recognized Kalei's voice. Maile stopped but could barely talk, and she wiped her eyes with her hands. "Come here sis'. Why you crying for?"

They sat on a bench together as Maile tried to explain what just took place. "You know what girl, don't worry about it," Kalei said as she reached her arm around Maile's shoulder to comfort her.

"But I tought they was my friends and I didn't even dance wit him," Maile said.

"I know. People get all nuts for no reason. It's just messed up," Kalei answered.

"But they even talk stink about you, Kalei," Maile said, feeling badly for her.

"You know what Maile, I no kea. I learned from my Grams long time ago dat my value no come from what odda people tink. Dey can talk all dey like, but as long as I take good care of odda people *an* myself, an remember dat I'm created beautiful inside an out, it's *all* good." Kalei smiled at Maile. Maile was really surprised that Kalei didn't care about what the girls said, and even more surprised at how deeply she thought about life. Her words seemed to make her feel better already. Maile dried her eyes.

Just then, Jesse made his way back from the bathroom and called out to them, "Hui, you guys! What you doing out here? Come on, you guys missing out!" Then he noticed Maile's eyes still moist with tears and said, "Eh, sis, you okay? Wassa matter?"

"Notting Jess, I'm okay," Maile said with a smile.

"You sure? Is it those stink girls? You like me go inside and ask dem what's up?"

"No, no, no," Maile said worriedly.

"Nah, no need Jesse," Kalei added with a little chuckle.

"You *sure*?"

"Yeah!" both girls said loudly at the same time.

They all laughed together and Jesse said "Kay den, we go!"

"Shoots!" Kalei said. They stood to follow Jessie as he ran for the cafeteria entrance. Kalei hugged Maile. "No worry sis'," she assured her.

"Okay. Tanks 'eh Kalei," Maile said gratefully.

Kalei took the bright colored plumeria from behind her ear and tucked it behind Maile's ear. She smiled at Maile. "Somebody going be real happy for see you in there. He tinks you all dat, an you *are* girl! No sked, go geev 'um, okay?"


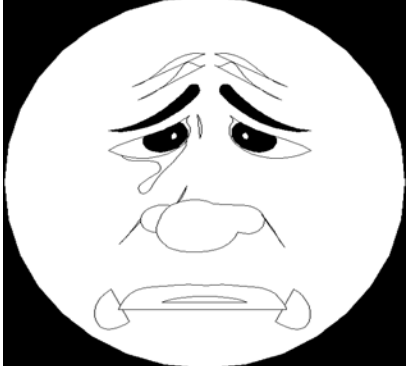
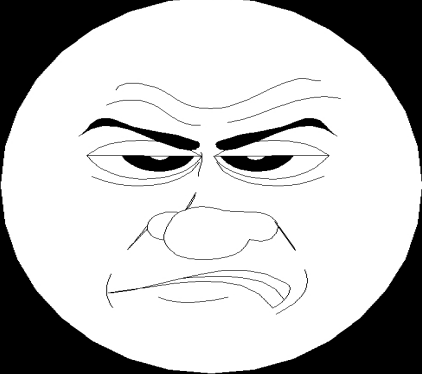
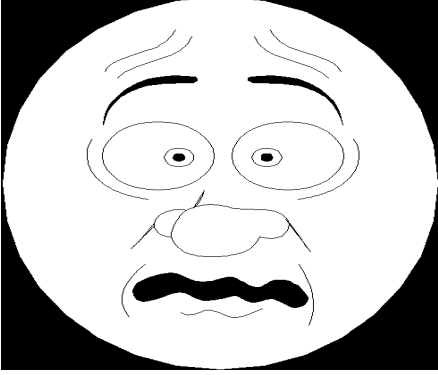
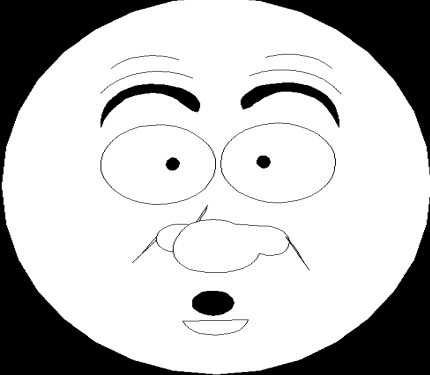
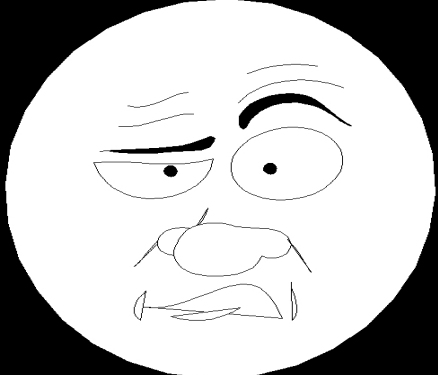
"Aaah . . . okay," Maile said out loud. She felt happy and strong all the way to the pit of her stomach, as if she couldn't be **defeated** by anyone's looks or comments.

As the other girls **sneered** from the side, Maile thought to herself, "It's okay if they like be like dat, but I'm gonna have fun anyways." At that very moment, the song *One Love* began to play. Maile walked straight out to the dance floor with Kalei and Jesse. Randy joined in their group as they skanked together. And she did her best to enjoy herself on the dance floor with Kalei, Jesse, *and* Randy for the rest of the school dance.

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### Unit 3 Activity 1 Six Basic Emotions Worksheet

With a partner, identify the emotion for the facial expression in each illustration. If you don't agree, write both your guesses.

 _____	 _____
 _____	 _____
 _____	 _____

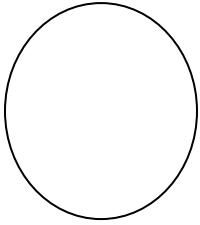
### Unit 3 Activity 1 Feeling Empathy Worksheet

In the situations below and think about what the person may look like, say and feel like. How can you help them?

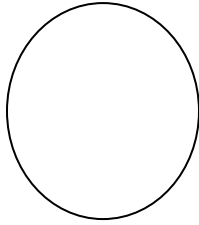
1. Jackson's dog got lost. He has not seen him in 3 days. Jackson's family is looking for him and putting signs around the neighborhood.
  - a) What emotion do you think Jackson is feeling?
  - b) What is a physical clue that lets you know Jackson's emotions?
  - c) What can you say or do to help Jackson?
  
2. Kealoha found a \$20 bill on the sidewalk.
  - a) What emotion is Kealoha feeling?
  - b) What physical or verbal clues let you know what she is feeling?
  
3. It is Paolo's turn to recite a poem in front of the class. Paolo gets up and forgets the words to the poem.
  - a) What emotion is Paolo feeling?
  - b) What are some clues that help you know how Paolo is feeling?
  - c) After class, what can you say or do to help Paolo feel better?
  
4. Cherish got a bad grade on her math test. Her tutu tells her that she is disappointed in her.
  - a) How does Cherish feel?
  - b) What are some clues that help you know how Cherish feels?
  - c) What can you say or do to help Cherish feel better?

### Unit 3 Activity 1 Expressive Faces Worksheet

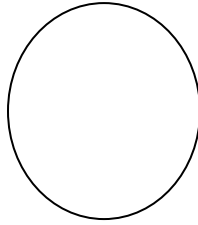
Match the listed emotions with the situations they best describe.  
Then draw the facial expressions above each emotion.



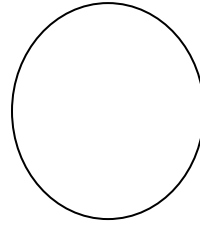
irritated



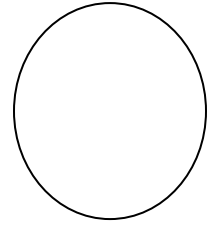
anxious



curious



disappointed



frustrated

1. Jesse opened the fridge and looked for a snack. For a while he stood there with the door open, not really looking at anything. He was mostly thinking and remembering. He remembered the time his mom told him, "Jess, your dad isn't going to come home for a while. He got busted for doing some stuff, and he has to go to jail." She was crying. That was last year. Now, his mom was always working, and his 19-year-old brother Jared had moved out after high school. "Jus' cause he has a car..." Jesse thought with hurt feelings. Jared rarely came home to visit. Sometimes Jesse saw him driving around in his shiny Honda. A couple times he even gave Jesse a ride.
  - Jesse feels \_\_\_\_\_.
2. "What the ---!" Randy shouted when he got back to his seat. "Randy!" barked Mrs. Char before forbidden angry words escaped from Randy's mouth. "Somebody ripped my book! My mom just got it—somebody gon' GET IT!"
  - Randy feels \_\_\_\_\_.
3. Jesse opened his brand new science book. He heard a crackle as the pages opened for the first time. He breathed deeply and smelled the scent of the fresh pages. Jesse had been at Kawaiola Elementary School since kindergarten, and had never gotten a new textbook before.
  - Jesse felt \_\_\_\_\_.
4. Jesse looked at the growing pile of books on his desk with the black magic marker numbers written on the bottom. He hoped that this year wouldn't be hard, but the number of textbooks was starting to freak him out.
  - Jesse feels \_\_\_\_\_.
5. Jesse rolled his eyes. "Here we go again," he thought. He stared at Mrs. Char with a vacant look on his face as she began explaining the same rules he had been hearing since small kid time in the baby classes. Blah, blah, respect, blah, blah, follow directions, blah, blah, observe all rules in the student handbook. Jesse kept his hands in his desk, tearing a piece of folder paper into tiny pieces and rolling them into tiny balls.
  - Jesse feels \_\_\_\_\_.

Optional: On the back of this page, make up a situation like the ones above that causes ONE of the following emotions:

**Embarrassment**

**Envy**

**Shock**

**Confusion**

### Unit 3 Activity 2 Ad Appeal Worksheet

Advertisements are notices that try to sell or promote a product, service, or event. The short form of the word advertisement is “ad.”

Ads often have the following objectives:

- They try to **sell us things**.
- They **focus on the good elements** of a product/service.
- They **try to make the goods or services very appealing** to their audience using images and messages that “speak to us.”

#### Choose an advertisement.

1. What is this ad trying to sell or promote?	
2. Who is the target audience?	
3. Who is in the ad?	
4. What happens in the ad?	
5. What parts of this ad do you like?	
6. How does this advertisement INFLUENCE you? Does the ad make you want to buy the product or act like the people in it?	

**Unit 3 Activity 2**  
**Advertising Techniques Worksheet, Page 1**

Companies appeal to consumers in many different ways to persuade them to buy their products. These are some of the techniques they use.

ADVERTISING TECHNIQUES	WHAT IT LOOKS LIKE
<b>Cartoon Characters</b>	Uses cartoons characters or animated figures
<b>Emotional Appeal</b>	Makes you feel good or tells a story that draws you in
<b>Facts and Figures</b>	Uses “scientific evidence” or facts such as “4 out of 5 doctors recommend this”
<b>Funny</b>	Uses humor or clever language to make us laugh
<b>Great Time</b>	Shows people having a great time
<b>Health Appeal</b>	Shows people being healthy and strong
<b>Just like you and me</b>	Shows that this product/service is for ordinary people, just like you and me
<b>Image Appeal</b>	Shows you how a product/service can make you look good
<b>Star Power</b>	Uses a celebrity or famous person to talk about how he/she likes the product
<b>Popularity</b>	Implies that using this product/service makes you popular

Adapted from Tressler and Lewis, *Mastering Effective English* (Third Edition), pp.470–472  
[www.entrenet.com/~groedmed/namedu/adtech.htm](http://www.entrenet.com/~groedmed/namedu/adtech.htm)  
<http://en.wikipedia.org/wiki/Advertising>, [www.made-you-look.ca/teachers.htm](http://www.made-you-look.ca/teachers.htm)

### Unit 3 Activity 2 Advertising Techniques Worksheet, Page 2

1. In your group, choose one advertisement you will use for this activity.
2. Identify the target audience for each advertisement and explain why you think the advertisement is meant for that group of potential customers.
3. What advertising techniques does it use?
4. Be a **critic** and analyze what is really happening. (Examples: Is it truthful, realistic, and scientifically based? What stereotypes are shown?)

	PRODUCT TYPE (i.e., alcohol, cigarettes, clothing, perfume, vitamins, snack food, cars, appliances)	TARGET AUDIENCE: Define who the ad appeals to.	ADVERTISING TECHNIQUE (look at p.1 to find techniques)	ANALYZE THE AD: Consider the following questions: *How does this ad appeal to people? *Is this ad realistic? *Will people really experience what the ad says they will?
Sample #1	Soda Ad with polar bear	Children and adults	<ol style="list-style-type: none"> <li>1. Uses cartoon characters (is cute and appealing)</li> <li>2. Popularity ("always cool")</li> <li>3. Funny (plays on the word "cool")</li> </ol>	<ul style="list-style-type: none"> <li>*The product is sold as "cool."</li> <li>*The ad is not realistic, but it is cute and memorable.</li> </ul>
Sample #2	Cigarette Ad	Young adults and teenagers	<ol style="list-style-type: none"> <li>1. Image appeal</li> <li>2. Popularity</li> </ol>	<ul style="list-style-type: none"> <li>*The guy in the ad is supposed to look cool.</li> <li>*The ad implies that you will be cool if you use the product.</li> </ul>
Your Chosen Ad				

**Unit 3 Activity 2**  
**Turn that Ad Around Worksheet**

***Make a Counter-Advertisement***

Create a counter-advertisement campaign with your ad. A counter-advertisement campaign explains why something is not cool or necessary.

Your counter-advertisement can be a drawing with text or a role play. Make sure to involve everyone in your group.

Which ad did your group choose for the Advertising Techniques activity?	
How will you turn around the message?	
What images can you use to turn around the message?	
What words would you say or write to turn around the message?	

Now make a COUNTER-ADVERTISEMENT with your group. You can:

1. Create it on paper with images and words.
2. Make a skit which involves everyone in your group.

### Unit 3 Activity 3 Check Your Stress Score Worksheet

Life is constantly changing for everyone. School starts and ends. Friends and family members move. Parents change jobs. Some changes are good and some are bad. We often react to changes, both good and bad, by feeling stress.

**Think about the past year of your life. Have you experienced any of these events?**

<b>Can cause HIGH LEVELS of STRESS</b>		<b>How many HIGH STRESS events did you check off?</b>  _____
θ	Death in the family (e.g., grandparents, parents, siblings, aunties/uncles, cousins, pet)	
θ	Divorce (in the immediate family)	
θ	Serious injury or chronic (ongoing) illness	
θ	Going to a different school or starting a new level of school (e.g., going from elementary to middle school)	
θ	Change in residence (e.g., moving to a new location)	

<b>Can cause MEDIUM LEVELS of STRESS</b>		<b>How many MEDIUM STRESS events did you check off?</b>  _____
θ	Changes in responsibility at home	
θ	Getting in trouble in school or getting suspended	
θ	Changes in academic achievement (e.g., grades are higher or lower)	
θ	Gaining new family member (e.g., new sibling born or adopted or parents remarry)	
θ	Parents/guardians start a new job or stop working at an old job	
θ	Changes with friends (e.g., making new friends, having old friends move away)	
θ	Getting in fights or arguments with friends and family	

<b>Can cause LOW LEVELS of STRESS</b>		<b>How many LOW STRESS events did you check off?</b>  _____
θ	Getting less than 8 hours of sleep a night	
θ	Outstanding personal achievement (e.g., awards, grades)	
θ	Beginning or end of school year	
θ	Change in living conditions (e.g., visitors in the home, remodeling house, change in roommates)	
θ	Traveling somewhere (e.g., taking a trip, family vacation)	

### Unit 3 Activity 3 Bust The Stress Worksheet

*Read the scenarios below and decide which type of stressbusters Jesse and Kalei can use to help them deal with the immediate reaction to the problem.*

- 1) Jesse has been studying hard for the statewide assessment tests that Mrs. Char has been preparing the class for 2 months now. Every evening Jesse has done the practice math problems Mrs. Char sends home. He has also been memorizing all the vocabulary words.

The big tests are coming up next week. Jesse feels nervous about taking those tests. He has been trying to study hard, but he is not sure he can remember everything during the tests.

What can Jesse do to reduce his stress about the tests? Name a physical and mental stressbuster Jesse can use.

**Physical stressbuster:** \_\_\_\_\_

**Mental stressbuster:** \_\_\_\_\_

- 2) Kalei's grandma has been tired for the past 2 weeks. She has not been her usual self. Instead of gardening and cooking and singing like she always does, she has been sitting in the living room watching TV when Kalei gets home from school.

Yesterday, Kalei asked her "What's the matter, Grandma? How come you're not in the garden?" Grandma said, "Don't worry about me. I'm just an old lady needing her rest." Today, Auntie Ada was waiting at home when Kalei got home from school. She explained that they had to take Grandma to the hospital. Auntie Ada tells Kalei that Grandma is okay, but the doctor wants her to stay overnight at the hospital so they can do a heart test. Auntie Ada is going to take Kalei home to her house for the night.

Kalei feels sick to her stomach. She can feel the tension in her body. There are tears in her eyes. What can she do to reduce this immediate reaction to the stressful news?

**Physical stressbuster:** \_\_\_\_\_

**Mental stressbuster:** \_\_\_\_\_