

# Unit Four

# Hana

## Student Workbook



### The Student Workbook for Unit Four Includes:

- Randy's Story—Student Version
- Worksheets for:
  - Activity 1: The Decision Tree
  - Activity 2: The Body Connection
  - Activity 3: Understanding Aggression

## Randy's Story

Randy stood very still, clutching the conch shell in his right hand. Each grade level had a **designated** pū blower dressed in a bright yellow malo and a short kīhei to announce their presentation at the school's May Day program.

The audience was filled with parents, relatives, and friends. The smell of plumeria and ginger filled the school cafeteria. Everyone clapped as the younger classes performed their songs and dances that celebrated the richness of Hawai'i's different cultures.

Randy decided to sneak a look at the audience to see if his Dad was there. His heart sank as he realized no one from his family had come. He tried not to think the worst and hoped instead that maybe his father was late.

Randy shifted his weight from his right foot as the music teacher looked at him and nodded. With a deep breath, he pressed his lips tightly together, lifted the pū, and blew with all his might. Oh, no! The sound of the pū came out flat, sounding like a very loud fut. Some of his classmates started giggling as they rose to **approach** the stage.

Mrs. Char clapped her hands for their attention and the giggles died out. As his classmates began their hula kahiko in honor of King Kalākaua, Randy sat down with the other pū blowers and bowed his head in shame.

After the program, the cafeteria staff set out juice and cookies for everyone. Jesse poked Randy in the side and teased him loudly, "Wow brah, that pū was one big fut!" Jesse laughed.

Randy punched his arm and yelled, "Shut up Jesse. Why, you think you can do better?" Randy felt warm as his anger grew. He **deliberately** punched Jesse's shoulder again, and Jesse fell against Kalei, who was standing next in line.

Before Jesse could hit back, the school principal reached to pull Randy out of the line. "Come on, Randy," ordered the principal. "You have to learn to control your temper. Let's go to my office."

As Randy walked away with the principal, Jesse and some other classmates began imitating the flat pū sound. "Puuuuuuuuuu...."

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An hour later, a **downhearted** Randy was finally on his way home. As he walked down the street, he saw Tutu Kāne, their kupuna neighbor, in the front yard raking leaves from his mango tree. "Eh boy, why you only look at the ground? You can see where you going, or what?" the old man called out.

Randy stopped and sighed, "Hi Tutu Kāne. I had detention because Jesse teased me and I punched him."

"Auwe, boy, you gotta control your temper. Why you punch 'em? Why you no just walk away from that kine pilikia?" Tutu Kāne asked him.

Randy told him how the pū sounded at the May Day program and about Jesse's teasing. Tutu Kāne looked at Randy's face all screwed up in anger with tears ready to fall.

"Boy, did your father go to the program? Any one of your brothers or stepmother?"

Randy shook his head. "Nah, nobody like see me. My dad stay busy working. My stepmom no care about what I do. I don't know where my real mom is. And all my brothers think I'm spoiled cause I the youngest and they're all in high school. They no care."

Tutu Kāne stopped raking and looked at his young neighbor. “Come, boy. Let’s go sit on the porch,” he said as he led the way to the steps. Randy dragged his feet, dropped his backpack, and leaned against the wooden post.

“Well.” Tutu Kāne looked at Randy’s tear-filled eyes. “That’s too bad. It seems nowadays everyone is too busy to go watch their kids’ May Day programs. Before time, all the working parents, everybody would go and watch. Nowadays it’s different.” Tutu Kāne sighed. “So, how come you end up fighting in school?”

Randy wiped his eyes with his sleeve as he mumbled about Jesse teasing him because the pū sounded like a fut, and how he just punched without thinking. Randy looked at Tutu Kāne, suddenly realizing that there might be more to the question.

Tutu Kāne looked at Randy. “Boy, at least you realize that you punched without thinking. You half way there to learning how to **control** yourself. You get there when you know that only you can control how you **react** to the things around you. Right?”

“Look at you. You one good boogie boarder, in the top five for your age. When you out on the ocean, waiting for one wave, only you can judge if that’s the right wave to catch, eh? Same with people. Only you can judge how you will act toward them when they tease you. No forget, how you treat people is how they treat you back. What you think?”

Randy’s thoughts **strayed** a bit as he looked up at the sky and the clouds. He could feel Tutu Kāne waiting patiently for his answer so he quickly shifted his mind back to the conversation at hand.

“Well,” Randy answered slowly, “when I’m out in the ocean, I’m okay. I know how to swim and catch waves. It’s just that some of the kids tease me, like today. And, I guess no one comes to see me when get school performances and stuff. Not even my Dad. So I just get mad. And I just don’t care.”

“Randy,” a loud voice yelled from his house. “Get home now.”

Randy jumped up. "Thanks Tutu Kāne. That's my Dad. I see you early in the morning fo' go beach."

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Randy's father stood at the front door waiting for Randy. "Hi Dad," Randy smiled at his father, forgetting his anger.

"Randy, how come the school principal called me and said you was fighting again in school after the May Day program? And your grades...all D's. What's wrong wit' you?" His father did not smile back as he took a swig from his beer can.

Randy stopped and looked at the floor, "I hit Jesse because he wen tease me in front of everybody. And you forgot to come to my May Day program. I was one of the pū blowers and you forgot." All the bad feelings Randy had about his day came back in a giant wave, and he found himself getting upset again.

His father reached out and slapped Randy's head. "Eh Boy, you know I gotta work all day. I told your mom..."

"She's not my mom. She doesn't even like me. And my real mom never calls me at all." Randy felt himself getting warm with anger again. He was yelling. "You never come to my school stuff. I hate this family." Randy ran to his bedroom and slammed the door.

Randy's dad shook his head, took another gulp of his beer and said out loud, "I gotta work. What I suppose to do?" The house fell silent.

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Early the next morning, Randy packed up some extra clothes and a towel and grabbed his boogie board. Tutu Kāne was in his rumbling old '57 Chevy truck, ready to go to Kaimana Beach. Before running out the front door, Randy grabbed his pū from his

backpack and stuffed it into his beach bag. "C'mon boy," Tutu Kāne called from the curbside, "the waves not going wait."

Randy smiled at Tutu Kāne and climbed into the truck. "Mahalo for the ride, Tutu Kāne." Randy enjoyed the ride over to beach. As long as he could remember, he always felt a connection to the ocean. Back when he was little, everyone called him a manini. He used to kick and scream in **protest** if anyone tried to get him out of the water.

His dad would wait until the skin on Randy's fingers shriveled up like prunes. Then he would pretend he was a sea monster and dive under the water and lift Randy on his shoulders. Randy never got tired of that silly game.

He smiled as he remembered how he would laugh and wiggle around on his dad's shoulders with his dad holding on tightly to his legs. Randy thought of the honu tattoo on his dad's left shoulder that looked like it was swimming whenever it was under water. He would always look for it as they splashed around in the water together.

"That was a long time ago," Randy thought. He turned to the side and stuck his head out the truck window to feel the cool air blow on his face.

When they reached Kaimana Beach, Tutu Kāne went to sit and talk story with all his friends underneath the hau trees. They were all retired and didn't have to worry about waking up early to go to work anymore.

Randy ran to the beach and gazed at the ocean. He pulled the pū from his backpack and climbed the stone wall next to the old Natatorium. Randy made his way to his favorite spot at the far end of the wall. Swinging his legs over the edge, he looked across the beach and out at the ocean. It was too early for the lifeguards to show up. There were only the long distance swimmers out by the **channel** buoy.

Randy sighed happily and raised the pū to his lips. He blew hard from the pit of his stomach. "PUUUUUUUUU..." A full deep sound flowed from the conch shell spreading

out to the waves on the reef. Randy exhaled. Then he took another deep breath and blew the pū again. "PUUUUUUUUUUU..."

Suddenly he heard people calling him and clapping. Jesse, Kalei and Maile ran up to the stone wall. "Wow brah, that was cool," yelled Jesse. "I like try!"

Randy stood up on the stone wall remembering how Jesse made him feel shame just the day before. He thought about what Tutu Kāne said. "Only you can judge how you will act..." Randy glanced at the horizon and in the distance he saw something in the water. He took a closer look and saw that it was a turtle bobbing up and down in the waves. "That turtle showed up for a reason," thought Randy.

He turned to his friends and **motioned** for them to come. "Come sit on the wall with me. I show you guys how for blow the pū." Jesse, Kalei, and Maile all scrambled up to join Randy on the wall.

Across the sand, Tutu Kāne looked over at his young neighbor and smiled.

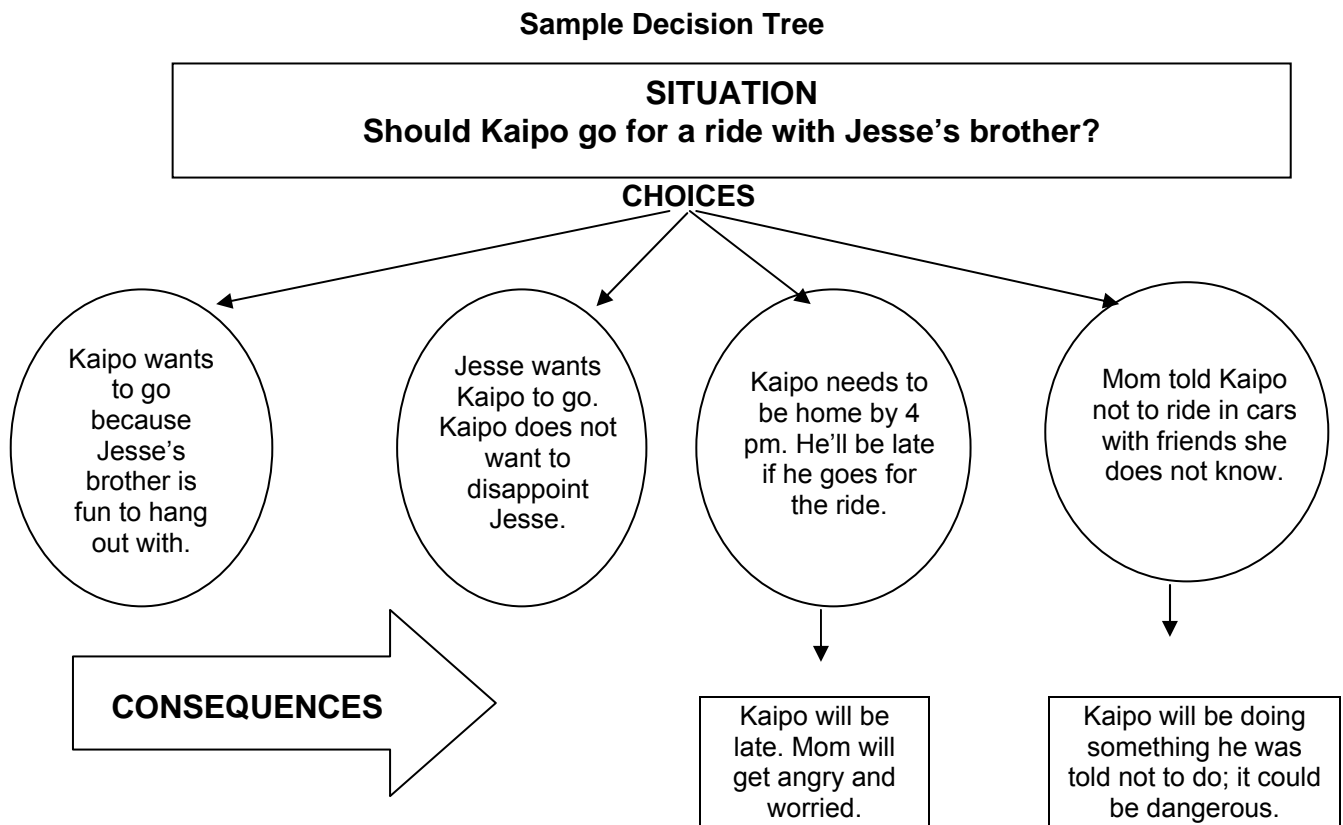
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**Unit 4 Activity 1  
Decision Tree Worksheet, Page 1**

When you make a choice, you go through the following process:

1. What are the **choices** you have in a situation?
2. What are the possible **consequences** of each choice?
3. What is a **good decision** based on the consequences?

**Sample: Kaipo is at his friend Jesse's house after school. Jesse's older brother asks if they want to go for a ride in his new car. Kaipo knows that he has to be home by 4 pm, but Jesse says, "Aw come on, jus' go for one spin in the car." What is a good decision for Kaipo to make?**



1. What are the **CHOICES** that Kaipo considered?
  - a) How much fun it would be
  - b) How Jesse would feel
  - c) That he would be late
  - d) What his mom told him
2. What were the **CONSEQUENCES**?
  - a) Mom would get angry or worried if he was late
  - b) He would be doing something he wasn't supposed to

What is a **GOOD DECISION** for Kaipo to make?

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**Unit 4 Activity 1**  
**Decision Tree Worksheet, Page 2**

**Your friends ask you to go surfing at a beach you have never been to. You go with them, and the waves are much bigger than you have ever been out in before. Do you join them?**

**Draw a Decision Tree.**

Remember to think about:

1. What is the **SITUATION**?
2. What are the **CHOICES** to consider?
3. What are the **CONSEQUENCES** of each choice?

What is a **GOOD DECISION** to make in this situation? Why?

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**Unit 4 Activity 1**  
**Decision Tree Worksheet, Page 3**

**Your friend from childhood has started to hang out with older kids and skip school. Should you choose to still hang out with your friend if he/she wants you to skip school and join them?**

**Draw a Decision Tree.**

Remember to think about:

4. What is the **SITUATION**?
5. What are the **CHOICES** to consider?
6. What are the **CONSEQUENCES** of each choice?

What is a **GOOD DECISION** to make in this situation? Why?

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### Unit 4 Activity 1 Informed Decision Making Worksheet

To make a good decision, you may need to find more information on a topic. These are some resources for information:

1. **Human Resources:** teachers, family members, kupuna, counselors, friends
2. **Print Resources:** bulletin board displays, library books, pamphlets, magazines, newspapers, telephone books
3. **Non-print Resources:** Internet, telephone Help Lines, radio, television, videos

In the three situations below, what resources could you use to find more information?

Situation #1:

Your older sister says she wants to lose weight. Should she go on a diet? If you think she should, how can she decide what to do? Should she try different diets or try diet pills? Why or why not?

Situation #2:

Your friend wants to get a tattoo. Should he/she do it? What does he or she need to know in order to make this decision wisely?

Situation #3:

Your older brother wants to start working out to get a little more "buff," but he is not sure how. Someone told him about a protein drink. What should he do?

**Unit 4 Activity 2**  
**What Kind of Drug Is It? Worksheet**

	Substance	Legal or Illegal? (If it is legal, who is it legal for?)	If it is legal, where do you get it?	Is there a time when it is okay for you to use this drug? How can this drug be misused or abused?
1.	Tylenol™			
2.	Wine			
3.	Marijuana			
4.	Antibiotic prescription medicine for strep throat			
5.	Beer			
6.	Painkiller that you get in the hospital			
7.	NyQuil™			
8.	Ice (Crystal Meth)			
9.	Cigarettes			

### Unit 4 Activity 2 ALCOHOL FACT SHEET

<b>Where does alcohol come from?</b>	<ul style="list-style-type: none"> <li>• Alcohol is usually made from plants like fruits, grains, or berries.</li> <li>• Examples of alcohol are beer, wine, and liquor, such as whiskey.</li> </ul>
<b>The Law in Hawai'i</b>	<ul style="list-style-type: none"> <li>• Alcohol is legal for purchase and use <i>only by people over 21 years of age</i>.</li> <li>• It is illegal for anyone over the age of 21 years to purchase alcohol and give it to someone under 21.</li> <li>• It is illegal to operate a motor vehicle while under the influence of alcohol.</li> </ul>
<b>How do people take the drug?</b>	<ul style="list-style-type: none"> <li>• Alcohol is generally in liquid form—something to drink.</li> </ul>
<b>How does alcohol travel through the body and affect body functions?</b>	<ul style="list-style-type: none"> <li>• When you drink alcohol, it:             <ul style="list-style-type: none"> <li>○ Is absorbed into the <b>bloodstream</b>.</li> <li>○ Starts to affect the <b>brain</b> usually 5–10 minutes after it is swallowed.</li> <li>○ Affects the part of the brain that helps us decide if something is dangerous or embarrassing.</li> </ul> </li> <li>• Alcohol gives you a <b>sensation</b>, or <b>feeling</b>, that can:             <ul style="list-style-type: none"> <li>○ Make the drinker feel “buzzed” or excited.</li> <li>○ Make the drinker feel relaxed or less stressed initially.</li> </ul> </li> <li>• When this sensation disappears:             <ul style="list-style-type: none"> <li>○ The drinker can feel drowsy, sleepy, or down (depressed).</li> <li>○ Drinkers may feel that they need more alcohol in order to start feeling good again.</li> </ul> </li> <li>• Alcohol can cause <b>bad breath</b> and <b>body odor</b>:             <ul style="list-style-type: none"> <li>○ Because some alcohol leaves the body through breathing and sweat.</li> </ul> </li> </ul>
<b>What are some long-term impacts of alcohol use?</b>	<ul style="list-style-type: none"> <li>• Alcohol can <b>damage the liver and kidneys</b>.             <ul style="list-style-type: none"> <li>○ These organs help your body to filter and remove alcohol. The extra work of removing alcohol can lead to damage and disease.</li> </ul> </li> <li>• Alcohol can <b>result in poor nutrition</b>.             <ul style="list-style-type: none"> <li>○ Because alcohol is absorbed mostly in the stomach and small intestines, it can begin to interfere with the way your body absorbs food.</li> </ul> </li> <li>• Alcohol can make people <b>antisocial and destroy relationships</b>.             <ul style="list-style-type: none"> <li>○ People who use alcohol are more likely to say and do things that are dangerous, antisocial, and embarrassing to themselves and to those around them.</li> </ul> </li> </ul>
<b>How does alcohol affect young people?</b>	<ul style="list-style-type: none"> <li>• When you are under 25, your brain is still developing. Research shows that young people can be affected by alcohol in these ways:             <ul style="list-style-type: none"> <li>○ Younger brains are still building nerve connections that allow them to learn new information and skills. Alcohol can change the “wiring” of the brain, making it harder for a young drinker to learn.</li> <li>○ People who begin drinking at younger ages are more likely to develop an addiction to alcohol.</li> <li>○ Drinking and depression are linked. Youth drinkers may suffer from depression.</li> </ul> </li> </ul>

For more information go to, Kids Health (Alcohol)  
[http://www.kidshealth.org/kid/stay\\_healthy/body/alcohol.html](http://www.kidshealth.org/kid/stay_healthy/body/alcohol.html)

**Unit 4 Activity 2**  
**TOBACCO FACT SHEET**

<b>Where does tobacco come from?</b>	<ul style="list-style-type: none"> <li>• <i>Tobacco</i> is a plant that contains the drug <i>nicotine</i>.</li> <li>• The leaves of the plant are dried for use by people.</li> </ul>
<b>The Law in Hawai'i</b>	<ul style="list-style-type: none"> <li>• Tobacco is legal for purchase and use <i>only by people over 18 years of age</i>.</li> </ul>
<b>How do people take the drug?</b>	<ul style="list-style-type: none"> <li>• People smoke tobacco in the form of cigarettes, cigars, and pipes.</li> <li>• People also use chewing tobacco, which is ingested through the mouth.</li> </ul>
<b>How does tobacco travel through the body and affect body functions?</b>	<ul style="list-style-type: none"> <li>• When you smoke or chew tobacco: <ul style="list-style-type: none"> <li>○ It is <b>absorbed into the bloodstream</b>.</li> <li>○ Nicotine travels <i>almost immediately</i> to the brain.</li> <li>○ The drug provides an instant sensation or feeling, usually within a minute of inhaling the smoke.</li> </ul> </li> <li>• When the drug <b>reaches the brain</b>: <ul style="list-style-type: none"> <li>○ The brain sends a signal to the rest of the body that tells it to prepare for an emergency.</li> <li>○ The heart beats faster, blood pressure goes higher, and skin temperature cools down.</li> <li>○ For stressed smokers, the nicotine may help them feel relaxed.</li> <li>○ For tired smokers, the nicotine may help them feel energetic.</li> </ul> </li> <li>• When smoked, tobacco <b>affects the lungs and throat</b> and can cause: <ul style="list-style-type: none"> <li>○ Fits of <b>coughing</b>.</li> <li>○ Lots of <b>gullahs (phlegm)</b>.</li> </ul> </li> <li>• When chewed, the tobacco: <ul style="list-style-type: none"> <li>○ Comes in contact with gums and the lining of the mouth, causing the body to produce more saliva, increasing the need to spit regularly.</li> </ul> </li> <li>• The effects of nicotine last between 40 minutes to a couple of hours, so a smoker will often want to smoke several cigarettes during the day.</li> </ul>
<b>What are some long-term impacts of tobacco use?</b>	<ul style="list-style-type: none"> <li>• Tobacco can cause: <ul style="list-style-type: none"> <li>○ <b>Cancer</b>, because tobacco smoke contains many cancer causing substances that settle inside the body's breathing tubes and lungs.</li> <li>○ <b>Breathing diseases (such as <i>emphysema</i>)</b>, because cigarette smoke contains something called <i>tar</i> that settles on the inside of breathing tubes, eventually destroying the tubes and making it harder for a smoker to breathe.</li> <li>○ <b>Heart disease and stroke</b>, because the heart is always speeding up and blood pressure rises, so the heart and blood vessels begin to suffer from overwork.</li> </ul> </li> <li>• Over time, the person using tobacco gains a <b>tolerance for nicotine</b>. This means that the more a person smokes, the more nicotine a person needs in order to feel the original effect. And, their need continues to increase so that they will need <i>more, ... and more, ... and more cigarettes</i>.</li> </ul>
<b>How does tobacco affect young people?</b>	<ul style="list-style-type: none"> <li>• Smokers who start at a young age are likely to suffer all of the effects described above, earlier in their lives.</li> <li>• <i>Secondhand smoke</i> is also a risk for young people who do not smoke themselves, but are around smokers. Breathing the smoke of others can cause breathing illnesses.</li> </ul>

For more info go to, Kids Health (Tobacco)  
<http://www.kidshealth.org/kid/watch/house/smoking.html>

**Unit 4 Activity 2  
The Facts Are... Worksheet**

Use the Alcohol Fact Sheet and Tobacco Fact Sheet to fill out the table below.

	Alcohol	Tobacco
<b>Is this drug legal in Hawai'i? If it is legal, what age is it legal for?</b>		
<b>Name 3 ways that this drug affects the body.</b> (You can include some body parts it travel through and affects.)		
<b>How does this drug affect the developing body (for young people)?</b>		

### Unit 4 Activity 3 Anger and Aggression Worksheet

Think about this passage in Randy's story:

Randy shifted his weight from his right foot as the music teacher looked at him and nodded. With a deep breath, he pressed his lips tightly together, lifted the pū, and blew with all his might. Oh, no! The sound of the pū came out flat, sounding like a very loud fut. Some of his classmates started giggling as they rose to approach the stage.

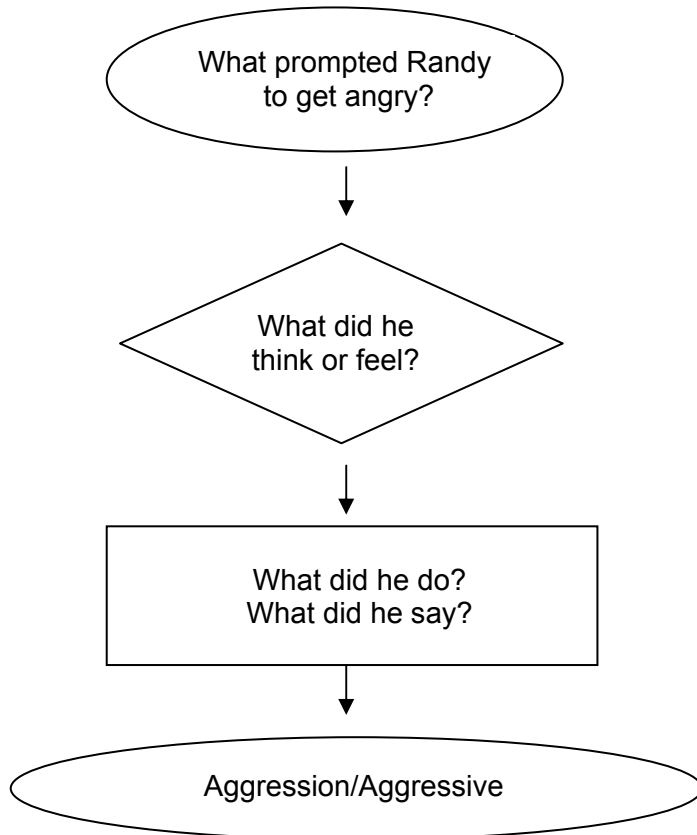
Mrs. Char clapped her hands for their attention and the giggles died out. As his classmates began their hula kahiko in honor of King Kalākaua, Randy sat down with the other pū blowers and bowed his head in shame.

After the program, the cafeteria staff set out juice and cookies for everyone. Jesse poked Randy in the side and teased him loudly, "Wow brah, that pū was one big fut!" Jesse laughed.

Randy punched his arm and yelled, "Shut up Jesse. Why, you think you can do better?" Randy felt warm as his anger grew. He deliberately punched Jesse's shoulder again, and Jesse fell against Kalei, who was standing next in line.

Write your answers below:

This is the **IGNITING EVENT**



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### Unit 4 Activity 3 DON'T BE AGGRESSIVE, BE \_\_\_\_\_! Worksheet

Instructions: Read each scenario and figure out which response is positive and most appropriate. Then, unscramble the shaded and underlined letters in the correct response to form a vocabulary word that you learned today. Place that answer on the corresponding line. When you have filled in all the answers, unscramble the boxed letters to come up with the answer to the riddle below.

Scenarios	Answer Choices	Unscrambled Answer
1. You didn't eat breakfast and you're starving. The lunch line seems like it's taking forever to get moving, then someone shoves you and cuts in line. You:	a. Tell him/her, "Move it, before I kick you out of line myself!" b. Shove him/her back and say, "Beat it!" c. Explain that it's okay to cut, as long as they ask, and it's okay with everyone else first.	1.  _ <input type="checkbox"/> _ _ _ _ _
2. You are walking down the hall to the bathroom at school and pass a kid that got sent outside for 10 minutes for misbehaving in class. You sneak a quick look, and you're asked, "What are you looking at, dummy!?" You:	a. Snap back in disbelief, "I'm looking at you, dummy!" b. Say, "Sorry I wasn't trying to stare at you. I was just wondering why you were out here cruising." c. Interrupt the classroom to tell the teacher what the student just called you.	2.  _ _ _ _ _ <input type="checkbox"/> _ _ <input type="checkbox"/>
3. You forgot your new shoes in the trunk of your dad's car, and he's already left for work. Your mom makes you wear last year's pair. Some of your classmates tease you that you're "out-of-style." You:	a. Tell them you forgot your shoes in your dad's car, and that it's okay to wear last year's shoes, as long as they serve their purpose. b. Tell them to shut up and mind their own business. c. Take off one of the shoes and throw it at them in anger.	3.  <input type="checkbox"/> _ _ _ _ _ <input type="checkbox"/> _
4. It's recess time, and you're out on the playground with the rest of the kids. You notice that a big group of them are getting together to play a game of kickball. One of the team leaders tells you, "You suck! I don't want you on my team!" You:	a. Ask the other team leader to be on his/her team, and you can't wait to kick the ball into that bully's face! b. Quietly put your head down in shame and walk away. You didn't want to play anyway. c. Tell him/her, "I'm sorry you have to feel that way. I hope you feel better after the game." Then you play on the other person's team.	4.  _ _ <input type="checkbox"/> _ _ _ _ <input type="checkbox"/>
5. You are working on a group project about 'ohana. One of your classmates says something bad about your mom. You:	a. Stomp out of the classroom in tears. b. Explain that you're hurt and would appreciate that s/he keep their comments to themselves next time. c. Pull his/her hair and kick him/her in the shin.	5.  _ _ <input type="checkbox"/> _ _ <input type="checkbox"/> _ _

**“Don't be aggressive, be \_\_\_\_\_!”**