

# Unit Five

# Alahele

## Student Workbook

### The Student Workbook for Unit Five Includes:

- Keola's Story—Student Version
- Worksheets for
  - Lesson 1: A Real Character!
  - Lesson 2: Using Resources
  - Lesson 3: Goal Setting



## Keola's Story

Keola was having a difficult time concentrating on his math problems. He was too excited. Just that morning, Mr. Alan and Kumu Kama had told him that he had been selected to dance two solos in his school's final concert! He had decided to **rely** on his Kumu to help him select the numbers to perform.

"Keola, I want you to do *Kalaupapa* as a solo number for the final concert," Kumu Kama had said. "But I also want to show off your talent for other kinds of dance, too. I want you to do a tap dance number." Mr. Alan nodded. Keola loved to tap dance, although it wasn't something that many kids in Hawai'i did. He was lucky to have an elementary school that offered the extra opportunity.

The clock in the classroom advanced with a loud "click." Keola shook his head. *I have to concentrate on my math*, he scolded himself. *No more daydreaming for now.*

Maile leaned across her desk toward Keola. "Congratulations," she whispered to him, "I heard you dancing two solos in the school concert."

"Thanks," Keola smiled.

"Yeah," Kalei called from across the room. She had somehow **managed** to hear Maile's and Keola's whispers. "I hea you going tap dance, too!"

"Ladies and gentlemen," Mrs. Char called out **firmly**. "Let's concentrate on our assignments please."

After school, Keola caught the bus to his empty house. Still excited about the thought of dancing for the concert, he quickly fixed a snack for himself and decided he needed to talk to someone. "Buzzy," Keola called as he opened the sliding glass door and stepped

onto the lanai. A happy poi dog came running around the corner. Keola and his brother got Buzzy from the Humane Society, and he was the perfect addition to their family.

“Buzzy, I’m going to dance two solos in the school concert,” he announced to his dog. Buzzy jumped up and licked Keola’s face as if to say “Congratulations!” then quickly ran around the yard, trying to get Keola to chase him.

Keola played with Buzzy for a while, but his mind was on his solo in the school concert. He was sure that his mother and his aunties would come to watch, but would his dad? Keola knew how his dad felt about his dancing. His father even frowned on his dancing hula. His father had strong feelings that dancing is only for women.

For several years he told Keola’s mom how much he wanted Keola to play football. “Why da boy no play Pop Warner?” he would ask her. “I seen da signs wen I was driving home.” She would tell him exactly how she felt about the sport. “Football is too rough. I don’t want Keola getting hurt,” she told him. “How many times I have to tell you. Auntie Noe and Uncle Kawika says he has real talent as a dancer.”

Keola’s dad was a **stevedore** for Matson. Keola’s grandpa had been a stevedore for Matson, and both of Keola’s uncles were stevedores, too. Everyone Keola knew expected that he and his brother would also be stevedores when they grew up.

“It’s a good job,” his dad would tell him. It was because of his dad’s job that they could buy a house in a nicer part of town. Most of Keola’s friends still lived in housing. Keola knew that his family was one of the **fortunate** ones. But the last thing Keola wanted to be was a stevedore.

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That night, as Keola was helping his mother wash the dishes, he told her that he had been chosen to do two solos at the school concert. “Keola! Oh, baby, I’m so happy for

you! Auntie Noe and Uncle Kawika goin' be so happy fo' you! You bettah tell your daddy."

She didn't wait. "Daddy, Keola goin' dance solo in da school concert!" his mother yelled out to his father, who was reading the paper in the dining room. She wiped her hands on the dishrag and walked into the living room.

Keola anxiously waited to hear his father say something, but there was no reply, not even a grunt. Keola's mom returned to the kitchen. "I'll talk to him, sweetie. Don't worry. Daddy goin' be happy." Keola wasn't so sure.

The next day was Saturday. Keola had hula practice and his brother, Kekoa, had a baseball game. Keola was dropped off at hula practice while his parents went to watch the game.

"Uncle Kawika, I got chosen to dance a solo in the school concert!" Keola entered his class excitedly.

"Maika'i, Keola. What you going dance?"

"Kalaupapa."

"Oh boy. You ready for dance that? We better practice." Keola spent the next 4 hours practicing the hula. When his parents picked him up, he was happy and exhausted.

Keola's dad took the family out to lunch to celebrate Kekoa's game. While they were eating, they saw several people who worked with Keola's dad. After they walked away, Keola's dad reached over and messed the hair on Keola's head.

“See, boy, all these people get good jobs. Maybe you shouldn't think about dancing so much. You need to think about your future. You need to think about what kind of job can pay you good money.” Keola just looked down and sighed.

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Wednesday, Keola's homeroom had science for most of the day. Keola and Jesse were partners for their final project, and had fallen behind. Keola was starting to worry. The last thing he wanted was to hear again how he was **capable** of doing better.

“Jesse, we have to write up our science experiment. What happened to your plants?”

“They died.”

“How come?”

“They was in the sink and it wen flood so they wen drown.”

“Oh. You think we can write about dat?”

“Nah, I goin' make something up.” The boys were silent for a couple of minutes.

“How come you like to dance so much?” Jesse asked Keola.

“Gives me something to do. Plus I think I'm kind of good at it. And I like the music, too.”

“Yeah, but you used to play baseball. Dancing is for girls.”

“Not. Get plenny good male dancers in the world. Some make plenny money, too! Anyways, when you dance hula, you learn a lot about being Hawaiian. Stuff we no learn in school.”

“Like what?”

“Like da hula I going dance. Talks about da way Kalaupapa was formed and how hot an’ flat the place stay.” You know, now it’s da leprosy place, and we cannot go dea, but before, was one important landing for da people on Moloka’i.

“My dad was from Moloka’i,” shared Jesse.

“Really?” asked Keola. “That’s cool. One of my uncles was from there, too.” Keola was quiet for a minute. “Jesse,” he asked, “what does your mom want you to do when you grow up?”

Jesse laughed uncomfortably. “Not go to jail.”

Since Jesse’s father was in jail, Keola thought it would be a good time to change the subject. “You like stay over for da weekend for finish the project?”

“Nah, I gotta help my mom with some stuffs.”

“Okay. But when we goin’ finish our experiment?”

“I can come your house Saturday, but I no can stay.”

“Kay-den.” The boys packed away their papers to get ready for lunch.

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For the rest of the week, Keola kept up with his schoolwork, and tried to start writing the report. Before he knew it, it was Saturday morning again, and time for hula.

“Uncle Kawika? What if I like dance in middle school?”

"You can dance hula any time, boy."

"Yeah, but what if I like dance other kine dances, too?"

"Apply to Kamehameha. Dey get one good arts and theater program."

Keola thought for a minute. "Uncle Kawika, did you always know that you wanted to dance hula?"

Uncle Kawika smiled at Keola. "Not really. I did it on da side, but then it kinda jus wen happen." He laughed. "I used to think I was going work in one hotel or something. Now ends up I jus play music there."

"Are you happy?" Keola knew he was asking a question that some adults might think was disrespectful.

But Uncle Kawika did not waste any time in his answer. "Yes, Keola. I live a blessed life. And I am very happy."

That afternoon, Jesse came over to work on the science project. Keola felt great relief that they were able to finish by the time Jesse needed to go home. He wanted a good grade for science. After Jesse left, he asked his mother about Kamehameha.

"Mom, Kamehameha has a good arts program. You think I can try out again for seventh grade?"

"Keola, I think you should concentrate on finishing school this year, first. Kamehameha doesn't test again until next March, so don't worry about it right now. You have one more year to go. Let's see how you do next year." She looked at her son. "Son, you seem so worried lately. What's wrong?"

Keola looked down. "I really like to dance, and I want to dance in New York like Tony Conjugacion some day. But I really don't want to be a stevedore. So I don't know what to do."

Keola's mom chuckled. "Honey, you're not even out of the sixth grade yet. I know your dad gives you all kine pressures, but don't worry. You're young yet. You don't know for sure what you going do in five years even. He jus like you be happy and make sure you get one good life. So for now, jus do your schoolwork, and do what you know you like."

Keola's mom was right. Might as well take one thing at a time and focus on the concert for now.

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Over the next several weeks, Keola practiced his hula and his tap dance and tried to concentrate on his classes. Finally, it was the day before the concert. Keola's mom was helping prepare his costumes when Keola's dad walked into the room.

"Boy, I think this should be your last concert. You should play baseball next year." Keola knew better than to say anything.

"Keola, You can finish the rest, right?" his mom interrupted.

"Yeah." His parents left the room and went into the kitchen. Keola knew better than to try and listen at the door. Later that night, his mom came to his room to kiss him goodnight, and she told him that everything would be all right. Keola hoped so. He wondered who would show up the next night.

The concert went well, and Keola gave a beautiful **performance**. As he danced *Kalaupapa*, he felt the power of his Hawaiian heritage in his whole body. As he did the tap number, he felt filled with joy from his head to his toes. Every now and then he could

see his mom's face **beaming** in the audience. She was sitting with his aunts and his grandparents. The only one **noticeably** missing was his dad.

After the concert, his mother, aunts, and grandparents all congratulated him and gave him leis. Suddenly, he felt a hand on his shoulder. He looked up to see his grandpa smiling at him. "Come, boy. I like give you something." His grandpa took him to the side and showed him an old photograph.

"I used to dance hula, too." The picture was of his grandfather, performing in Waikiki. Keola stared at the handsome man in the photograph, and then looked up at his grandpa's face in amazement. Keola's grandpa continued. "I wanted to go to New York and study dance, but my parents thought I should get a real job, so I became a stevedore. Keola, when I see you, I can't help but see myself when I was a young boy."

Even in the noisy laughter of families hugging and giving leis after the concert, Keola's grandfather's words were clear, like they were spoken straight to his heart. Keola's grandpa squeezed Keola's shoulder. "You should follow your dream, Keola. My generation, we couldn't afford to follow our dreams. Your generation cannot afford not to."

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### Unit 5 Activity 1 A Real Character! Worksheet

Some characteristics of the Ho'oikaika Kino characters:

- **Kalei** is CARING.
- **Randy** is ENERGETIC.
- **Jesse** is HANDY (good at fixing things).
- **Maile** is ORGANIZED.
- **Keola** is CREATIVE.

#### Who would you want to help you with each task?

1. You are getting ready for a 5-day trip. You need to figure out what to pack, and how to fit it all into your backpack. Who can help you? \_\_\_\_\_

2. Your bike's back tire has a problem. It looks like one of the spokes is messed up, but you are not sure how to fix it. Who can help you? \_\_\_\_\_

3. You are helping plan your cousin's birthday party. You need some ideas for games and activities that people can do. Who can help you think of some fun ideas?  
\_\_\_\_\_

4. You're babysitting your little sister. You would like some help from someone. Who can you ask? \_\_\_\_\_

5. You need someone to help you move all your stuff from one room to another room. You have lots of boxes and stuff to move, and it's going to take some active work. Who can help you?  
\_\_\_\_\_

#### There is a list of characteristics below. Circle some of the CHARACTERISTICS you have:

- |          |                    |                 |                     |                |
|----------|--------------------|-----------------|---------------------|----------------|
| patient  | energetic          | a good listener | a good storyteller  | handy          |
| creative | organized          | detail-oriented | active              | likes to write |
| artistic | likes numbers/math | silly           | hard worker         | adventurous    |
| sporty   | likes to cook      | funny           | good with computers | loving         |

Write down one of your characteristics that helps people. How does that characteristic let you help?

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### Unit 5 Activity 1

#### Finding a Career Path Worksheet

In **Column A**, score how interesting you find each of the topics.

1 = Not interested at all!, 2 = Not very interested, 3 = Interested, 4 = Very interested!

In **Column B**, score how good you are at each of the topics.

1 = Really bad!, 2 = Bad, 3 = Good, 4 = Really good!

In **Column C**, add Columns A and B together.

In **Column D**, write #1 next to the highest score in Column C, # 2 next to the 2nd highest score, and continue ranking to 9.

*If you have a tie, you can pick which one you like better and assign the higher score to your preference.*

Topics	Column A: "I am interested in..." (1-4)	+	Column B: "I'm good at..." (1-4)	=	Column C: Sum of Columns A and B	Column D: Rank Your Score
Building & Fixing Things		+		=		
Computers		+		=		
Helping People		+		=		
Math		+		=		
Music & Arts		+		=		
Reading		+		=		
Science		+		=		
Social Studies		+		=		
Sports		+		=		

### Unit 5 Activity 1 Job Report Worksheet

Take your #1 topic and go to the website at [www.bls.gov/k12/](http://www.bls.gov/k12/). Click on your #1 topic, then click on one of the careers you find. Use the information on that page to answer the questions below in your own words. Start by filling in what job you're reporting on.

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**Job Report for** \_\_\_\_\_

<b>1.</b>	<b>What is this job like?</b>	
<b>2.</b>	<b>How do you get ready for this job?</b>	
<b>3.</b>	<b>How much does this job pay?</b>	
<b>4.</b>	<b>Are there other jobs like this?</b>	
<b>5.</b>	<b>Where can you find out more information?</b>	

**Unit 5 Activity 1  
A Good Job Worksheet**

Interview two adults you know about the jobs they have had. People can have jobs in the home and outside the home. Jobs **in the home** can include being a parent. Jobs **outside the home** can include any work they have done part-time or full-time for an employer.

Person #1 Name \_\_\_\_\_

<p><b>List some jobs you have had outside the home.</b> <i>(Ask what the favorite job was, and put a star beside that job.)</i></p>	<p><b>How did you get prepared for your jobs or career?</b> <i>(Did you have to go to technical school or college? Did you have to apprentice or get on-the-job training? Please describe.)</i></p>

Person #2 Name \_\_\_\_\_

<p><b>List some jobs you have had outside the home.</b> <i>(Ask what the favorite job was, and put a star beside that job.)</i></p>	<p><b>How did you get prepared for your jobs or career?</b> <i>(Did you have to go to technical school or college? Did you have to apprentice or get on-the-job training? Please describe.)</i></p>

**Unit 5 Activity 2  
Community Resources Worksheet**

Look through the Yellow Pages and find agencies that provide resources for each topic.

<b>SUBSTANCE ABUSE (DRUG AND ALCOHOL ABUSE) RESOURCES</b> (Yellow Pages keywords include "Substance Abuse," "Alcohol Abuse," and "Drug Abuse.")	
Organization Name	
Address/Phone Number	
What type of information or service does this agency provide?	

<b>YOUTH ORGANIZATIONS</b> (Yellow Pages keywords include "Youth.")	
Organization Name	
Address/Phone Number	
What type of information or service does this agency provide?	

<b>ORGANIZATIONS THAT PREVENT VIOLENCE AND ABUSE</b> (Yellow Pages keywords include "Social Services Organizations.")	
Organization Name	
Address/Phone Number	
What type of information or service does this agency provide?	

## Unit 5 Activity 2

### How Did You Connect? Interview Worksheet

Interview an adult you know. **Find out how they connected to family, school, and community when they were in elementary school.**

Choose a family member, neighbor, teacher or any other adult in your life whom you would like to interview. Ask them if they would let you interview them for a class assignment.

Use the questions in the table below to guide your interview, note-taking, and writing:

QUESTIONS	YOUR ANSWER (notes)
Name of person being interviewed:	
Relationship of person being interviewed (family member, teacher, neighbor?):	
Where did you grow up? (neighborhood? city? state? country?)	
In <i>what decade</i> did you attend elementary school? (1950s? 1970s? 1980s?)	
What elementary school did you attend?	
What kinds of things did you do to help <b>your family</b> ?  (If the person being interviewed does not have an answer for this, continue to the next question.)	
What kinds of things did you do to help at <b>your school</b> ?  (If the person being interviewed does not have an answer for this, continue to the next question.)	
What kinds of things did you do to help in <b>your community</b> ?  (If the person being interviewed does not have an answer for this, continue to the next question.)	



**Unit 5 Activity 2**  
**Keola and Randy: Connecting to Community Worksheet**



Remember **Randy**? Think about some key things about Randy's personality that you know from his story.

1. What are Randy's interests? What does Randy have problems with?

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Think about some community organizations that may help Randy build connections. Use the Yellow Pages to find some youth organizations, or think of some organizations at school that will help Randy stay connected.

2. Brainstorm some ideas for Randy to stay connected with his community:

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**Think about Keola.** What are some key things you know about Keola's personality from his story?



1. What does Keola like to do?

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How can Keola use his interests to be connected to the community?

2. Brainstorm some ideas for Keola to stay connected with his community:

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**Unit 5 Activity 3**  
**Short, Medium, or Long-Term Goals Worksheet**

	<b><u>S</u>hort-Term, <u>M</u>edium-Term, or <u>L</u>ong-Term Goals</b>	<b>S</b>	<b>M</b>	<b>L</b>
1.	Meet a friend after school.			
2.	Learn how to build a canoe.			
3.	Be a doctor.			
4.	Bake a cake for your cousin's birthday party on Saturday.			
5.	Move to your own house.			
6.	Get a black belt in karate.			
7.	Do your math homework.			
8.	Save enough money to buy a CD or a game you want.			
9.	Take a trip to Japan.			
10.	Go on the class trip to Volcanoes National Park next year.			

Now, write 3 goals of your own. Make one of each kind—Short-Term, Mid-Term, and Long-Term.

	<b><u>S</u>hort-Term, <u>M</u>edium-Term, or <u>L</u>ong-Term Goals</b>	<b>S</b>	<b>M</b>	<b>L</b>
11.				
12.				
13.				

**Unit 5 Activity 3**  
**Ready, Set....Reach Worksheet**

Set two educational goals for yourself. Educational goals are any goals related to your education, school, or career. After you set the goals, figure out what the OBJECTIVES are for each goal, and then figure out how you will REACH FOR IT!

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**Short- or Medium-Term Educational Goal**

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Short- or Medium-Term goals are goals you have for the next few days, weeks, or months.

**SHORT- or MEDIUM-TERM GOAL:**

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**OBJECTIVE #1:**

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**REACH FOR IT!**

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**Long-Term Educational Goal**

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Long-term goals are goals you have for the years ahead.

**LONG-TERM GOAL:**

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**OBJECTIVE #2:**

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**REACH FOR IT!**

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**Unit 5 Activity 3  
Got Goals? Worksheet**

**Step One: Ask an adult (such as a teacher, family member, community member) to name a goal they had, and tell you what they did to reach it:**

1. What was one goal you had?

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2. What are some things you did to reach this goal?

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**Step Two: Now that you have asked this person about their goal, analyze the goal and answer these questions:**

**Name of person #1** \_\_\_\_\_

3. Was the goal they described to you a short-, medium-, or long-term goal? \_\_\_\_\_

4. What were some OBJECTIVES they had for this goal?

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5. What are some steps they took to REACH FOR IT?

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