



*Helping teachers work with children when they first return to education following major traumatic or life-changing events*



## The Home Within Me

<b>Topic</b>	Music + Rhythm
<b>Designed for Ages</b>	Kindergarten – Grade 5
<b>Adaptable for ages</b>	4 - 12 years old
<b>Time</b>	15-30 mins.
<b>Overview</b>	This activity offers opportunities for children to rediscover their sense of place by connecting to self and community. This lesson offers a simple sharing circle to incorporate into daily practice to support children to rebuild their sense of place in response to losing their home/community due to natural disaster. There are options for how to facilitate a practice for Day 1 - 10 and then Day 11-20.
<b>Connections to <u>Nā Hopena A'o (HĀ)</u> (Hawai'i Education Framework)</b>	<p><b>1. Strengthened Sense of Belonging:</b> I stand firm in my space with a strong foundation of relationships. A sense of Belonging is demonstrated through an understanding of lineage and place and a connection to past, present, and future. I am able to interact respectfully for the betterment of self and others.</p> <ul style="list-style-type: none"><li>a. Know who I am and where I am from</li><li>b. Know about the place I live and go to school</li><li>c. Build relationships with many diverse people</li><li>d. Care about my relationships with others</li><li>e. Am open to new ideas and different ways of doing things</li><li>f. Communicate with clarity and confidence</li><li>g. Understand how actions affect others</li><li>h. Actively participate in school and communities</li></ul> <p><b>6. Strengthened Sense of Hawai'i:</b> I am enriched by the uniqueness of this prized place. A sense of Hawai'i is demonstrated through an appreciation for its rich history, diversity and indigenous language and culture. I am able to navigate effectively across cultures and communities and be a steward of the homeland.</p> <ul style="list-style-type: none"><li>a. Pronounce and understand Hawaiian everyday conversational words</li><li>b. Use Hawaiian words appropriate to their task</li></ul>



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	<ul style="list-style-type: none"><li>c. Learn the names, stories, special characteristics and the importance of places in Hawai'i</li><li>d. Learn and apply Hawaiian traditional world view and knowledge in contemporary settings</li><li>e. Share the histories, stories, cultures and languages of Hawai'i</li><li>f. Compare and contrast different points of views, cultures and their contributions</li><li>g. Treat Hawai'i with pride and respect</li><li>h. Call Hawai'i home</li></ul>
<a href="#"><u>Te Whare o Oro (Māori framework for understanding the brain):</u></a>	Supporting cortex development by fostering social interactions, play, learning, and complex conversations.
<b>Other cultural connections:</b>	<i>Pilina</i> : building a sense of place and recognizing the wind, rain, and stories of that place.
<b>Materials:</b> <ul style="list-style-type: none"><li>● <b>Classroom Norms:</b> <i>Sharing Circle</i> and rules about how to share.<ul style="list-style-type: none"><li>a. <i>Sharing Circle</i>: Each morning children begin the day in a circle. A “talking token” or item is used to identify who is allowed to speak. Only this person may share while the rest of the circle listens. This token will be passed around the circle allowing each member a time to share. The teacher uses daily prompts, questions, and/ or bring up situations happening in the classroom/community as talking points for each day. When the whole circle has shared, everyone takes a deep breath to close the circle space and then the day begins.</li></ul></li><li>● <b>Maps + Information about your specific community.</b> This can be built upon throughout the school year both pre/post implementation of this lesson to help children make connections about the places and stories that exist within their local community.</li><li>● <b>Sentence Frames:</b> I am from ____ where the ____ Ex. I am from Lāhaina where the sunset is peaceful.</li></ul>	
<b>Message for Teacher</b> <p>This lesson plan offers an example of a daily classroom/learning environment practice. As children get comfortable with this practice it may become a 15 minute, daily check in. We recommend using this practice to go deeper into conversations about belonging, values, and special attributes depending on the student</p>	



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energy and engagement levels.

This practice is especially helpful with lots of teacher modeling to build safety while supporting children in their responding.

### Instructions:

1. Before the activity begins: Have children sit in a circle.

#### **Beginning Readiness Lesson - Days 1 - 10**

*This activity is designed to be facilitated as a daily practice on Days 1 - 10.*

- a. To open the circle, ask the children: "Think of one thing that makes the place you are from special. This could be a person, a place, a town, a thing. There are no wrong answers. I'm going to give you a few minutes to think of a place you are from that feels special."
- b. Children can choose to pass on their turn at any time if they are not ready or comfortable with sharing.
- c. Remind children that as we each take our turn to share only 1 person will speak and the others will listen.
- d. Invite children to create a common motion we can use to show "Wow, I feel that too!". Clicking fingers or nodding the head are two options, but choose what feels best for your children.
- e. You, the teacher, begin the sharing circle by using the structure: "I'm from \_\_\_\_ where the \_\_\_\_". Example: "I'm from Kula where the cool breezes blow."
- f. Then invite the person seated beside you to share until everyone in the circle has shared.
  - i. As you repeat this activity on day 2 - 10, build upon what is shared every day to help children to see the value and special things in their community.
    1. Ex. Day 1- I'm from Kula
    2. Day 2- I'm from Kula where it is cold
    3. Day 3- I'm from Kula where the wind blow strong
    4. Day 4- I'm from Kula and sometimes I get sad
    5. Day 5- I'm sad when I think of my aunty who moved
    6. As the days go on you can expand to include emotion words/sentence prompts to support children in the safety of the circle
  - ii. *Optional:* you can host classroom discussions about how our special places make us feel.



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- g. Let the children know that you will close the sharing circle by using our bodies to make the sound of rain. This will be used each time the circle ends to cleanse the space and move into the next classroom activity. *Note: if your natural disaster was rain/water related then rain may be a trigger for your children. You can modify this activity to mimic the sound of wind instead.*
- h. Share with the children that they will learn 3 different kinds of rain and how to make the sounds using their hands. You can use the suggestions below or create your own sounds like in this video. Here is an example video of a similar activity. <https://youtu.be/hdFBBPVExKQ>
  - i. **Light Rain:** rub palms together quickly
  - ii. **Drizzle Rain:** 1 finger clap (1 finger tapped in the palm of the other hand.)
  - iii. **Heavy Rain:** clapping hands
- i. Have the children practice making the sound of each type of rain each day so they can remember which rain is which sound.
- j. Lead the children through making a 'rainstorm' by calling out different types of rain. It is suggested to begin and end this closing activity with **light rain**.

## 2. **Middle Readiness Lesson - Day 11 - 20**

*The intention of this activity is to repeat the initial readiness activity while adding in a new layer where children respond to their peers.*

- a. You, the teacher, begin the sharing using the structure: "I'm from \_\_\_\_ where the \_\_\_\_".  
*Note: You can add in language for whichever specific area you are focusing on. For example, when focusing on children change the prompt to. "I am \_\_\_\_ and I really love \_\_\_\_" "I am Kaliko and I really love music".*
- b. Share with the children your own example.
- c. Ask the children to respond: "She/he/they are from \_\_\_\_ where the \_\_\_\_".
- d. Incorporate rhythm into this practice. For example, you could invite the children to do a stomp-stomp-clap beat.
- e. Now lead the children through making a 'rainstorm' by calling out different types of rain. It is suggested to begin and end this closing activity with **light rain**.

### **Evaluation and Assessment:**

*We know this lesson is successful if:*

Children have rebuilt their sense of place in response to losing their home/community due to natural disaster.



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First children begin with the sense of place within themselves. Through daily group conversations and engagement children will share about the special things in the places they love (could be home, an ocean, a land mass etc.)

- Children will rediscover what makes their community a special and safe place by sharing what they love and also hearing what others have to share.
- Children will share what makes them a special and safe place.
- Children will foster an environment of compassion and aloha through this activity.