
TEACHER GUIDE

Storytelling Through Digital Media

Lesson 1:

Storytelling of Wayfinding Through Moana

Overview

*In this lesson, what is possible with **storytelling (Mo'olelo) through digital media** is introduced. The Disney Moana digitized story shows participants how technology and media help the viewer experience the art and science of wayfinding. Technology. It is utilized to capture and hold stories in ways that in the past, before digital technology were not yet available. This lesson hopes to model how the experience of one character can help build a deeper understanding of someone else's values, beliefs and practices.*

Student Objectives:

- Relate to how early settlers passed on their history and knowledge through oral communication which includes songs, stone carvings, and storytelling.
 - Illustrate how a digital medium is used to communicate historical, social, or personal stories.
 - Analyze wayfinding and the skills and awareness of navigators (connection to a Gr. 4 social studies standard)
 - Show that the Hawaiian islands were originally populated because wayfinders were able to navigate to the islands before the use of modern technologies.
 - Dissect a song from the movie Moana (Moana's - We Know the Way) to analyze how her story can tell about experiences, feelings, and ideas.
 - Compare how Early explorers' stories were limited to petroglyphs that today are recorded digital media artifacts.
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Materials

Activity	Material to Prepare
Lesson 1	Link to Slidedeck
Activity 1: We Know the Way video	Link to Video
Activity 2 : We Know The Way from Moana	Print out Wayfinding Article
Activity 3: We Know The Way from Moana	Print out We Know the Way Worksheet
Homework	Print out Homework Worksheet

Timeline



Relevant Educational Standards

Hawaii Content Social Studies Standards

Standard	Description
Grade 4	SS.4.1.18.12 Describe how early Hawaiians viewed the creation of the world and their environment through oral traditions

Grade 4 -	SS.4.1.18.1 History (Anchor Standard 18 - Perspectives) Creation Beliefs of Polynesia Migration. Describe how early Hawaiians viewed the creation of the world and their environment through oral traditions
Grade 4	SS.4.1.15.4 (Theme 1: Creation Beliefs and Polynesian Migration) Explain how the Polynesians' voyaging skills and the design of the double-hulled canoe allowed them to travel long distances throughout the Pacific Ocean.
Grade 3-5	1B- AP-10 Create programs that include sequences, events, loops, and conditionals. (P5.2)
Grade 3-5	1B- IC-18 Discuss computing technologies that have changed the world, and express how those technologies influence, and are influenced by, cultural practices.
All	P1.1 Include the unique perspectives of others and reflect on one's own perspectives when designing and developing computational products.
All	P5.2 Create a computational artifact for practical intent, personal expression, or to address a societal issue.
All	P5.3 Modify an existing artifact to improve or customize it.



Computer generated AI image

Instruction

Pre Class preparations: Computer, projectors and material printouts.

Introduction (8 Min.)

Petroglyphs of Navigation - to see explanation of images

Attention Getter: Present an image of the 2D petroglyph on wayfinding:

1) a double sailed wa'a (canoe) and, 2) the celestial compass featuring the seagull surrounded by a ring. Both petroglyphs or *Ki'i pohaku* required oral storytelling to perpetuate ocean sailing and star navigation.




The 2000 year old skills and teachings of wayfinding were almost lost since generational traditions relied heavily on oral storytelling. After 2000 years the need for wayfinding navigation nearly disappeared with the storytellers and wind blown boats or *wa'a* were replaced with motors and sophisticated guidance systems.

Prompts for student reflection & Discussion: What do you see in this petroglyph? What do you notice? Why do you think wayfinding has a bird in the center? ...Share the definition of Wayfinding Navigation.

- **Definition of Wayfinding:** Wayfinding is the process of orienting and traveling from place to place. Humans, as well as animals, are capable of wayfinding.
- **Definition of Navigation:** Navigating is a more specific form of wayfinding that implies precise knowledge of where you are and where you are going. Today we navigate to include plotting a course over land, water, or air by knowing your position in space.

Activity 1: “We Know the Way” from Moana (10 Min.)

Instructor shares with the students that songs are one way to tell a story and introduce the concept of digital storytelling. Because in the past 50 years the art of ocean navigation has



been rekindled. Additionally, the popularity of Disney movie, Moana, provides the story that deepens people's understanding of wayfinding (CSTA 1B-IC-18)

Let's learn about what this illustrates about the early settlers' practices and experiences. "This time notice the digital media adds sound and motion to the story"

Digital Storytelling - Demonstrate how a video and song (mele) can be used to tell a story (Mo'olelo) about wayfinding. The story of Moana (Disney animation) helps to deepen the connection to wayfinding by making the learning more relatable and accessible.

Step 1: Play "[We Know the Way](#)" from Moana (Video length: 2:35 min)

Step 2: Pose the question: *What is the overall meaning of the song?*

Activity 2: Learning About Wayfinding (15 Min.)


Gain some background knowledge about the art of wayfinding. The delivery of this material can be in optional ways. Three option examples are provided here::

Option 1 - Have students study the article: Instructions: Skim read, and take in the picture and the captions of each of the images. Get your highlighters ready and mark what you believe to be the important ideas of wayfinding look-fors. = Link
https://archive.hokulea.com/ike/hookele/on_wayfinding.html

Option 2: Go through the following slides and highlight what students observe/see in the images. Ideally, have them make observations.

Option 3: Jigsaw the next 5-6 slides and share back after a short discussion on what a team learned or understood. Share out to the larger group.

Activity 3: Experiencing Wayfinding (17 Min.)



Part 1: Revisit the Song - In this second round, the emphasis will be experiencing the song, the visuals and the motions. As you do so, try to understand and have empathy for the stories of others.

Step 1: Pretend you are physically in the ["We Know the Way" video](#). Students must follow the following rules while the instructor plays the video once again:

- You must stay put in your area. Keep a safe distance away from your neighbor
- Please stand if possible
- Pretend you are also on the wa‘a, imagining you are traveling and try to help out by working alongside Moana and the other crew members. Follow-along.
- Everytime you hear the words Awe Awe - make the salute signal and turn your head from side to side as if searching in the distance and shading your eyes from the sea spray and sun.

Additional considerations for activity:

- Enhance experience by wearing costumes appropriate for the event and period.
- Encourage the students to focus only on the screen (that way they can move without feeling self conscious)
- Tell them to rollplay the tasks on the wa‘a - work/play alongside the characters in the video
- Have the start to recognize song patterns and repetitions by having them do a repeated motion for Awe awe (ie. hand over eyebrows and pretend to scope the horizon

Step 2: Play the “PE-EP” game for reflecting and assessing the experience of your “PEEPS/group”

Purpose: This is a quick sharing/reflecting experience through the role play activity in Step 1. PE-EPs. (Poll, Elbow-Elbow, Popcorn show me). Below are some possible prompts. Instructors can come up with their own questions.

Opportunities to apply the idea of Conditional responses (CSTA 1B-AP-10). Call this the PE-EPs activity. When instructor calls out a response type students reply in the following



manner:

- **Poll** - Who felt that it was a different experience than the first time you watched it?
- **Elbow** - explain to elbow partner: Why or why not?
- **Poll** - Did anyone make a motion that they thought might be what a wayfinder would do?
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- **Popcorn** - Demonstrate it
- **Poll** - raise hands - How many of you felt as if you were there?
- **Elbow** - Explain to a partner: Describe your experience
- **Poll** - raise hands - How many of you enjoyed that?

Teachers can change up the actions and prompts as they see fit.

Activity 4: Transition to Telling One's Own Story - Homework (5 Min)

Before Class: Print out [Homework Worksheet](#).

During Class:

Step 1: Summarize the lesson.

Wayfinding an artform and skill that might have been lost. With the help of digital technology we can preserve the skills so that such knowledge is never at risk of disappearing. Through this mass delivery of popular media many of us can get a sense of what wayfinding is about and perhaps even a renewed respect for cultural practices. A relatable character like Moana helps you visualize what it might have been like.

Read Nainoa's quote to close the lesson:

“(I have a) deep desire to learn (celestial) navigation ... Knowing who I am by knowing where I come from.” by Nainoa Thompson

Step 2: Assign Homework

- For homework, students will go home and learn about their family. Students will answer questions about their family by writing them down on the [Homework Worksheet](#).

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- Instructor connects this homework assignment back to storytelling, just like how students learned about Moana’s family history through a song.
 - Students reflect on themselves or on their families.
 - Instructor offers reminds students that they must make sure to complete it and bring it back for Lesson 3.

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