



2025-2026 SY Post-Visit Materials

Title	Ku'u Mala
Topic	"Huli Ka Lima i Lalo" ('Ōlelo No'eau) + Mele: Ku'u Mala
Genre/Art Form	Papa Mele/ Music Class grades 4&5
Review of what students did at CanDo!	• Students learned hawaiian greetings in the form of vocal warm ups • Haumana encouraged to breath and prepare their kino for singing and learning • Introduce and discuss our 'Ōlelo No'eau/hawaiian proverb as it relates to our song and our life • Students will learn about the use of Kaona in Hawaiian poetry, song writing • They will learn 'Olelo Hawaii throughout the song and its meanings and discuss what THEY think this mele means to them • Introduce the Hawaiian moon calendar as it relates to Planting • Tie in their own personal goals to this mele and the tangible steps they will take to bring their own "mala" to fruition
Immediate Follow up lesson plan for continuation & reflection in the classroom	Encourage students to deepen their understanding of the connection between plant growth, hard work, and goal achievement by creating and sharing a short reflection about what they learned. Have students perform or practice their song as a group, then facilitate a discussion about how music helps them express or feel more connected to ancient wisdom teaching in modern life. Open Discussion to share what goals they want to work on and how they will "Huli ka Lima i Lalo"
List of suggestions for use/teaching strategy in the classroom	Encourage repetition and practice, allowing students to experiment with different expressions and vocal dynamics to find their own expressive style
Short Lesson Plan	Objectives: Students will creatively express their goals and the importance of hard work through song or musical performance. Students will reflect on how cultural perspectives,

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	like Hawaiian proverbs, can inspire personal growth and resilience: 1)Review and Reflect: (10 min) -Begin with a brief discussion reviewing what students learned about planting, growth, and goals from the previous lesson. -Share some Hawaiian proverbs related to perseverance and growth, discussing their meanings 2)Personal Connection: (10 min) -Have haumana share their personal goal if comfortable, emphasizing, writing is like planting, patience like growing season etc... 3)Create Musical Piece: (30 min) -In small groups, students will create a short song, chant, or rhythmic piece that represents their goal, the idea of working hard, and cultural values that make the goal more motivational, fun and ALIVE!
Post vocabulary	● Aloha Mai Kākou- Aloha EVERYONE ● Mākaukau no mākou- We are ready ● E Himeni ana kākou- Let's us (all) sing together ● Mea Kanu- Plants ● Mala- Garden ● Huli- turn ● Ka Lima- Hand ● I lalo- Downward ● Kaona- hidden meaning
Relevant Links	https://www.mauiartseducation.org/files/ugd/eb530b_45c7e76ca1ee4241aacf60492bd81a95.pdf

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Title	The Pūhala Tree
Topic	Let's learn the different parts of the hala tree
Genre/Art Form	Movement (Hula & IOKA)
Review of what students did at CanDo!	Practice the hula basics and review the words of the mele; incorporate the motions one verse at a time. Repeat as many times as needed.. Use a hala tree and have haumāna label the different parts of the tree and what each part is used for.
Immediate Follow up lesson plan for continuation & reflection in the classroom	- Let's all sing together and practice the motions. - How many things at your home can you find that are made out of lauhala?
List of suggestions for use/teaching strategy in the classroom	Find all the Hala trees on campus or in your community. Name at least 5 items that you can make using the lauhala?
Short Lesson Plan	Kilo-observe all the hala trees on campus. What kinds of things can we make with hala? How can we use the hala to be sustainable in our natural resources? What is sustainability? Let's make something with it?
Post vocabulary	- Aloha Mai Kākou- Aloha EVERYONE - Mākaukau no mākou- We are ready - E Hula ana kākou- Let's us (all) hula together - Kala'au- ula implements - Kaholo- basic hula 4 step to the right and left - Hela- basic hula step alternating legs - Ami- basic hula step moving hips in circular motion - Mea Kanu- Plants - Hala- death - Pāpale- hat - Pua- flower - Hala- Pandanus tree - Lauhala- leaf of the hala tree - Pūhala- tall trunk and entire tree - Hinano male flower of the hala tree - Huahala- the orange fruit of the tree

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Title	Mo'olelo Mea Kanu Hawaii
Topic	Ahupua'a and Hawai'i Plant Stories
Genre/Art Form	Papa Hana Keaka/Theater Arts
Review of what students did at CanDo!	• Students explored basic Theater Art techniques using body language, facial expression, imagination, and improvisation. • They learned and used basic theater vocabulary (actor, stage, audience). • Students learned basic Hawaiian Vocabulary. • Working in groups, students acted out stories centered on Native Hawaiian plants of the Ahupua'a (Kalo, 'Ulu, Kukui, Niu, Hau). • They learned through telling stories the importance of the plants in our Ahupua'a • Students created and performed short scenes, building sets and using props, and concluded with a collective bow on stage.
Immediate Follow up lesson plan for continuation & reflection in the classroom	Objective: Deepen understanding of plants within the ahupua'a system and provide students with opportunities to reflect on and extend their learning from the CanDo! Theater experience. Activities: 1. Kūkākūkā/Talk Story Reflection Circle (5-7 min): Invite students to share a favorite moment or learning from their CanDo! theater activity. Teachers can chart responses. 2. Hua 'Ōlelo hou/ Vocabulary Review (5 min): Revisit key terms from the theater lesson and plant names, reinforcing their meaning. 3. Pā'ani Ki'i Activity (10 min): In small groups, students create "frozen picture" tableaux of one plant and its use in daily life or Hawaiian culture. 4. Journaling or Drawing (10-15 min): Students write or illustrate what they learned about one plant and how it supports the ahupua'a. Students deepen understanding of individual plants through retelling the "story" of the plant and its uses. 5. Class Discussion (5 min): Guide students to consider: How does theater help us understand and remember Hawaiian culture and ecosystems?

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List of suggestions for use/teaching strategy in the classroom	Literacy: Have students write a short skit or dialogue about a plant's role in the ahupua'a. Science: Connect plant use to ecosystems and sustainability concepts. Social Studies: Relate mo'olelo to Hawaiian history and culture. SEL: Use role-play to help students express emotions and build teamwork skills. Math: Theater game "zip, zap, zop" to encourage focus. Can be replaced with simple math problems. • Warm-Ups: Begin class with 3-5 minutes of acting games or imagination exercises.
Short Lesson Plan	Reflection Circle- 5 min Vocabulary Review- 5 min Plant Tableau (small groups)- 10 min Journaling/Drawing- 10 min Total: 30 minutes School campus/ home plant search- 15 min Have students tell the story of the plant(s) through drawing/journaling- 15min Total: 30 min
Post vocabulary	Theater- Hale keaka Actor - Mea hana keaka/ Kanaka hana keaka Stage - Kahua hana keaka Audience - Anaina Scene - Nānaina Imagination- Ho'omoeā Ahupua'a - Land division from mountain to sea Mea kanu- plant Kalo - Taro Niu - Coconut 'Ulu - Breadfruit Kukui - Candlenut/light Lauhala- Pandanus leaf/ Tree Hau- Hibiscus plant Variety

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	Mo'olelo- Story Maui- The name of a Hawaiian Island Māui- Demigod & Trickster Imagination- Hoomoeā Mākaukau?- Are you ready? Ae- Yes
Relevant Links	 How to Speak Hawaiian [Pronunciation & Introduction] Bishop Museum- Plants of Hawaii https://share.google/lwyv39YDmqDhXB50G

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Title	Embossed Kukui Leaves (2 & 3) & Embossed Kukui Designs (4 & 5)
Topic	Kukui tree imagery hand embossed in metal
Genre/Art Form	Visual Art
Review of what students did at CanDo!	- Students learned to identify Kukui trees, discussed what enlightenment means, and learned about traditional cultural uses for specific parts of the plant. - Students sketched Kukui element contours and simple details. 4th & 5th graders created a composition that depicted part of the tree's biology and/or a cultural use(s). 2nd & 3rd graders drew the elements of a kukui leaf. - Students traced/transferred entire sketch onto a matted metal sheet, then added more depth, embellished the design with additional details and patterns, and/or added imagery to negative space directly on metal. - Students reviewed each other's artwork, gallery style.
Immediate Follow up lesson plan for continuation & reflection in the classroom	- Ask additional reflection questions. - Prompt students to write sentences or an essay about the scientific content, cultural content, or artistic experience. - Continue reviewing and revising Kukui embossings with a gallery walk, peer feedback, then add revisions to create more depth, details, or color with sharpies. - Hang student artworks in the hallways/communal space of the school, and/or present what has been learned about Kukui trees, share about the process of embossing, or share a presentation that relays a personalized story of what students depicted and their connection to the imagery and/or process within their works of art with other students/younger grades. - Discuss or have students write a reflection about product vs process in art & how sometimes product or sometimes process is more important depending on the goal.

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List of suggestions for use/teaching strategy in the classroom	Use drawing as a visual arts teaching strategy in the classroom: ● Regularly challenge students to create a visual composition that pulls learned elements together. ○ ex: shows the parts of a plant or animal & the ways cultures have used it ○ An important invention from history and what came about because of it ● Use drawing & visual arts as an opening hook about a new subject matter ○ Share visual arts representations of whatever it is you are about to study. Have students discuss & draw it. ○ Can also assess what they already know about something. ● Have students draw a setting, scenario, character, or even a sequence of events from a story to encourage visual thinking & storytelling. ● Have students draw characters and/or settings from history, or even as a way to spur more detailed thinking for a creative writing assignment. ● Take a walk around campus - identify a plant, and have students draw the leaf/parts of the plant and do some research on the uses of the plant. ● Present other artwork to different classes. ● Regularly use gallery walks in your classroom.
Short Lesson Plan	● Think of a drawing prompt for your students ○ It could be content related, could be something about their own lives depending on your objective ● Try it out by making a drawing yourself based off the prompt. Give yourself about 10 minutes. Alternatively, share a drawing that isn't yours, it's still great to practice visual storytelling. ● Give students the prompt of what they will be drawing. ○ Encourage them that this will be more about process than product and that we all have strengths. Tell students how long they will have to draw (10 mins minimum, 20 mins max - whatever you choose, plan for it to take about 5 minutes longer than what they have told them)

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	○ Depending on your class, you may want to encourage them to silence their voices while drawing. ● Tell them when they are ½ way done with the time . ● Tell them when they have 3 minutes left and to finish up. ● With one minute to go, ask students to raise their hand if they need more time. Encourage them to be done as soon as possible. ● As students are drawing ○ walk about the room, encouraging and guiding those who need it ○ put a piece of masking tape on each student’s desk ● Once done, share your own drawing based off the same prompt with your students. Then demo using the masking tape to tape the drawing to the wall of your classroom. ○ If it’s not very “good” that’s fine! By sharing your art demonstrating vulnerability and enjoyment of the creating of the art. That’s very important to demonstrate! ● Invite all students to tape their drawings to the wall of the classroom, instructing where not to tape, and pre-address any behavioral concerns before letting them get out of their seats. ● Put on appropriate music (no words is often best) and give students a few minutes to silently walk around and enjoy the gallery of the creations of their peers. ● Once the gallery walk is over, follow up the experience with some reflection questions - questions that focus on their successes, what they noticed was similar between the drawings of their peers, and whatever else that helps to deepen learning objectives. ○ Avoid questions that cause any judgement about which artwork was the best or worst. ○ A nice flow of reflection questions is to start with physical observations, then intellectual connections, then emotional connections.
Post vocabulary	Kukui Tree - The kukui, or candlenut tree (<i>Aleurites moluccanus</i>), is Hawaii’s State Tree and holds deep cultural significance. Polynesians introduced it as a “canoe plant,” valued for food, medicine, dyes, varnishes,

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	wood, and canoe building. Its oil-rich nuts were strung and burned for light, giving rise to the name “candlenut” and the Hawaiian meaning “light.” Canoe Plant-Canoe plants were essential species carried by Polynesian voyagers to sustain life in new lands. They provided food, medicine, and materials, forming the foundation of island ecosystems and cultural practices. Enlightenment-A state of profound understanding or awareness, often described as spiritual awakening, bringing deep peace and insight into self and world. Art words: Relief Sculpture - A type of artwork where sculpted figures or forms project from a flat background surface, remaining attached to it. Focal Element - Part of a composition that attracts the viewer's primary attention due to its central importance or visual prominence. It serves as a single, dominant point of interest that guides the eye and helps organize and direct the viewer's experience within the artwork. Contour Lines- Lines that describe the form of a subject by tracing its outlines and major internal edges, to show its shape and volume, without focusing on details, texture, color, or shading. Positive & Negative Space - Positive space refers to the main subject or areas of interest within a composition, while negative space is the empty or background area that surrounds and exists between these subjects. Balance - The arrangement of visual elements within a composition to create a sense of stability and equilibrium, like a scale with evenly distributed weights. It is achieved by considering the distribution of "visual weight"—how much an element attracts the viewer's eye due to its size, color, or texture. Emboss - Embossing is a technique for creating raised patterns or designs on a material's surface, such as paper, metal, or leather, by pressing or stamping it from the back to produce a three-dimensional, textured effect. Burnish - In the context of embossing, burnishing is the act of rubbing a smooth, hard tool over the surface of a material to make the embossed design project outward. Texture - Texture is the surface quality of an object that can be physically felt through touch or visually perceived through sight, creating the illusion of that physical quality.
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	Pattern - The repetition of elements, such as shapes, lines, colors, or textures, in a predictable and organized way to create a visual rhythm and unity within an artwork. These can be regular patterns, with elements repeating exactly the same, or irregular patterns, which have an organic, less uniform but still consistent, arrangement.
Supplies/Materials Used	Pencils Colored pencils for tracing sketch 3.5" x 5" copy paper 36 gauge metal roll- Cut to 4" x 6" pieces 3 mm thick Felt mat Matte board frame 5"x 7" exterior (3.5" x 5" opening) Clear art sleeves/bags 6"x 9" Embossing tools *Prepare sketch paper with tape at top. *Prepare/tape metal onto matte board with edges completely covered.
Relevant Links	https://mnbg.org/kukui-tree-of-light/ https://konacloudforest.com/blog/the-importance-of-the-kukui-nut-tree-canoe-plant-discover-it-at-the-kona-cloud-forest-sanctuary/