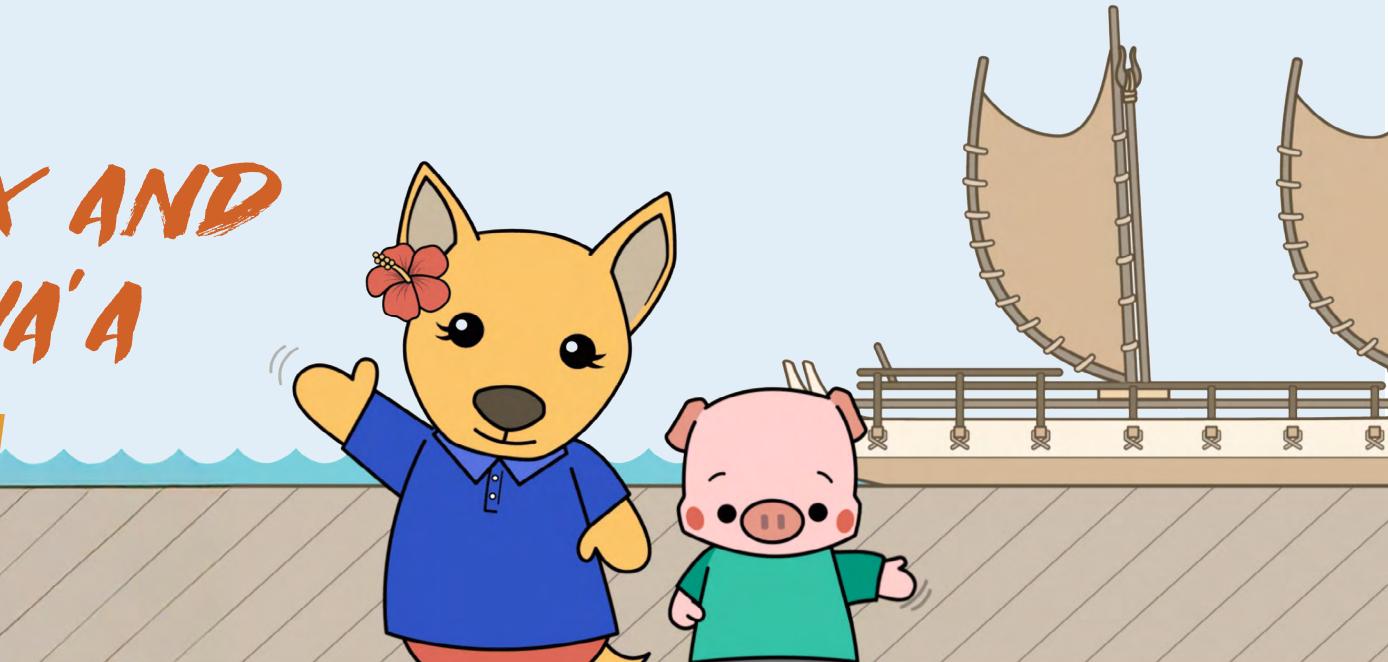


# LITTLE MAX AND THE BIG WA'A

## LESSON GUIDE FOR EARLY LEARNERS



This guide is designed to span multiple days of instruction and is meant to be flexible. Please adapt it to best suit your classroom needs.

### Nā Lako (Materials)

Materials vary for each mahele (part), but all are centered around the book, *Little Max and the Big Wa'a*. Many of the digital materials can be found in the **Supplemental Resources** document:  
<https://ksdigitalfiles.ksbe.edu/assets/littlemax/supplemental.pdf>

### Lesson Guide Overview

Centered around the story Little Max and the Big Wa'a, this lesson guide invites young learners to explore the parts of a wa'a through engaging, play-based activities. The guide is organized into five mahele (sections), which kumu can adapt to fit their classroom rhythm—whether taught daily, weekly, or at their own pace. Together, these mahele weave in read-alouds, letter and word play, sorting games, writing practice, role playing, music, and movement to support joyful, hands-on learning.

Each mahele includes a suggested “center activity” intended as a starting point rather than a full center rotation. These activities offer inspiration and can be expanded, adapted, or paired with additional centers to best support your learners and daily routines.

To help introduce students to Hōkūle'a, your keiki may benefit from viewing the [Hōkūle'a 360](#) video together as a class before starting this lesson guide. This will allow them to explore the canoe visually as well as connect to its cultural significance.



# Literacy Focus

## Little Max and the Big Wa'a

The book, Little Max and the Big Wa'a, is the focal point of all mahele within this unit. It's a story geared toward young learners about a pig named Little Max who takes a short trip on a wa'a and learns about the name and purpose for each wa'a part along the way.

### Materials

Story cards, already printed and cut out (can laminate or print on cardstock). Depending on how you setup the activity, you'll need one set per student, group, or center.



This story is available in two video versions to meet different leveling needs. Both are available in English and 'Ōlelo Hawai'i, so you can choose the language and style that best fits your needs.

**Simplified Edition (PreK)** – A concise version, ideal for beginning readers.



[\*Little Max and the Big Wa'a Simplified \(English\)\*](#)



[\*Maxwell Lili'i Simplified \('Ōlelo\)\*](#)

**Detailed Edition (K-2)** – A comprehensive version with expanded explanations and more details.



[\*Little Max and the Big Wa'a Detailed \(English\)\*](#)



[\*Maxwell Lili'i Detailed \('Ōlelo\)\*](#)

Coming soon!

### Nā Hopena A'o (Learning Objectives)

- Build comprehension of a book through guided discussion
- Identify key parts of the wa'a and understand their function
- Recognize beginning, middle, and end structure in a narrative
- Develop oral storytelling skills by retelling the book in own words
- Recall and sequence story events using visual cues (story cards)
- Use imagination to personalize the story, adding details and variations

### Procedure

- Read "Little Max and the Big Wa'a" aloud. Pause after key scenes to emphasize main events and wa'a parts using the guiding questions.
- For emphasis, play the "Little Max and the Big Wa'a" video.
- Ask students if they think they remember how the story went, and explain to them that they will now be the storytellers.
- Spread the Story Cards out on the table in random order and show a few to keiki.
- Explain that their job is to rearrange the cards in the correct sequence to retell the story with pictures (can be done with the whole class or smaller groups).
- Once they've arranged the cards, have students retell story in their own words while looking at the images.
- Reassure them that the exact order in which Captain Hōkū shows Little Max the wa'a parts doesn't matter, but to think about what happened in the beginning, middle, and end.
- If time allows, encourage keiki to draw a few of their own pictures on the blank cards and retell the story again to the group or a neighbor, adding in their own fun details, nuances, and customizations.

# MAHELE 1: Nā Mahele o ka Wa'a



Resources with an \* next to them can be found: <https://ksdigitalfiles.ksbe.edu/assets/littlemax/supplemental.pdf>



## Nā Hopena A'o (Learning Objectives)

- Recognize that every part has a purpose and contributes to the function of the whole, using the wa'a as a model
- Explore the concept of "parts to a whole" through examples like a tree, toolkit, and the body
- Hone fine motor skills by practicing scissor use
- Differentiate between wa'a parts and name them



## Pre-Lesson 'Ohana Activity

Send home the [Practicing a Sing-Along\\*](#) worksheet for 'ohana to practice the "Building Hōkūle'a" mele with keiki.

## 1. LARGE GROUP DISCUSSION: Wa'a parts

### Materials:

- Little Max and the Big Wa'a ebook or video
- [Building Hōkūle'a Sing-Along\\*](#) poster & mele



### Instructions:

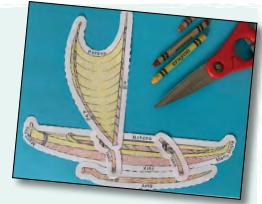
- Read *Little Max and the Big Wa'a* aloud. (If this is the first time keiki are hearing it, go through the Guided Questions with them.)
- Review each wa'a part and its function throughout the story.
- Play the sing-along, modeling the hand gestures. They should be familiar with the mele from the 'ohana activity they did prior.
- Have keiki join in with singing and gestures the second time.



## 2. SMALL GROUP ACTIVITY: Making my own wa'a

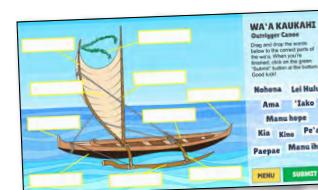
### Materials:

- [Parts of the Wa'a Cut and Paste\\*](#) activity
- [Parts of the Wa'a online](#) activity
- Scissors
- Glue or gluesticks
- Crayons or markers
- Blue construction paper



### Instructions:

- Explain that we will be making our own wa'a today by putting all the pieces together.
- Demonstrate each of the following steps, having keiki follow along:
  - Color each piece of the wa'a first.
  - Then carefully cut out each piece, trying to stay on the dotted line. (If keiki are new to cutting, practice on scrap paper first.)
  - Using the blue construction paper as the background, glue and assemble the pieces to form a wa'a, one piece at a time.
  - Glue the pieces to the construction paper.
- Check knowledge by doing the Parts of the Wa'a online activity together, dragging each word to the corresponding part to label it.



## Journal Idea

Pass out [Your Own Pe'a\\*](#) worksheets to each keiki and have them imagine they have their own wa'a kaukahi. Let them draw a design for their pe'a (sail).

# MAHELE 1: Nā Mahele o ka Wa'a

## 3. CENTER ACTIVITY: Parts of a whole sorting

### Materials:

- [Ke Kino song](#)
- [Nā Mahele o Ke Kino](#) poster
- [Sorting cards](#),\* precut
- 3 containers or tubs, each containing one of the pictures of a whole (body, tree, toolbox)



### Instructions:

- Show keiki the "Nā Mahele o Ke Kino" poster and go over the names of body parts, explaining that they're all parts of a whole—the human body.
- Play the "Ke Kino" song, pointing to each body part as the song mentions it, and have keiki follow along.
- Ask the guiding questions regarding why body parts are important, then ask about why wa'a parts are important, drawing a correlation between the two.
- Introduce the concept of **parts of a whole, collaboration** and **teamwork**.
  - A whole wa'a and a whole body are comprised of many parts that all have to work together.
  - Each part plays an important role.
  - Without these parts the "whole" doesn't work the same way.
  - Teams and classrooms work similarly, comprised of many individuals, each one important, and all must work together.
- Spread the "parts" cards on the table and show them to keiki.
- Then show them the larger pictures of "wholes" in each tub (body, tree, toolbox) and tell them their job is to sort the parts into the correct tub as a team.
- Allow time for them to sort all the parts.

- If needed, guide them with questions: "Where does this go?" "What does this part help do?"
- You can also relate this to the class as a whole, and how each student is unique and special, and each plays an important role in our classroom, their families, and the community.



### Questions to ask:

- Are our ears important? Why? Eyes, mouth, nose?
- Is the pe'a (sail) important? Would a wa'a work without it?
- Do the parts work together? How?
- Is that similar to teamwork?
- Do we work together in our class?

## 4. CENTER ACTIVITY: Wa'a Puzzle

### Materials:

- Ahead of time, print (and laminate if desired) from the [Building a Wa'a Kaukahi](#)\* resource:
  - Wa'a Cutouts, cut out
  - Ocean Animal Cutouts, cut out
  - Wa'a Cutout Backdrops
- Velcro dots (placed on back of each cut-out)



### Instructions:

- Using the "Building a Wa'a Kaukahi" resource as a guide, explain that keiki will build a wa'a by putting the different pieces and shapes together.
- Allow keiki to choose a backdrop (from the "Building a Wa'a Kaukahi" resource), and put the pieces together one at a time, asking keiki to name them as they go.
- At the end, allow them to put the ocean animals in the correct spots.
- Once all the pieces are together, review the function of each part by asking questions about what they are for.

# MAHELE 2: Inoa



Resources with an \* next to them can be found: <https://ksdigitalfiles.ksbe.edu/assets/littlemax/supplemental.pdf>



## Nā Hopena A'o (Learning Objectives)

- Recognize that inoa carry meaning and stories and can honor legacy.
- Develop fine motor skills by writing, drawing, and gluing.
- Engage in oral storytelling by sharing the story of their name, identity, and personal interests.
- Begin to understand that every person contributes something unique and special to a group.
- Identify the letters in their name.
- Practice word recognition and spelling of their own names as well as parts of a wa'a.
- Create a mosaic.



### Pre-Lesson 'Ohana Activity

Send home the *Eia Au*\* worksheet with keiki ahead of time and instruct parents to work with their kids to fill it out and send back in to class.

1.

## LARGE GROUP DISCUSSION: Significance of names

### Materials:

- [Navigators Who Left their Mark](#)\*
- [Eia Au](#)\* worksheets, completed at home

### Instructions:

- Introduce the idea of "inoa," or names. Explain that there are many special names engraved on the Hōkūle'a, of people who helped bring voyaging back to Hawai'i.
- Show images of the Hōkūle'a plaque and other wa'a parts where names are engraved.
- Explain that by putting their names on the wa'a, we can remember and honor them each time Hōkūle'a sails.
- Show the pictures of Kāne, Finney, and Holmes, introducing them with simple facts:
  - Herb Kāne: artist who helped design Hōkūle'a and used pictures to tell stories.
  - Tommy Holmes: waterman who loved the ocean and helped build Hōkūle'a.
  - Ben Finney: scientist called an anthropologist who studied how people traveled across the ocean long ago.
- Draw the connection that just like those voyagers, their names tell a story too. Tell them that now we'll learn more about their names and what makes each of them special.
- Ask keiki to share their Eia Au 'ohana activity worksheets, sharing the story of their name, what their favorite things are, and what makes them unique.
- Ask keiki to share what they want to be or do when they grow up (also from Eia Au worksheet)
- Ask them what story their name will carry when they're grown up. (i.e. Alex's name will tell a story of how he helped dogs as a veterinarian.)



### Questions to ask:

- Do you recognize any of these names?
- Who do you think these names belong to?
- Why are they engraved on the wa'a?
- Is there a story behind your name?
- What story will your name carry when you're older?

## MAHELE 2: Inoa

### 2. SMALL GROUP ACTIVITY: Celebrating our names

#### Materials:

- Black or white construction paper
  - Write name of each student in large letters on each paper ahead of time
- Multi-color construction paper cut into small squares
- Elmers glue or gluesticks
- [Name Mosaics\\*](#) document



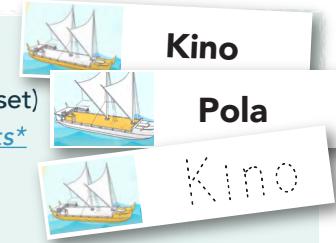
#### Instructions:

- Tell keiki that now we'll celebrate our own names and create name mosaics.
- Introduce "mosaics" by showing the class pictures of Calley O'Neill's mosaic (in *Name Mosaics* document).
- Let them discover that a mosaic is picture made from little pieces. An artist puts them together to make one big design. They can be made from paper, stickers, tiles, almost anything!
- Give each child their name paper and a pile of the pre-cut construction paper (in a bowl or tray).
- Model the activity: show how to put glue along the lines, doing one letter at a time, then press the paper scraps onto the glue.
- Encourage children to choose whatever mix of colors they want and to overlap the pieces as they go.
  - *Or if you want to encourage patterns, have them create a color pattern.*
- Remind keiki to take their time to fill in each letter completely.
- Once the names are complete, have keiki set their artwork aside to dry.
- At the end, hang the names on the wall, symbolizing a classroom wa'a crew. Invite each child to share their name and something special about it.

### 3. CENTER ACTIVITY: 'Ōlelo write the room

#### Materials:

- ['Ōlelo Write the Room Word Cards\\*](#) (1 set)
- ['Ōlelo Write the Room Recording Sheets\\*](#)
- Clipboards (optional)
- Tape
- Pencils/crayons



#### Instructions:

- Ahead of time, decide whether you want keiki to use the blank recording sheets or the one with dotted letters that they trace.
- Before the activity, cut out and tape word cards around the classroom at child-friendly height.
- Review the *Little Max and the Big Wa'a* book or a parts of a wa'a poster, if you haven't recently gone over the parts of a wa'a.
- Tell keiki that now we'll go on a word hunt, explaining that parts of the wa'a are hidden all over the room and that they need to find them all.
- Demonstrate writing/tracing the word on your recording sheet once you find one.
- Pass out the recording sheets, one per student.
- Let keiki move freely around the room with their recording sheets, copying the words they find (or tracing them).
- Review the answers as a class once all keiki finish.

#### Journal Idea

Pass out a [Journal Self Portrait\\*](#) worksheet to each keiki. Have them draw themselves (head and shoulders) while looking in a mirror. Name facial features in 'ōlelo Hawai'i one at a time, reminding keiki to look carefully at the shape of each one in the mirror while drawing.

# MAHELE 3: Ola Kino



Resources with an \* next to them can be found: <https://ksdigitalfiles.ksbe.edu/assets/littlemax/supplemental.pdf>



## Nā Hopena A'o (Learning Objectives)

- Identify healthy and traditional foods associated with Hawaiian voyaging.
- Follow step-by-step directions.
- Share personal experiences around food and 'ohana, building cultural pride and connection.
- Sort foods by category and understand the importance of planning meals for long journeys.
- Engage in hands-on activities to explore traditional food preparation.
- Express themselves through art, storytelling, and movement.



### Pre-Lesson 'Ohana Activity

Create a poster or video of a meal your 'ohana enjoys. Have your keiki walk through the steps and ingredients for the meal.

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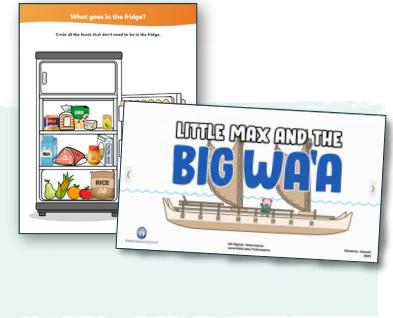
## LARGE GROUP DISCUSSION: Food for a voyage

### Instructions:

- Gather haumāna in a circle and invite them to share their posters or videos from 'ohana activity.
- Ask guiding questions about whether they could make those meals on a wa'a, emphasizing limitations like:
  - small space
  - no refrigeration
  - no electricity
  - limited food prep tools
- Ask keiki where they get their food (i.e. grocery store, fridge, garden). Have them think about what it'd be like without any of those while on a wa'a!
- Ask keiki where voyagers get their food. Tell them that voyagers only had the food they brought and food they caught. They couldn't always count on catching fish.
- Read "Little Max and the Big Wa'a" again, pointing out the food that Little Max and Captain Hōkū are carrying in the beginning. Explain the importance of planning out food and meals ahead of time before a voyage.
- Pass out the "What goes in the fridge?" worksheet and have keiki circle foods they think don't need to be in the fridge.
- Once their done, go over the worksheet as a class. Explain that these foods that don't need the fridge could be packed for a voyage, but the ones that need the fridge would have to stay at home.

### Materials:

- Little Max and the Big Wa'a
- [What goes in the fridge?\\*](#) worksheet



### Questions to ask:

- What do you love about this meal?
- Could you make that meal on a wa'a? Why or why not?
- What kinds of food could you bring on a voyage?
- Which ones would you need to leave at home?
- Is there a fridge on a wa'a? Grocery store? Garden?

# MAHELE 3: Ola Kino

## 2. SMALL GROUP ACTIVITY: Eating healthy

### Materials:

- [Healthy vs. Unhealthy\\*](#)
  - cards, printed and cut out
  - chart printed



### Instructions:

- Ahead of time, print and cut out the "Healthy vs. Unhealthy" cards, and print out the chart.
- Ask keiki what energy is, and explain that:
  - Energy is what helps give you a "full battery." When you don't have energy it feels like you have a "low battery."
  - Food and sleep are two ways our bodies get energy/energized.
  - A wa'a needs wind or paddlers to move. A car needs gas to move. Our bodies need food to move too, it's what fuels us.
  - Some foods give us more energy than others. Healthy foods give us energy to run, play, think, and grow.
- Explain the importance of planning and packing healthy foods that will give the crew energy to do the work they need to do on the wa'a voyage.
- Ask keiki what would happen if the crew just ate unhealthy foods. (get tired quickly, tummy might hurt, might not sleep as well, etc.)
- Hang up the "Healthy vs. Unhealthy" poster and spread out the food cards. Have keiki take turns placing each food in the appropriate section one at a time, discussing why a food is healthy or unhealthy.

### Questions to ask:

- What is energy? Why is it important?
- How do we get energy?
- Do you need energy every day on a wa'a?
- Have you ever felt sick after eating a lot of Halloween candy?
- How do you feel when you eat healthy food?

## 3. CENTER ACTIVITY: Making laulau

### Materials:

- [Make Your Own Laulau\\*](#) guide
- Dark green felt
- Light green felt
- Dark red felt
- Scissors



### Instructions:

- Ahead of time, pre-cut for each haumāna:
  - 1 large taro leaf (light green felt)
  - 2 ti leaves with slit cut near tip of leaves (dark green felt)
  - 1 piece of pork (dark red felt)
- Show the class a picture of laulau, ask them what it is, then ask:
  - What would we have to bring with us to make laulau on the voyage? (Steam pot or imu, fresh pork, sweet potato, salt, ti leaves, taro leaves.)
- Explain that laulau represents our connection to the 'āina (land) and the kai (sea). It also reflects teamwork, or laulima (many hands), since it's often prepared by a group working together.
- Pass out the felt pieces to each table, and show the class the step-by-step picture guide for making our own laulau.
- Go through each instruction one at a time, demonstrating how to put the pieces together. Have keiki follow along.

### Journal Idea

Pass out a [Voyage Food\\*](#) worksheet to each keiki. Have them draw the foods they'd take on their wa'a voyage. Remind them to consider foods that will last a long time without refrigeration.

# MAHELE 4: Huaka'i



Resources with an \* next to them can be found: <https://ksdigitalfiles.ksbe.edu/assets/littlemax/supplemental.pdf>



## Nā Hopena A'o (Learning Objectives)

- Recognize that Hawaiian ancestors traveled long distances by wa'a to explore, connect, and settle new lands.
- Understand that voyaging required preparation, teamwork, and patience, unlike modern travel.
- Differentiate between needs and wants when preparing for a long voyage.
- Evaluate items for usefulness and survival on a wa'a through sorting and relay activities.
- Identify several canoe plants and animals.
- Classify living things (plants vs. animals) and describe their uses in a voyaging context.
- Build empathy and self-awareness through reflection on what they'd miss on a voyage.
- Practice handwriting through journaling.



## Pre-Lesson 'Ohana Activity

With your keiki, find and send in a photo of a favorite place to go as an 'ohana--a vacation destination, a nature spot nearby, a restaurant, etc.

1.



## LARGE GROUP DISCUSSION: Long-distance travel

### Materials:

- [Modes of Transportation\\*](#) poster
- Photos keiki brought in from 'ohana activity



### Instructions:

- Show class the "Modes of Transportation" poster and ask what all of the pictures have in common. Highlight different ways of getting places, and that sometimes it takes a long time to reach our destination.
- Invite haumāna to share their photo (from 'ohana activity) of their favorite family spot and ask them how they traveled to that place (by plane, car, boat) and whether it took a long time or not.
- Get keiki thinking about Hawaiian travel long ago, leading a discussion:
  - How did they travel to other places on the island? What about to other islands? Would they use a car, plane, wa'a? What did they use in *Little Max and the Big Wa'a*?
  - Explain that large deep sea wa'a like Hōkūle'a would be used for long trips on the ocean, called voyages. You can mention that smaller wa'a were used for short trips along the coast, meant for bringing back fish.
  - Why would they go on voyages? (to find new islands, visit family, bring back special plants and stories)
  - How long would they be gone? (days, weeks) Ask if they can imagine sleeping on a wa'a for a week or more. That's a long trip! Show picture from *Little Max and the Big Wa'a* of rooster sleeping in the kino.
- Emphasize that going on a voyage required patience, much like when we go somewhere in a car or plane.
- While we can usually relax and play when riding in a car or plane, we'd have to work really hard every day on a wa'a voyage.

# MAHELE 4: Huaka'i

## 2. SMALL GROUP ACTIVITY: Canoe plants and animals

### Materials:

- [Canoe Plants and Animals\\*](#) cut out (laminated if desired)
- Two baskets or containers, one labeled "animal" and other "plant"



### Instructions:

- Explain that the reason Hawaiians traveled on long voyages was to discover new lands and to stay connected to other communities.
- Have haumāna pretend they are the crew on the wa'a and just arrived at an island they've never been to before! Ask them what happens next? What will you do? How will you survive?
- Explain that they'll need food, and that's why our ancestors took special plants and animals with them when sailing across the ocean.
- Introduce each plant and animal card one at a time. For each, ask:
  - What is this?
  - Have you seen it before?
  - Why do you think they brought it on the wa'a?
- Share simple facts, like kalo gives us poi, niu (coconut) gives us food and drink, moa (chickens) give us eggs
- Let keiki take turns picking a card and deciding if it's a plant or an animal. Place it in the correct basket. Then have them tell the group why the plant or animal would be important to take on the wa'a.
- If you want to dive deeper, have them match the word to the picture.

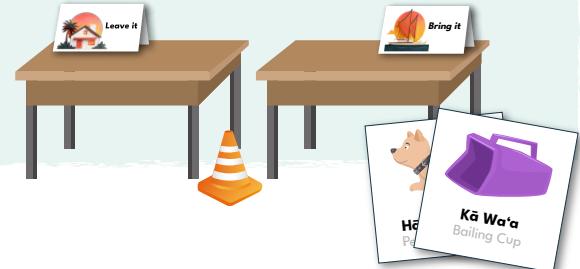
### Journal Idea

Pass out a [What You'd Miss Most\\*](#) worksheet to each keiki. Have them first imagine being on a long wa'a voyage, and think about what they'd miss most. Then have them practice handwriting skills by tracing the words and filling in the blank with what they'd miss.

## 3. CENTER ACTIVITY: Take it or leave it relay

### Materials:

- [Bring it or Leave it Relay\\*](#) cards, printed. "Bring it" and "Leave it" pages, printed, folded in half along line, so they stand on their own like table tents
- 2 safety cones or other markers
- 4 tables or desks



### Instructions:

- Prepare the space:
  - Set up 2 cones (or other markers) one at the "starting line" and the other further down at the "finish line".
  - Arrange 2 tables (or desks) at the "finish line" marker. Place "Leave it" on one table and "Bring it" on the other.
  - Arrange 1 table (or desk) at the "start line" marker. Place all the item cards in a pile at that table.
- Explain how items are thoughtfully prepared/packed on a wa'a before a trip.
- Discuss needs versus wants, and how you can't bring everything with you. The wa'a only has space for things you need most, so we need to pack smart. Let's race to choose what we'll take and what we'll leave at home.
- Divide keiki into small teams or let them take turns individually.
- One at a time, have each child pick an item from pile, run it to the finish line, and decide where it belongs (bring it or leave it).
- After placing it, have them run back and tag the next person.
- Once all items are sorted, gather around the finish line and review:
  - Why did we pack this?
  - What would happen if we forgot this?
  - Is there anything we packed that we might not need?

# MAHELE 5: Kuleana



Resources with an \* next to them can be found: <https://ksdigitalfiles.ksbe.edu/assets/littlemax/supplemental.pdf>



## Nā Hopena A'o (Learning Objectives)

- Define kuleana.
- Identify their personal kuleana at home and explain how it impacts their 'ohana when it is done or not done.
- Contrast various kuleana at home, school, and on a wa'a.
- Demonstrate understanding of laulima and consequences when we don't work together.
- Find examples of kuleana in *Little Max and the Big Wa'a*.
- Recognize and explain crew roles on the wa'a.
- Apply problem-solving skills and collaborate by engaging in a scenario-based role-play game.
- Build phonemic and letter awareness by matching the correct letter to the beginning sound of words.



## Pre-Lesson 'Ohana Activity

Discuss with your keiki their kuleana at home and fill out the [My Kuleana at Home\\*](#) worksheet, circling the tasks they do on a day to day basis.

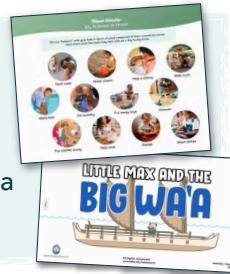
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## LARGE GROUP DISCUSSION: My kuleana at home and at school

### Materials:

- Completed [My Kuleana at Home\\*](#) worksheets
- Little Max and the Big Wa'a ebook or video



### Instructions:

- Ask keiki what "kuleana" means, then reference the [definition from Mary Kawena Pūku'i](#).
- Invite them to share what their kuleana is at home by showing their 'ohana activity worksheets and asking the guiding questions.
- Shift the conversation to kuleana in the classroom. If there are classroom chores assigned to different students daily, like line leader, snack helper, class pet caretaker, etc., discuss these and the concept of laulima (working together).
- Explain that everyone has a specific job they're expected to do to help things run smoothly, and what happens when we don't do our jobs. Ask them how it feels when someone doesn't help out, or how it feels when you watch someone else do your chores.
- Revisit the pages in *Little Max and the Big Wa'a* that depict characters loading food, cooking, sleeping, steering. Mention other kuleana on the wa'a not found in the book too.



### Questions to ask:

- What does "kuleana" mean?
- What is your kuleana at home?
- Do you have chores?
- Do your parents remind you to do certain things?
- Do you enjoy helping?
- How does it feel when you complete chores?
- What is your kuleana here at school?
- Do people on a wa'a have kuleana?

On the wa'a...

- Who steers, cooks, watches the stars?
- Is sleeping a kuleana?
- What would happen if someone didn't do their kuleana?

# MAHELE 5: Kuleana

## 2. SMALL GROUP ACTIVITY: Crew in action role-play

### Materials:

- Nā Kūlana a Kuleana ma Hōkūle'a (Roles and Responsibilities on Hōkūle'a) poster\* ([Eng](#)) ([Haw](#))
- [Crew in Action Uh-Oh Scenarios\\*](#)
- Props for each wa'a crew member role:
  - Carpenter: rope (to represent lashing cordage) or mallet
  - Cook: spatula or frying pan
  - Documenter: camera
  - Fisherman: fish cutout
  - Watch Captain: binoculars
  - Navigator: stars (cut out, or stickers)
  - Captain: lei (to signify leadership)
  - Safety Officer: life jacket
  - Medical Officer: band-aids or medicine bottle
  - Quartermaster: bottle of water or can of food



### Instructions:

- Reference the Nā Kūlana a Kuleana ma Hōkūle'a poster to introduce the main roles on a wa'a, explaining each crew member's kuleana in keeping everyone safe and helping the wa'a get to where it's going.
- Tell the class that now we're going to play pretend and role play! Assign a role to each student in the group. (If small groups, just pick which roles of the 10 to assign).
- Pass out the corresponding prop to each student and explain each one.
- Have one student draw an "uh-oh" card from the cup. Read it aloud, then have the group decide which crew member is responsible for fixing the problem at hand, and have them act out how they'd fix it.
- Guide them in the role-play by discussing how the Hōkūle'a crew addresses real world problems that arise, and how each crew member is valuable.

### Journal Idea

Pass out a [My Kuleana on the Wa'a\\*](#) worksheets and have keiki imagine being selected as crew members for the next Hōkūle'a voyage. If they could choose one crew kuleana, what would it be? Have them write the kuleana then draw it.

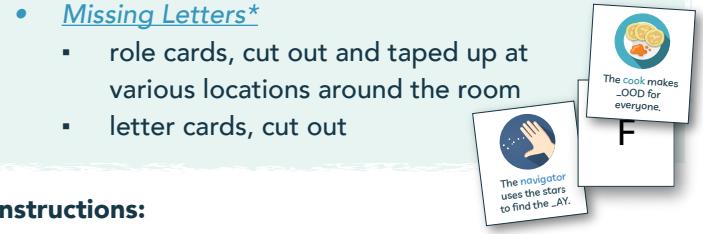
## 3. CENTER ACTIVITY: Missing letters

### Materials:

- Nā Kūlana a Kuleana ma Hōkūle'a (Roles and Responsibilities on Hōkūle'a) poster\* ([Eng](#)) ([Haw](#))
- [Missing Letters\\*](#)
  - role cards, cut out and taped up at various locations around the room
  - letter cards, cut out

### Instructions:

- Review the roles and kuleana poster, if needed.
- Tell the group they're now going to play a game called "Missing Letters."
- Have them scan the room for a crew role card. Once they find one, walk to it together, carrying the letter cards.
- Review the role by reading the sentence on the card a few times. Draw attention to the sound of the word with the missing letter, speaking slowly.
- Ask haumāna what letter makes that sound and let one keiki find the missing letter from the pile and tape it up next to its card.
- Then let the group find the next role card in the room and repeat until all the missing letters have been found.



Show us what you did!  
Send us a photo or video of your keiki doing these activities for a chance to be featured on the Holomoana website! Email them to [ittraining@ksbe.edu](mailto:ittraining@ksbe.edu).



## POSSIBLE LEARNING STANDARDS CONNECTIONS

### E Ola! <https://blogs.ksbe.edu/eola/>

**'Ike kūpuna:** Ancestral experiences, insights, perspectives, knowledge, and practices. Students recognize the achievements of their kūpuna and how 'ike kūpuna is seeded within themselves. Students' facility in 'ōlelo Hawai'i enables them to access deeper levels of 'ike kūpuna. Students apply 'ike kūpuna to shape their identity and strengthen connection to lāhui.

**Mālama and Kuleana:** Social agency, community consciousness. Students are passionate and have skills needed to engage with their 'ohana, communities, and others to achieve Hawaiian cultural vitality, political and social justice, environmental sustainability, and the overall well-being of their communities and larger global context.

**Alaka'i Lawelawe:** Servant leadership. Students practice being servant leaders by fulfilling their kuleana (earned roles and responsibilities), engaging collaborative approaches, and knowing when to provide direction, when to follow others, and when to empower others.

**Kūlia:** Students achieve excellence in all their endeavors, carefully consider, choose appropriate courses of action that build their mana, and demonstrate a mindfulness of how their excellence brings mana to their lāhui, their community, their 'ohana, and themselves.

### E Ola! Work Sampling Indicators <https://sites.google.com/ksbe.edu/nakulakamalii/>

#### Personal and Social Development

- Demonstrates self-confidence (P3/P4)
- Manages transitions (P3/P4)
- Shows eagerness and curiosity as a learner (P3/P4)

#### English Language Arts

- Speaks clearly enough to be understood: by most listeners (P3)/ without contextual clues (P4)
- Follow rules for conversation (P3/P4)
- Uses expanded vocabulary and language for a variety of purposes (P3/P4)
- Uses letter-like shapes, symbols, and letters to convey meaning (P4)
- Understand purposes for writing (P4)

#### Mathematics

- Identifies several shapes (P3)
- Uses words and representations to describe mathematical ideas (P4)
- Counts with understanding (P4)
- Orders, compares, and describes objects according to a single attribute (P4)
- Begins to recognize and describe the attributes of shapes (P4)

#### Science

- Makes meaning from explorations, and generates ideas and solutions based on their own observations of the natural and human made worlds (P3/P4)
- Communicates experiences, observations, and ideas with others through conversations, representations, and/or behavior (P3/P4)
- Observes weather and seasonal changes (P3/P4)

#### Social Studies

- Shows beginning awareness of their environment (P3)
- Shows some awareness of ways people affect their environment (P4)