



Story Time Learning Outline

Intended for Grades: Kindergarten-Grade 2

Lesson/Story: BEEing Patient: Ahonui

Main Goal:

The main goal of the story time class is to develop social-emotional learning in young learners through helping them build self-awareness, emotional regulation, positive relationship skills and positive values that support living a harmonious life with different individuals such as friends, family and community. Through interactive story reading, discussion, hands-on activities and shared reflection, students will improve their ability to recognize and express their emotions, improve their focus and listening skills, build empathy for others, and develop personal integrity by making thoughtful and respectful choices.

2026 Hawai'i Health Education Standard (NHES)

Standard 1 – Comprehending Concepts (NHES.1.2.1 / NHES.1.2.2)

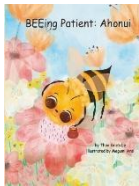
Standard 4 – Interpersonal Communication (NHES.4.2.1)

Standard 5 – Decision-Making (NHES.5.2.1 / NHES.5.2.2)

Standard 7 – Self-Management (NHES.7.2.1)

Standard 8 – Advocacy (NHES.8.2.1)

Background Information: These stories are a part of the Mindfulness and Aloha Breath program that was created by Dr. Thao “Kale’a” Le of the University of Hawaii at Mānoa, blending the Native Hawaiian ALOHA values and breath to enhance self-awareness and emotional regulation. It aims to help children and adults manage stress, improve focus, and develop personal integrity and leadership through contemplative practices.



Lesson Plan for BEEing Patient-Ahonui

Day 1 Lesson Plan

Class: Story time

Lesson: BEEing Patient-Ahonui

Lesson Objectives (Day1)

Listen to the story attentively and answer comprehension questions.

Identify at least one character trait for three to four characters in the story.

Identify and talk about emotions and feelings of at least one character in the story.

Total Days: 4

Total Duration: 2 hours and 15 minutes (45 minutes each day)

Day 1 lesson duration: 45 minutes (10 minutes settling classroom and warm up, 15 minutes story reading and 20 minutes worksheet)

Grade: Kindergarten-Grade2

Materials required: Story book, bee picture cards, bee puppet, emotion cards -happy, sad, angry and confused, worksheets, color pencils and erasers

Instructions:

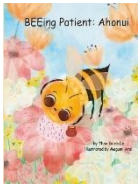
1. Gather the students and sit them down facing you and the book. Make sure it gets quiet and let the students know that they must be silent to be able to listen to the story. Show them some cute bee pictures and ask them what are these pictures of?
2. Now show the book and ask students if they have ever seen a bee? Then ask them how a bee looks (color, size: big or small)? Can bees talk? What sound do they make? Can anybody make the sound of a bee? Where do they live? What do they eat? Do they give us anything? How does honey taste? Who likes honey? Do they live in Hawaii? What would happen if the world had no bees?
3. Tell the students that in this story the bees talk because it is a story. In stories bees can talk. They must listen to the story and answer some questions and then do an activity.

4. Start reading pages 1 and 2 of the story by showing the book to the students. Ask them after reading- “Is Queen Bee the leader?”, “Was she ordering the other bees?”, “What was Chill Bee feeling?”, “Who was angry? Who was cool?” Then ask, “Who in the picture looks like Queen Bee? Who looks like Chill Bee? And who are the workers? “ , “Where are they all (inside the hive or outside)?” Encourage students to answer questions.
5. Continue to read and ask – “Why do you think the Queen bee is angry? She might be angry because ... “(ask students and fill in by saying that maybe she is worried about the work not getting done and she thinks the others are taking time and are slack). “Why do you think the Chill bee was cool and calm?” Ask the students about their thoughts.
6. Ask students as you complete reading further pages – “Is Clarice sad, happy, angry or confused?” “What is she unsure about?” Then read out further and ask “What did Chill Bee give Clarice?”, “What did Chill Bee say to Clarice- good words or bad?” “How did Clarice feel?” Continue reading.
7. As the students after reading the part about nurse Natalie- “Where are they?” “Which part of the hive? “ , “What does Natalie do?”, “Is she happy or sad and tired?”, “Does she have a lot of work? Continue to read. Then ask again after reading, “Why in the picture are Nurse Natalie and Chill Bee hugging and smiling?”
8. For Day 1 you can stop at this point and give an activity sheet to the students to color Queen Bee, Chill Bee, Clarice the cleaner and Natalie the nurse. Also, in the worksheet include a sequence activity of what happened first, second, third and fourth. The kids match emotions against the pictures of the bee characters (for example: happy face for Chill Bee, angry for Queenie, confused for Clarice the cleaner and tired for Nurse Natalie).
9. Students will sit in groups of 4 or 5 and work together by helping each other.

Product from students: Worksheets

Assessment on: Story comprehension, identifying and sharing character traits, identifying and sharing emotions and feelings of characters

Assessment tools used: Classroom observation, discussions and worksheets.



Lesson Plan for BEEing Patient-Ahonui

Day 2 Lesson Plan

Class: Story time

Lesson: BEEing Patient-Ahonui

Lesson Objectives (Day 2)

Listen to the story attentively and answer comprehension questions.

Identify at least 1 character trait for 3-4 characters in the story.

Identify and talk about emotions and feelings of at least 1 character in the story.

Identify a problem and solution in the bee lives/ characters' lives.

Total Days: 4

Total Duration: 2 hours and 15 minutes (45 minutes each day)

Day 2 lesson duration: 45 minutes (10 minutes settling classroom and warm up, 15 minutes story reading and 20 minutes worksheet)

Grade: Kindergarten-Grade2

Materials required: Story book, bee character cards, bee puppet, emotion cards -happy, angry, boastful, kind and worried, worksheets, color pencils and erasers

Instructions:

1. Gather the students and sit them down facing you and the book. Make sure it gets quiet and let the students know that they must be silent to be able to listen to the story. Ask them to clap their hands 1 time, 2 times, 3 times, 4 times, 5 times and stop. Repeat if someone talks. Tell them we will start only when all are quiet.
2. Show the students the picture of Queen Bee and ask them her name. Do that for all the characters covered in the previous session -Chill Bee, Clarice and Natalie. Ask 4 volunteers to choose these character picture cards from the table and stand in front of the class flashing the card to all. Ask for 4 more volunteers to pick an emotion card and go and stand next to the character it matches with. For example, Chill Bee stands next to happy card; Queen Bee next to angry card; Clarice next to confused; Natalie next to tired. Each student introduces themselves to the class as "Hi! I'm Chill Bee" and the emotion card says, "Chill Bee is happy", "Hi! I'm Queen

Bee” and the emotion card says, “Queen Bee is angry” and continues the same for the other two characters too.

3. Now show the book and tell the students that today they will see 4 more characters. Let the students know that the characters have some problems which will be solved in the story. Ask them if they can guess who will solve the problems? Let the students guess.
4. Start reading from the point where Biff Bee is introduced. Ask them after reading “Who in the picture looks like Biff Bee and what do you think she is telling all?” Let the students answer from what they heard or imagined. At this point they should be asked “What made Biff surprised and blink?” Was it Chill Bee’s comment (Use this as a prompt if they can’t answer). Then ask them “What did Chill Bee say?”, “Did she say, “I’ll use your shouting to keep a good beat, to find a new rhythm and make my work a treat?” “Was that a praise?”, “Does everyone like to be praised and talked nicely with? Did people praise Biff usually or not like her? Can speaking good about others help them to be nicer?”
5. Read again and cover the wasp’s attack on the beehive until Queen bee sends the bees to the meadows. Ask them after reading- “What happened to the beehive? Who attacked?” Show them the picture card of Wasp as a prompt. Now show them the picture card of Greta and ask, “Who is this and what’s her job?” How does Greta look? Strong?” Encourage the students to answer. Then tell them that the Chill Bee could see how tough Greta was from outside but felt scared in her heart.
6. Next, ask the students if somebody could tell “Why did Greta try to look tough even though she was afraid?” Let the students answer but if they find it hard then you could tell them that if Greta acted weak and scared wouldn’t the bees inside have got even more scared? Greta is a guard and a guard is expected to be strong and to protect everyone fearlessly. Ask the students again, “Does saying good things to others make them feel good?” Chill Bee told Greta that she saw a big and generous heart in her and cheered her for her brave work. Ask the students “What was the big danger the beehive faced? Was it a wasp circling outside? Did the danger pass?”
7. Before reading, show the students the picture card of Fionna and tell them her name. Then read the whole part of Fionna and Chill Bee. Now ask the students “What is Fionna doing?” “She is a forager bee. Do you know what her job is?” Wait for the answers and then help them to answer by giving cues: “Bees that collect nectar, pollen, water and more for all at the beehive are the forager bees. Fiona is a forager bee.” She was slow and therefore stressed. Ask the students if they felt stressed when they could not finish their work on time?
8. For Day 2 you can stop at this point and let the students do an activity. Let the students color Biff Bee, Greta Bee, Wasp and Fionna the Forager. Also, in the worksheet include a sequence activity of what happened first, second, third and fourth. The kids match emotions against the pictures of the bee characters (for example: happy face for Chill Bee, angry for Wasp, Boastful for Biff Bee, kind for Greta and worried for Fionna).

9. Students will sit in groups of 4 or 5 and work together by helping each other.

Product from students: Worksheets

Assessment on: Story comprehension, identifying and sharing character traits, identifying and sharing emotions and feelings of characters & problems and solutions of bee lives

Assessment tools used: Classroom observation, discussions and worksheets.



Lesson Plan for BEEing Patient-Ahonui

Day 3 Lesson Plan

Class: Story time

Lesson: BEEing Patient-Ahonui

Lesson Objectives (Day 3)

Listen to the story attentively and answer comprehension questions.

Identify at least 1 character trait for 3-4 characters in the story.

Identify and talk about emotions and feelings of at least 1 character in the story.

Identify a problem and solution in the bee lives/ characters' lives.

Total Days: 4

Total Duration: 2 hours and 15 minutes (45 minutes each day)

Day 3 lesson duration: 45 minutes (10 minutes settling classroom and warm up, 15 minutes story reading and 20 minutes worksheet)

Grade: Kindergarten-Grade2

Materials required: Story book, bee character cards, bee Puppet, emotion cards -calm, angry and pompous, worksheets, color pencils and erasers

Instructions:

1. Gather the students and sit them down facing you and the book. Make sure it gets quiet and let the students know that they must be silent to be able to listen to the story. Ask them to clap their hands 1 time, 2 times, 3 times, 4 times, 5 times and stop. Repeat if someone talks and tell them we will stop when it is quiet.
2. Show the students pictures of Biff Bee, Greta, Wasp and Fionna and ask them their names. Do that for all the characters covered in the previous sessions of Day 1 and Day 2.
3. Ask 4 volunteers to choose these character picture cards from the table and stand in front of the class flashing the card to all and 4 more volunteers to pick an emotion card and go and stand next to the character it matches with. For example, Biff Bee stands next to Boastful card; Greta Bee next to kind card; Wasp next to angry; Fionna next to worried. Each student introduces

themselves to the class as “Hi! I’m Biff Bee” and the emotion card says, “Biff Bee is boastful” and then repeat that for the other two characters too. Ask students, “What was the problem that came to the beehive?” It was the circling Wasp. Ask a student to act like a wasp, 3 students to make a human beehive by curving their bodies, 2 volunteers who would act like Greta and the Chill Bee and 3 volunteers like scared bees. Tell the class that Wasps and Bees are enemies.

4. Now show the book and tell the students that today they will see 1 more character. Show them the picture card of Fabiola the gorgeous flower.
5. Read and cover the part about Fabiola, Fionna and Chill. Ask the students “What type of character was Fabiola- “Selfish, Pompous, self-doubting but gorgeous?” “What did Chill Bee do that made Fabiola open up her petals and welcome Fionna and Chill Bee?” Let the students try answering and then add by answering that the Chill Bee made her seen and appreciated.
6. Read the story till the end of the wasp attack and then ask students to tell what happened finally? Did calmness win? Why did the wasp leave? It was because it enjoyed when people panicked and were scared. Ask the students “Did that happen?” The answer is “No”.
7. For Day 3 you can stop at this point and let the students do an activity. Let the students color Fabiola. Also, the worksheet includes a sequence activity of what happened first, second, third and fourth. The kids match emotions against the pictures of the bee characters (for example: pompous for Fabiola, angry for Wasp and calm for Chill Bee).
8. Students will sit in groups of 4 or 5 and work together by helping each other.

Product from students: Worksheets

Assessment on: Story comprehension, identifying and sharing character traits, identifying and sharing emotions and feelings of characters & problems and solutions of bee lives.

Assessment tools used: Classroom observation, discussions and worksheets.



Lesson Plan for BEEing Patient-Ahonui

Day 4 Lesson Plan

Class: Story time

Lesson: BEEing Patient-Ahonui

Lesson Objectives (Day 4)

Recognize and celebrate uniqueness of the beehive characters through “Make, Show and Tell”

Total Days: 4

Total Duration: 2 hours and 15 minutes (45 minutes each day)

Day 4 lesson duration: 45 minutes (5 minutes settling classroom and warm up, 25 minutes make the beehive model and 15 minutes ‘Show and Tell’)

Grade: Kindergarten-Grade2

Materials required: Story book, bee character cards, bee Puppet, emotion cards, play dough, shoe boxes or future boards, glue gun

Instructions:

1. Gather the students and sit them down facing you. Tell them today they will be divided into 4 groups and will make their own favorite bees in a beehive with playdough. There will be at least 5 characters in the board/ beehive. After they finish, they will show and share with their friends the name of at least 2 bees, talk about 2-character traits of the bees, tell if the bees are different? What do they do to live happily together without fighting with each other- Be calm, be patient, talk good things about others, be gentle, help etc. The teams will also tell if they helped their friends or if friends helped them while making their bees.
2. Each team will get 2-3 minutes to show and share with all.

Product from students: Beehive model

Assessment on: Story comprehension, identifying and sharing character traits, identifying and sharing emotions and feelings of characters & how to live happily together

Assessment tools used: Classroom observation, show and share and models.

*Hawai'i National Health Education Standards (NHES) Standards website:

https://hawaiipublicschools.org/DOE%20Forms/Health%20and%20Nutrition/HealthStandards.pdf?utm_source

https://hawaiipublicschools.org/school-services/health-education/?utm_source