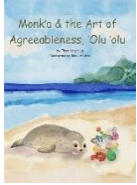


Story Time Learning Outline

Intended for Grades: Kindergarten-Grade 2
Lessons/Stories: Monk'a & the Art of Agreeableness: Olu 'olu
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) Standard 7 – Self-Management (NHES.7.2.1)
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 Monk'a & the Art of Agreeableness, Olu 'olu

Day 1 Lesson Plan

Class: Story Time

Lesson: Monk'a & the Art of Agreeableness, Olu 'olu

Lesson Objectives (Day1)

Listen to the story attentively.

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

Identify and express habits of at least one character in the story.

Identify and talk about values which help us live happily.

Total days: 2

Total duration: 90 minutes

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

Grade: Kindergarten-Grade2

Materials required: Story book, puppets, emotion cards -angry, calm and worried, habit cards-hoarding, blaming and boasting; play dough & 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. Do a meditation song <https://www.youtube.com/watch?v=8YX6tKGZ6NU> "Breathing in Breathing Out".
2. After all are quiet and nice, show them the puppets you brought and introduce all the characters of the story. Tell the students that those who are quiet will get a chance to try out the puppets. Show and tell them "This is Monka the seal. Do you know it is found only in Hawaii?", "It is a Hawaiian seal.", "Do you know where it lives-water, air or land?" Then show them crab puppet and ask about the crab. If the students had ever seen a crab?
3. Ask the students, "Where does a crab live?" "Do you know what it eats?" Show them the eel puppet and continue asking questions and let the students who participate and maintain silence when others speak, get a chance to try the puppet in their hands. Show the students the eagle ray, hammerhead shark, and turtle puppets, and continue asking questions to generate discussion about the characters and sea animals in the story. Before reading the story aloud, tell

the students that you will choose one student for each character in the story to operate the puppet while you read the story aloud. Students who demonstrate attentive listening and quiet participation will have the opportunity to sit beside the teacher and operate a character puppet as the story is read.

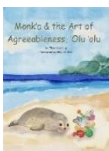
4. Now show the book's cover page and ask the students what they see? Let the students describe the picture and guess what's happening between Monka and the hermit crab. Read out the name of the story, the author's name and the illustrator's name. Ask students what they think the story is about after showing the cover page and reading out the title? Now, choose two students to wear the hand puppets of Monka and the hermit crab and sit next to you.
5. Start reading from the beginning to the part where the wave takes the crab's things away. Ask "What is Monka seal feeling and looking like? Is it at peace and rest?", "What about the hermit crab, why does it have so much on its back?"
6. Pick up the two picture cards -calm & worried- and tell students that the crab wants more and is greedy so it's worried, anxious and panicked. Ask, "Does the hermit crab have a habit?" Pick up the other card and show "hoarding". Let the students tell what hoarding is or about the hermit crab's habit. Ask them, "What are habits?", "Do the children in the room have habits?". Ask, "What did the wave do?" It took away all the things from the hermit crab. Continue to read the whole interaction between Monka and the crab.
7. Ask students, "What did Monka suggest to the hermit crab?" To be greedy or to just keep that much that you need?" Wait for their answers. Ask "How does Monka look and feel?" "What is Monka's habit?", "Calm and peaceful (show the cards)? Send the student playing the hermit crab back to their seat and keep the hermit crab puppet next to you. Choose two other students to wear eel hand puppets and choose another student to wear Monka's puppet.
8. Continue reading until the eels begin to fight. Ask the students, "Why were the eels fighting?" Ask them if they have ever fought with someone and whether fighting made them feel angrier or sadder. Pick up one more picture card showing 'angry'.
9. Ask the students if the eel had a habit? Wait for their answers and then show the 'blaming' card. Ask them if habits can be changed? Next, carry on reading the whole part till Monka gives its advice to them. Ask students what they think about the advice? "What did Monka say?" Praise and blame are both exciting but to be happy you need to stay calm. Ask the students who wore puppets to return to their seats, and have the class give them a big hand for doing a great job. Then, everyone clap to celebrate being good listeners.
10. Ask the students, "What values did you learn from today's reading?" Explain to the students that values are good things we believe in that help us live a happy and meaningful life.

11. For Day 1, you can stop at this point and divide the students into teams of two, with two students in each team. Each team can use play dough to make Monka, the eel, and the hermit crab and place the characters on an A4-sized sheet of paper. The students will write their names on paper and attach the play-dough characters to it. Under the models of Monka, the hermit crab, and the eel, they will draw calm, angry, and worried faces and write down the habits associated with each character. The teacher can display the picture cards on the board so that students can copy the words or pictures representing emotions, feelings, and habits.

Product from students: Sea animal models

Assessment on: Story comprehension, identifying and sharing emotions, feelings, habits and values for living

Assessment tools used: Classroom observation, discussions and models with emotions.



Lesson Plan for Monk'a & the Art of Agreeableness, Olu 'olu

Day 2 Lesson Plan

Class: Story time

Lesson: Monk'a & the Art of Agreeableness, Olu 'olu

Lesson Objectives (Day 2)

Listen to the story attentively and answer comprehension questions.

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

Identify and express habits of at least one character in the story.

Identify and talk about values which help us live happily.

Express views of living happily.

Total days: 2

Total duration: 90 minutes

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

Grade: Kindergarten-Grade2

Materials required: Story book, puppets, emotion cards -angry, calm, excited and worried, habit cards- hoarding, blaming and boasting, play dough & 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. Do a meditation song <https://www.youtube.com/watch?v=8YX6tKGZ6NU> "Breathing in Breathing Out".
2. After all are quiet and nice, show them the puppets you brought and review all the characters of the story. Tell the students that those who are quiet will get a chance to try out the puppets just as in the last class. Start reading from the Edgy Eagle Ray's part and have two students with Monka and Edgy Eagle Ray puppets sitting next to you. As you finish reading the part in the story which reads-"I only want feats, I only want fun"-ask the students if that happens with them too? Let the students talk about what happened when they were super excited? Ask them if they also had some accidents? Show them the "excited" emotion card.

3. Move to the next page, call a new student to wear the hand puppet of the hammerhead shark and show them how Ray gets hurt. Then read the whole portion till Monka advises. Ask them does it mean to be calm and see best and worst both calmly and with less excitement? That way you are more careful. Now, call upon a new student to wear the hand puppet of the hammerhead shark and send the Ray student back leaving the puppet back.
4. Continue to read and ask the students if he was boastful? He was talking always about himself and was showing off. Pick up the boastful card and show the students. Ask if boasting is a habit? "Can one change habits?" Continue to read and complete the hammerhead shark's part ending with Monka's advice. Now ask the students "What did Monka say?", "Was it about being calm and less excited?", "Was it seeing success and failure in the same breath?". Ask the students to breathe in and breathe out (5 times). Send the hammerhead shark student back and invite the last student for turtle's puppet.
5. Continue to read the turtle's part and ask the students what did the turtle focus on -Pain? Ask the students, what did Monka advise? To see pain and pleasure with calm and in the same breath? Should we relax and not be too worried when in pain? Will that make us calmer? Ask the students to breathe in and breathe out (5 times). Send all the students back and ask all to clap for the puppet holders and clap for the class.
6. For Day 2, you can stop at this point and divide the students into teams of two, with two students in each team. Each team can use play dough to make the eagle ray, hammerhead shark, and turtle and place the characters on a sheet of paper. The students will write their names on paper and attach the play-dough characters to it. Under the models, they will draw calm, excited, and boastful pictures showing the characters' emotions, feelings, and habits.
7. Teams will share with the class one of their favorite characters from the work completed over both days and explain how they think the character can live happily by developing positive emotions, feelings, habits, and values.

Product from students: Sea animal models

Assessment on: Story comprehension, identifying and sharing emotions, feelings and values for living

Assessment tools used: Classroom observation, discussions and models with emotions.

*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