



## Welcome to CanDo! Days 2021-2022

### “Honoring Our Gifts: Hawai'i Based Arts Integration, Social & Emotional Learning and Learning for Liberation”

Dear Teachers,

The Maui Arts & Cultural Center (MACC) is honored to welcome you to the 2022 CanDo! Day Virtual Experience. **VirtualCanDo! Days focus on exploring elements of Hawaiian arts and culture to support social and emotional learning (SEL) for student voice, expression and liberation.**

With COVID-19, we know teachers who utilize the arts provide a unique set of support skills for students that we need in this time. We are grateful for the work you do and look forward to working with you again in the future. Please share feedback, or student work on the site <https://www.mauiartseducation.org/cando-days>. Let us know if you have any questions or concerns by emailing [education@mauiarts.org](mailto:education@mauiarts.org).

Mahalo nui loa,



Moira Pirsch *Education Director*

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Maui  
Arts &  
Cultural  
Center

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808-242-ARTS (2787) [MauiArts.org](http://MauiArts.org)

*Inspiring people through personal and shared experiences of the arts*

*The MACC is a 501(c)3 nonprofit organization, and Hawai'i's most comprehensive performing & visual arts center*

# Lesson Notes for Grades K-1

<b>Music</b>	<p><b>Materials:</b> Optional: Paper</p> <p><b>Notes:</b> Optional – Ask students to write their own verse after the lesson.</p>
<b>Visual Art</b>	<p><b>Materials:</b> Provided by the MACC – one paper cutout fish shape and a small pack of crayons per student.</p> <p>You will also need: A pencil, one or more areas large enough to display finished artwork and celebrate or inspire the goodness in every student</p> <p>Optional: Any other drawing supplies i.e markers, colored pencils, etc.</p> <p><b>Notes :</b> Ideas for display: For K-1st grade, have students write their name on the back and a sentence with the name of whoever did the good deed on the front.</p> <p>Look who got caught doing a good deed" with a fishing pole or fish hanging down from a clothesline or along a wall.? "Good deeds in Ms. Smith's class"</p> <p>Have multiple classes displayed throughout the school common areas.</p> <p>Or keep it simple with "Good deeds in our school"</p>
<b>Drama</b>	<p><b>Materials:</b> None</p> <p><b>Notes:</b> The lesson begins with the students sitting in their own personal/bubble space. Note to students that they will be sitting or standing in their own personal/bubble space for the lesson. The ending questions of this lesson are worth exploring: “What would be your special gift?” and “To whom would it be given?” and Why? Offer examples ie: a gardenia plant for Auntie (she loves gardenias) or a banana crème pie for Uncle (always his favorite). Students could write, draw or share these ideas.</p>
<b>Dance</b>	<p><b>Materials:</b> Students will need about 3-5 feet of bubble space. Ideally.</p> <p><b>Notes:</b> Dancing with your class will help them to feel comfortable. So if you are able please join them in doing this lesson!</p> <p>It would be great to read, “The Fish and Their Gifts” with your class prior to doing this lesson. Dancing in slippers can be a tripping hazard. I recommend being barefoot or wearing sneakers.</p>
<b>Bilingual Papa Mele (Music)</b>	<p><b>Materials:</b> None</p> <p><b>Notes:</b> Aloha e ke kumu! Today we will be using mele, music, to help us with our positive self talk. We will learn how to observe, kilo, our emotions, our na’au and we will use this simple song to guide us back to ourselves when we are overwhelmed or frustrated, and also when we feel amazing! Feel free to expand on this by discussing how we can positively impact our emotions, and ask students to write their own verse!</p>
<b>Bilingual Papa Ioka (Movement/Yoga)</b>	<p><b>Materials:</b> Space needed for students, and loose, comfortable clothing.</p> <p><b>Notes:</b> No skirts for girls, yoga tights preferred. Special awareness that stretching is done in all poses so comfortable attire is recommended.</p>
<b>Papa Mele (Hawaiian Language Music)</b>	<p><b>Materials:</b> Nā hua’ōlelo o ke mele. Song lyrics</p> <p>Noho ma ka lina poepoe, circle seating on carpet.</p> <p><b>Notes:</b> Aloha kāua e ke hoa kumu ē. He mele nōhie kēia e ho’oikaika ai i ka ‘ōlelo a ka haumāna iā ia iho, ka self talk ho’i. Ua hiki iā ‘oe ke koho i nā ‘a’ano kūpono o ka papa a me ka pana i ‘olu’olu iā ‘oe. Teacher may choose to add additional verses and/or choose adjectives currently being studied in class to build up student vocabulary and also make more relevant to in class topics.</p>
<b>Papa Ioka (Hawaiian Language Movement/Yoga)</b>	<p><b>Materials:</b> ‘A’ohe pono.</p> <p><b>Notes:</b> Pono nā keiki e komo lole ‘alu’alu a noho ma ka papahale.</p>

## Lesson Notes for Grades 2-3

<b>Music</b>	<p><b>Materials:</b> Optional: Paper</p> <p><b>Notes:</b> Optional - Ask students to write their own verse after the lesson.</p>
<b>Visual Art</b>	<p><b>Materials:</b> Provided by the MACC - one pack of Model Magic clay, two 10 mm wiggly eyes and a plastic sandwich bag to use as a work surface &amp; way to get it home per student.</p> <p><b>Notes :</b> After the video, please pause on the instructional slide with step by step instructions for the class to refer to. Clay will take approximately 2-4 days to dry, depending on the atmosphere.</p>
<b>Drama</b>	<p><b>Materials:</b> None</p> <p><b>Notes:</b> Note to students that they will be sitting or standing in their own personal/bubble space for the lesson. This lesson introduces questions for further exploration as well as creative writing exercises: the prayer/asking for help, great abilities and natural talents in the people around you, and what (possibly) are yours.</p>
<b>Dance</b>	<p><b>Materials:</b> Students will need about 3-5 feet of bubble space. Ideally.</p> <p><b>Notes:</b> Dancing with your class will help them to feel comfortable. So if you are able please join them in doing this lesson!</p> <p>It would be great to read, "The Fish and Their Gifts" with your class prior to doing this lesson. Dancing in slippers can be a tripping hazard. I recommend being barefoot or wearing sneakers.</p>
<b>Bilingual Papa Mele (Music)</b>	<p><b>Materials:</b> None</p> <p><b>Notes:</b> Aloha e ke kumu! Today we will be using mele, music, to help us with our positive self talk. We will learn how to observe, kilo, our emotions, our na'au and we will use this simple song to guide us back to ourselves when we are overwhelmed or frustrated, and also when we feel amazing! Feel free to expand on this by discussing how we can positively impact our emotions, and ask students to write their own verse!</p>
<b>Bilingual Papa Ioka (Movement/Yoga)</b>	<p><b>Materials:</b> Space needed for students, and loose, comfortable clothing.</p> <p><b>Notes:</b> No skirts for girls, yoga tights preferred. Special awareness that stretching is done in all poses so comfortable attire is recommended.</p>
<b>Papa Mele (Hawaiian Language Music)</b>	<p><b>Materials:</b> Nā hua'ōlelo o ke mele. Song lyrics</p> <p>Noho ma ka lina poepoe, circle seating on carpet.</p> <p><b>Notes:</b> Aloha kāua e ke hoa kumu ē. He mele nōhie kēia e ho'ōikaika ai i ka 'ōlelo a ka haumāna iā ia iho, ka self talk ho'i. Ua hiki iā 'oe ke koho i nā 'a'ano kūpono o ka papa a me ka pana i 'olu'olu iā 'oe. No nā keiki ko ka pae 2 / 3 inā ua makemake, e noi iā lāua e haku i paukū hou aku e hō'ike aku ana i ko lāua mau kālena pono'i. Grades 2 + 3 are encouraged to have students reflect on their talents and write a verse specific to them.</p>
<b>Papa Ioka (Hawaiian Language Movement/Yoga)</b>	<p><b>Materials:</b> 'A'ohe pono.</p> <p><b>Notes:</b> Pono nā keiki e komo lole 'alu'alu a noho ma ka papahale.</p>

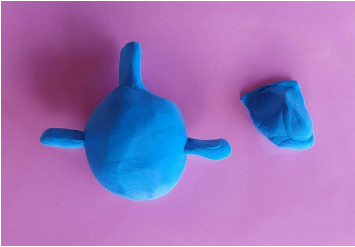
# Clay Pufferfish Grades 2-3



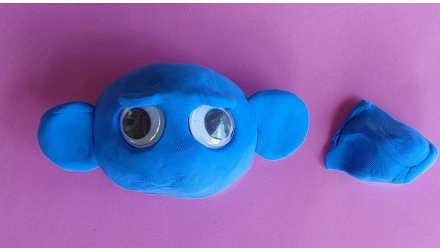
1. Divide clay into 4 equal parts.



2. Use 3/4ths of your clay to make a sphere or ball and break the last fourth into 2 equal pieces.



3. Use 1 of these pieces to make a tailfin and 2 triangle shaped side fins.



4. Press in the wiggly eyes and create an expression.



5. Break a piece off of your last chunk for a mouth.



6. Make cone shaped spikes on the body and try making tiny stripes or a texture on the fins.



7. Leftover clay? Make whatever else you can imagine your fish might enjoy!



## Lesson Notes for Grades 4-5

<b>Music</b>	<p><b>Materials:</b> Optional: Paper</p> <p><b>Notes:</b> Optional - Ask students to write their own verse after the lesson.</p>
<b>Visual Art</b>	<p><b>Materials:</b> Provided by the MACC - a piece of blank paper for each student.</p> <p><b>Notes :</b> Show links to videos listed below. This lesson is designed to revolve around what each student feels in the moment. They can choose what medium to work with, given their supplies on hand and their energy level.</p> <p>Teachers are encouraged to facilitate and inspire class viewing/listening of “link”; class discussion and creative movement.</p> <p><a href="https://tinyurl.com/MACCCDDVISUAL1">https://tinyurl.com/MACCCDDVISUAL1</a>    <a href="https://tinyurl.com/MACCCDDVISUAL2">https://tinyurl.com/MACCCDDVISUAL2</a>  <a href="https://tinyurl.com/MACCCDDVISUAL3">https://tinyurl.com/MACCCDDVISUAL3</a>    <a href="https://tinyurl.com/MACCCDDVISUAL4">https://tinyurl.com/MACCCDDVISUAL4</a></p>
<b>Drama</b>	<p><b>Materials:</b> None</p> <p><b>Notes:</b> Note to students that they will be sitting or standing in their own personal/bubble space. During the lesson, the class will be directed to divide the room into halves, stage right and stage left. The “Give and Take” exercise introduced in this lesson is an invaluable tool for a two part experience (compare/contrast, cause-effect, sequence, etc.). Have students practice dividing the space in half and working the pattern for “The Special Gift” in 4 counts.</p>
<b>Dance</b>	<p><b>Materials:</b> Students will need about 3-5 feet of bubble space. Ideally.</p> <p><b>Notes:</b> Dancing with your class will help them to feel comfortable. So if you are able please join them in doing this lesson!</p> <p>It would be great to read, “The Fish and Their Gifts” with your class prior to doing this lesson. Dancing in slippers can be a tripping hazard. I recommend being barefoot or wearing sneakers.</p>
<b>Bilingual Papa Mele (Music)</b>	<p><b>Materials:</b> None</p> <p><b>Notes:</b> Aloha e ke kumu! Today we will be using mele, music, to help us with our positive self talk. We will learn how to observe, kilo, our emotions, our na’au and we will use this simple song to guide us back to ourselves when we are overwhelmed or frustrated, and also when we feel amazing! Feel free to expand on this by discussing how we can positively impact our emotions, and ask students to write their own verse!</p>
<b>Bilingual Papa Ioka (Movement/Yoga)</b>	<p><b>Materials:</b> Space needed for students, and loose, comfortable clothing.</p> <p><b>Notes:</b> No skirts for girls, yoga tights preferred. Special awareness that stretching is done in all poses so comfortable attire is recommended.</p>
<b>Papa Mele (Hawaiian Language Music)</b>	<p><b>Materials:</b> Nā hua’ōlelo o ke mele. Song lyrics</p> <p>Noho ma ka lina poepoe, circle seating on carpet.</p> <p><b>Notes:</b> Aloha kāua e ke hoa kumu ē. He mele nōhīe kēia e ho’oikaika ai i ka ‘ōlelo a ka haumāna iā ia iho, ka self talk ho’i. Ua hiki iā ‘oe ke koho i nā ‘a’ano kūpono o ka papa a me ka pana i ‘olu’olu iā ‘oe. Ka haku mele ‘ana: e noi i nā haumāna e haku i paukū hou aku e hō’ike aku i ko lāua mau kālena pono’ī. Teacher may choose to add additional verses and/or choose adjectives currently being studied in class to build up student vocabulary and also make more relevant to in class topics. Have students reflect on their talents and write a verse about it.</p>
<b>Papa Ioka (Hawaiian Language Movement/Yoga)</b>	<p><b>Materials:</b> ‘A’ohe pono.</p> <p><b>Notes:</b> Pono nā keiki e komo lole ‘alu’alu a noho ma ka papahele.</p>

**[Print Papa Mele Lyrics to accompany all](#)**