

'APELILA 2026 HOPE KE AO LONO



TS Gold: Restaurants

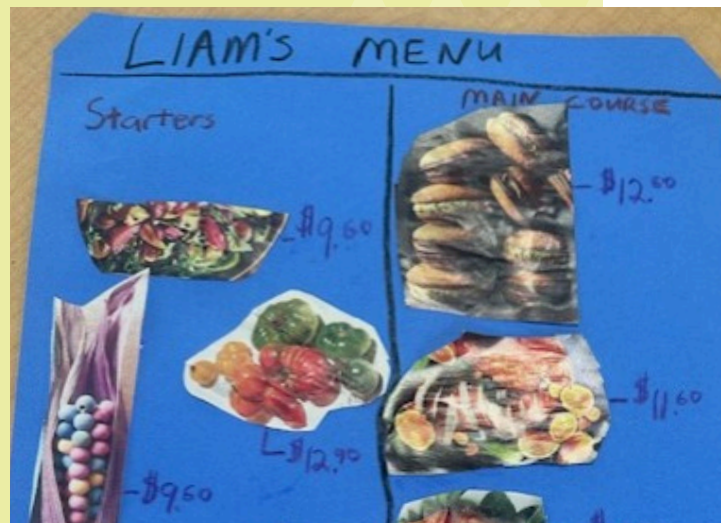
Visiting a restaurant is an exciting experience for most children! Restaurants are special places where children can interact with their community, spend time with their families, stretch their social skills, and safely explore their growing independence and preferences. When children investigate the dining experience and how restaurants operate, they explore social studies concepts related to how people live and practice prosocial behaviors that support their ability to cooperate.



From garden to table

Visiting a restaurant is such a fun learning experience for the whole family. For children, restaurants are places where children can interact with their community and spend time with their family. Eating out develops children's independence and preferences. It is also a place where they can explore how a restaurant operates and what its employees' responsibilities are. These are very important experiences for our keiki that can be developed.

Children explore social studies concepts by seeing people's ability to problem-solve, make friends, and navigate conflict. They will have the opportunity to prepare food, wash dishes, create a restaurant, and experience what customer service is all about. The transition from our garden study to restaurants will be a good transition from food to the table. Showing our keiki the importance of knowing where your food comes from. Our children will gain literacy skills and learn how to work together. We are excited to create our own restaurant in dramatic play. We will explore all aspects of running a restaurant and look forward to serving our customers.



Kumu Kukui



By Pua Aquino

Aloha mai kākou!

Kuleana is a word that might sometimes be thrown around loosely when we say, “Whose kuleana is it?” or “That’s not my kuleana.” Kuleana means something different for each person and can be looked at as an achievement rather than a burden. In the context of cooking with an imu, kuleana were often only given to specific people, which made these tasks even more desirable to others who did not yet have a role in the process.

We might assume our keiki cannot have kuleana because they are young, but Hawaiians looked at it differently. Instead of assuming our keiki’s abilities are determined by their ages, they estimated a child’s age based on the things a keiki was able to do. This ‘ōlelo no‘eau is the perfect example of it: “Ke nui e pa‘a ai ka hue wai.” The size that enables one to carry a water bottle. When a child was about two, he was given a small gourd bottle for carrying water.

What if we trusted our keiki with more responsibilities? They might surprise us with what they can do, if we just give them the chance and the support to do so!

Catch kids being good

Have you ever stopped to think about how many times you react negatively to your kids on a given day? You may find yourself criticizing more often than complimenting. How would you feel if your boss or teacher treated you the same way?

The more effective approach is to catch kids doing something right: “You made your bed without being asked - that’s terrific!” Or, “You picked up your toys and put them away without being asked - good job!” Statements like this will do more to encourage good behavior over the long run than repeated scolding. Make a point to praise them every day. Give them hugs. Compliments can work wonders and are often rewarding enough. Soon you will find you are “growing” more of the behavior you would like to see.



By Dolly Naeole

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