Life with Color

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Mālama Honua Digital Storybook Series
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This is my life. It is not the best.
There are only two colors in my life.

‘Ele ‘ele (Black)
We don’t go out.

‘Ele ‘Ele...

Ke’o ‘Ke’o...
‘Ele ‘Ele...

Ke’o Ke’o...

We don’t eat healthy
We have no color. We have no life
I want to change it! I’m going to give everything color!
Me, first! My name is Anelalani and I’m going to be ‘alani (Orange)
I’m going to color my life, but first the sun has to be mele mele (yellow) to light up my world.
The water turns polu (blue) when I swim.
The plants are ‘oma ‘oma ‘o (green) because they are nice and healthy.
When I take those healthy plants, I make poi. The taro is poni (purple) when I pound them.
Finally, my community is ‘ula ‘ula (red) for all my love for them.
I’m happy now. People are exercising.
They go outside.
They talk stories with each other.
They eat healthy by eating fruits and vegetables.
My life is no longer ‘ele ele and ke’o ke’o
It’s full of color.
<table>
<thead>
<tr>
<th>Colors</th>
<th>Hawaiian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>‘Ele ‘ele</td>
</tr>
<tr>
<td>White</td>
<td>Ke’o ke’o</td>
</tr>
<tr>
<td>Orange</td>
<td>‘Alani</td>
</tr>
<tr>
<td>Yellow</td>
<td>Mele Mele</td>
</tr>
<tr>
<td>Blue</td>
<td>Polu</td>
</tr>
<tr>
<td>Green</td>
<td>‘Oma ‘oma ‘o</td>
</tr>
<tr>
<td>Purple</td>
<td>Poni</td>
</tr>
<tr>
<td>Red</td>
<td>‘Ula ‘Ula</td>
</tr>
</tbody>
</table>
Standards:

HCPS III
HE.K-2.1.2: Explain the benefits associated with exercise
HE.K-2.1.3: Describe the benefits associated with a healthy diet
HE.K-2.1.5: Describe how individuals can promote and protect their own health

National Health Education Standards

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health

Na Hopena A’o (HA- BREATHE)

Strength of BELONGING:
  d) Care about my relationships with others

Strength of EXCELLENCE:
  f) Utilize creativity and imagination to problem solve and innovate

Strength of ALOHA
  h) Spread happiness

Strength of TOTAL WELL BEING
  h) Promote wellness in others

Strength of HAWAI’I
  g) Treat Hawai‘i with pride and respect
  h) Call Hawai‘i home
Activity 1:

Build a healthy plate with Hawaiian foods.

1st: Organize variety of Hawaii based foods into it’s appropriate category

2nd: Pick one or two options that can be substituted into their plates.

Activity 2:

Offer a list of locally grown produce to students.

Students write their own recipe using the fruits and vegetables shown. They can research recipes online or ask their family members.

Recreate their dish with construction paper.

Have students name their dish, write a description of what is inside their dish, and how much it would cost.

Create a “restaurant menu.”