

# Life with Color

Written and Illustrated by Kelli Liu

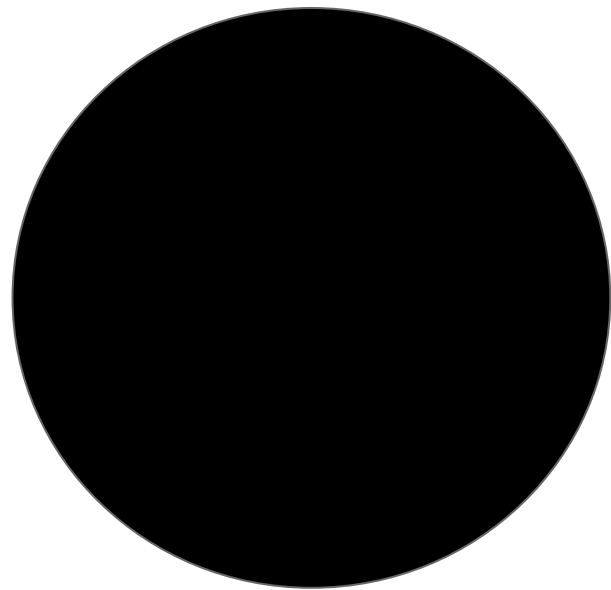


Mālama Honua Digital Storybook Series  
Gloria Y. Niles, Ph.D. (Editor) University of Hawai'i West O'ahu



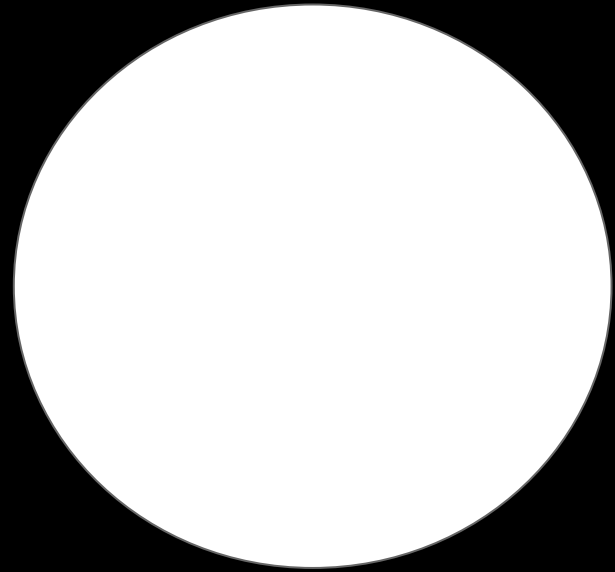
**This is my life. It is not the best.**

There are  
only two  
colors in  
my life.



**‘Ele ‘ele  
(Black)**

**And...**



**Ke'o ke'o  
(White)**



'Ele 'Ele...

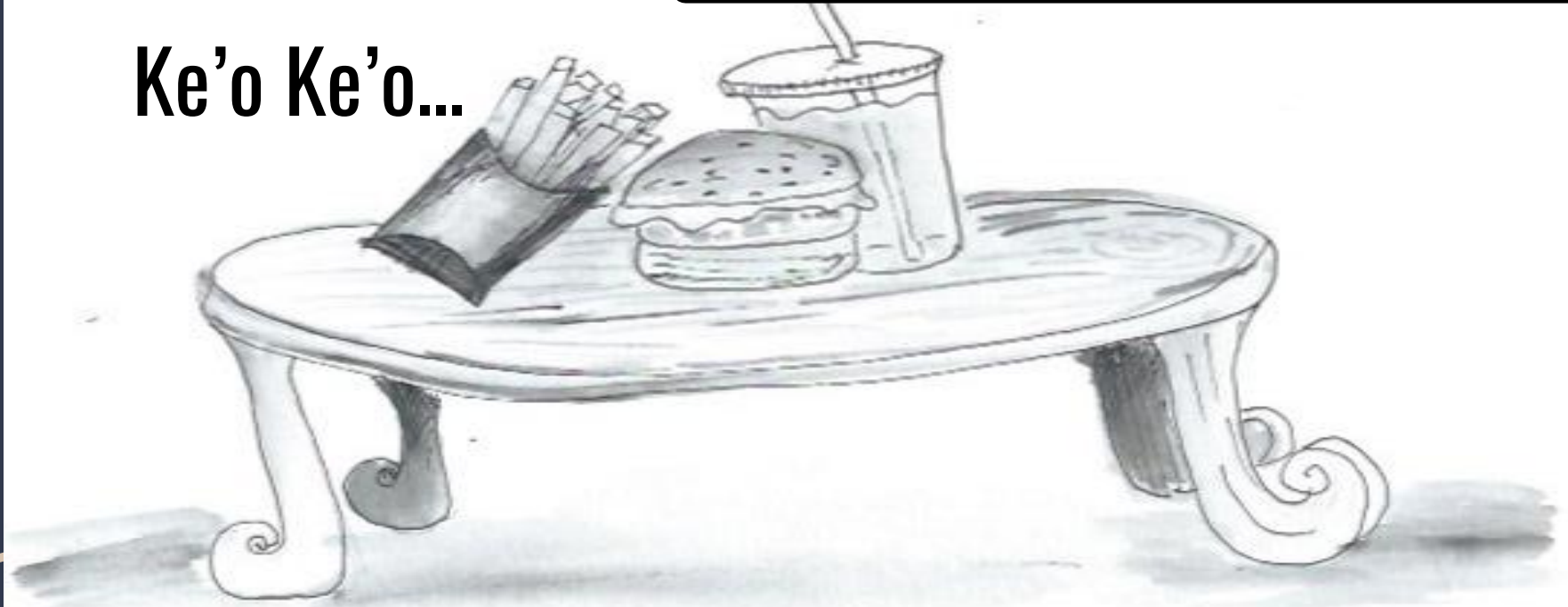
Ke'o 'Ke'o...

**We don't go out.**

**'Ele 'Ele...**

**We don't eat healthy**

**Ke'o Ke'o...**



**We have no color. We have no life**





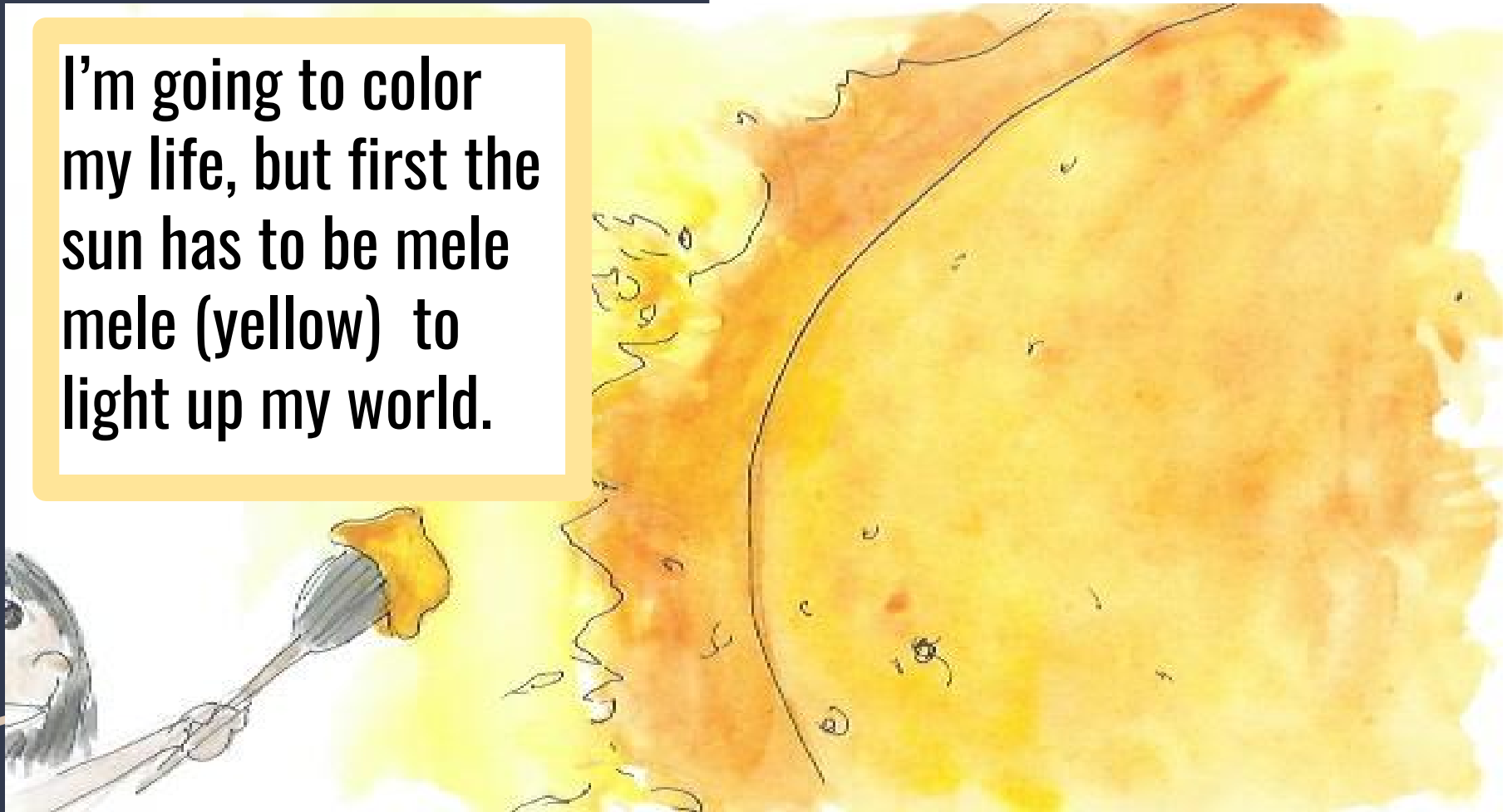
**I want to change it! I'm going  
to give everything color!**

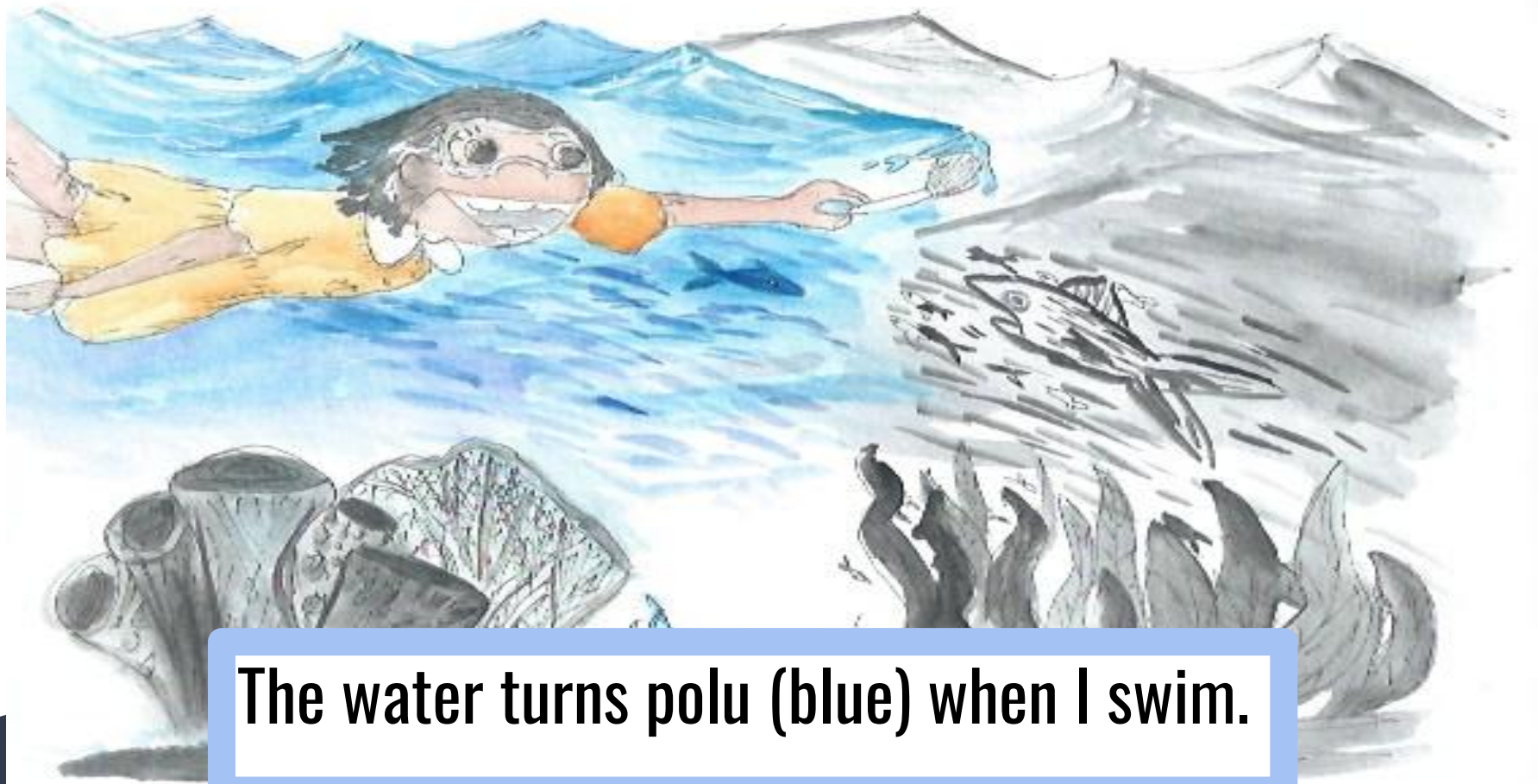


**Me, first! My  
name is  
Anelalani and  
I'm going to be  
'alani (Orange)**



**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.



Poni  
Poni  
Poni

When I take those healthy plants, I make poi. The taro is poni (purple) when I pound them.





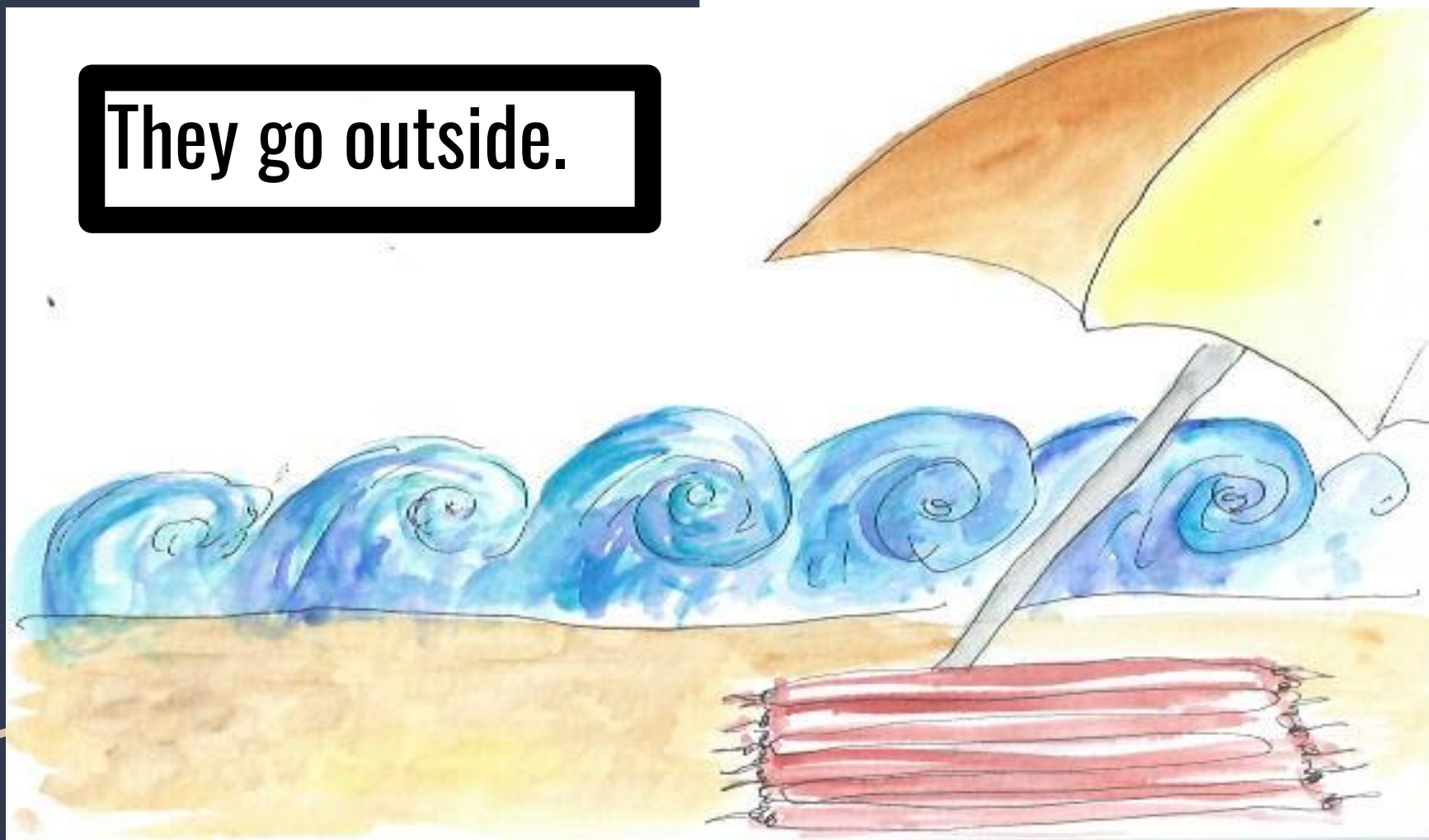
**Finally, my  
community is ‘ula  
‘ula (red) for all my  
love for them.**



**I'm happy now. People are exercising.**



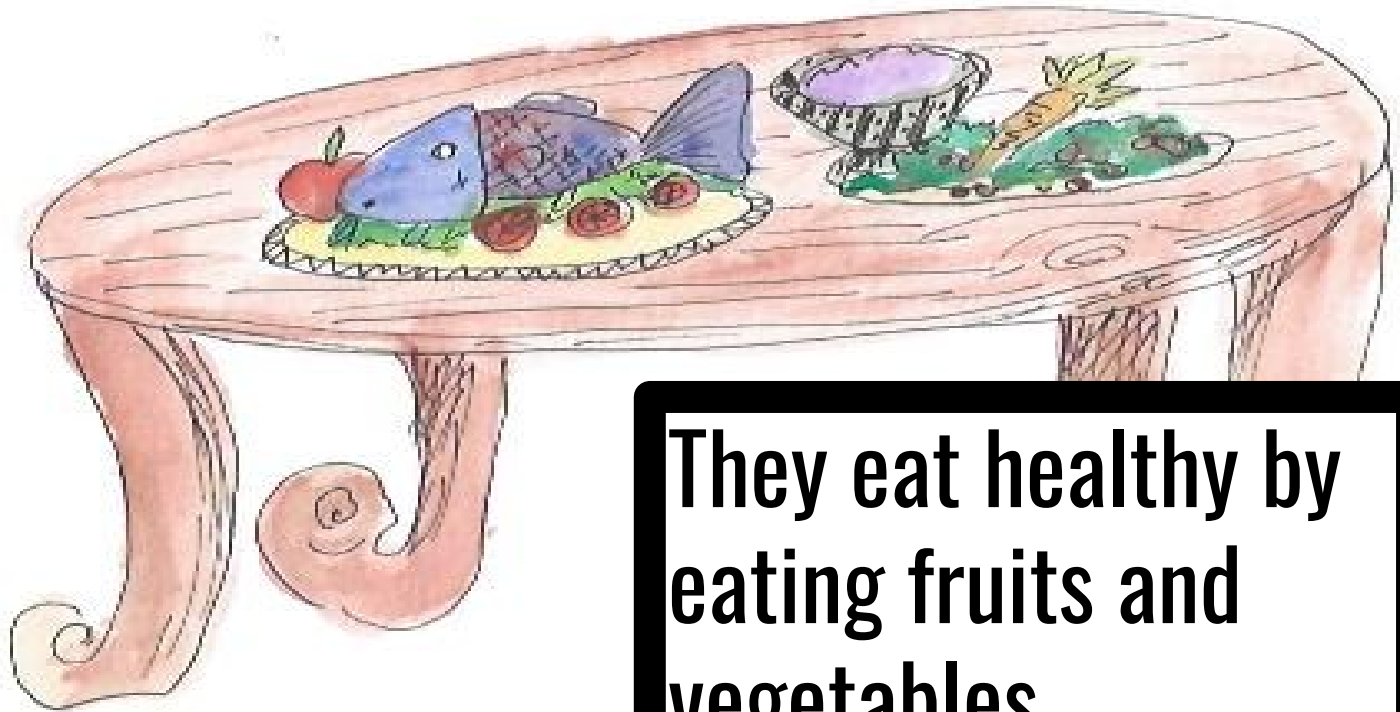
**They go outside.**





**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

# Colors Hawaiian

Black

‘Ele ‘ele

White

Ke’o ke’o

Orange

‘Alani

Yellow

Mele Mele

Blue

Polu

Green

‘Oma ‘oma ‘o

Purple

Poni

Red

‘Ula ‘Ula

# 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- BREATH)

### 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.”



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