

Story Time Learning Outline

Intended for Grades: Kindergarten-Grade 2

Lessons/Stories: Ha'aha'a (Humility)

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)

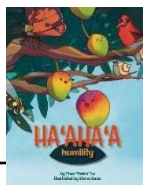
Standard 4 – Interpersonal Communication (NHES.4.2.1)

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 Ha'aha'a (Humility)

Day 1 Lesson Plan

Class: Story Time

Lesson: Ha'aha'a (Humility)

Lesson Objectives

Listen to the story attentively.

Identify and express good values demonstrated by the characters in the story.

Talk about values which help us live happily.

Total days: 2 (Day 2 is optional)

Total duration: 90 minutes

Day 1 duration: 45 minutes (15 minutes settling classroom and warm up, 25 minutes story reading and 20 minutes activity)

Grade: Kindergarten-Grade2

Materials required: Story book; value cards -help, sacrifice, respect, appreciation or gratitude; color pencils and erasers; and worksheets

Instructions:

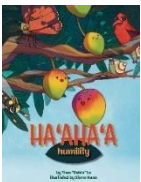
1. Gather the students and sit them down facing you and the book. Make sure it gets quiet and let the students know that they must be silent to be able to listen to the story. Do a meditation song <https://www.youtube.com/watch?v=8YX6tKGZ6NU> "Breathing in Breathing Out". After all are quiet and nice, show them a beautiful mango (can be a real one or just a picture). Ask the students if they knew what it was. Ask some questions "Is it a fruit?", "How does it taste?" "Are they of different colors or if they change colors?" "What color mango is their favorite and why?" Then tell the students that today you are going to tell them a story of a mango. The name of the story is HA'AH'A. Show them the cover page and let them tell you what they see in the cover page. Ask "What all do you see in the picture? What do you think those animals are doing on the tree? Are the mangoes doing something?" Tell them that they will see animals and mangoes talking to each other in the story. This is fiction and in real life it may not happen the same way. Read out the name of the author and move to page number 4.
2. Let the students look at the beautiful picture on pages 4 and 5 and tell you how they think the day looks like in the forest? Would they like to be there? Then read out aloud to the students.

3. Now read pages 6 and 7 aloud. Show them the parts of the tree such as roots, branches, leaves, trunk and mangoes or fruits. Tell them about the function of the tree parts and how they help each other.
4. Read aloud pages 8 and 9 and show the students how many mangoes lived together on the same tree.
5. Show them the bees on page 10 and read aloud pages 10 and 11. Ask the students "What are the bees doing? "Are they saying something nice about the mango?" "Can you tell me some nice things about your friends? Raise your hands before you speak." Show them the appreciation/ gratitude card and talk about how good it feels to receive and give appreciation to others. Ask the people who got appreciated, how they felt? Ask the students how they felt when they heard good things about themselves. Also, let the students focus on how they communicate acknowledgement of appreciation because that is equally important. Some may overdo it by saying they know how good they are , some may just feel shy and not respond and some may thank gracefully and carry on. Ask students what felt right and good to the listener. Discuss with students how giving and receiving appreciation feels. It makes you feel loved and acknowledged but also how you respond back to it helps others feel about you. Read all from pages 12-19 and keep showing examples of appreciation and response to it.
6. Now read pages 20-23 then ask the students how was the mango feeling? Was that how one should feel or should one be happy but also keep themselves grounded? "How can one keep themselves grounded? "Wait to see if the students can say or answer to that question. Start reading pages 24-27. Ask the students what happened in the story? Did the mango tree and the mango face a challenge? What was it? What happened? Did the mangoes fall? Or did they let go themselves? Why? Was it a sacrifice they made? Show the students sacrifice card and talk about it that sometimes one can let go some small things to help all.
7. Read page 27 and ask students what mango was doing? Was mango thinking quietly or reflecting? Sometimes thinking quietly may help us to go back and think about our problems and how we could solve them. What mango realized was that he was connected to the whole tree. He was there because the whole tree was there. Show the students pages 28 and 29 and read aloud. Ask the students if they can now tell how and why they are good at what they do? What did the mango say about how he was or why he was the way he was? Go over the value cards- help, sacrifice, respect, appreciation or gratitude. Ask students how did the tree help the mango? Do these values help people live happily?
8. Handover students a worksheet and let them color their mango tree, make some special mangoes on it and some animals in it. Let students voluntarily share their pictures with everyone and talk about how different their special mangoes look from the rest of the other mangoes on the tree, who helps, respects, appreciates/ or shows gratitude and who sacrifices (if some character does) for the special mangoes?

Product from students: Drawings of individual mango trees Assessment on: Story comprehension, identifying and sharing values for living Assessment tools used: Classroom observation, discussions and worksheets.

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Lesson Plan for Ha'aha'a (Humility)

Day 2 Lesson Plan

Class: Story Time

Lesson: Ha'aha'a (Humility)

Lesson Objectives

Listen to the story attentively.

Identify and express good values demonstrated by the characters in the story.

Talk about values which help us live happily.

Total days: 2 (Day 2 is optional)

Total duration: 90 minutes

Day 2 duration: 45 minutes (15 minutes settling classroom and review story, 45 minutes build your classroom mango tree)

Grade: Kindergarten-Grade2

Materials required: Story book; value cards -help, sacrifice, respect, appreciation or gratitude; color pencils and erasers; color paper; Scotch tape

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". After all are quiet and nice, review the story that they read before. Go over the value cards and introduce to them the activity for the day which is 'Build the Classroom Mango Tree'.
2. Students will be given leaves, mangoes, trunk, roots, branches and tree creatures' templates and they would need to color it and then cut those and stick on to the tree on one side of the classroom wall.
3. Students share with the class one of their favorite parts of the tree and tell everyone how that part of the tree helps other parts of the tree or tree creatures and if they think someone helps them or they help someone? Let students share values that help everyone to live happily.

Product from students: Drawings of individual mango trees

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

Assessment tools used: Classroom observation, discussions and worksheets.

*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