



Story Time Learning Outline

Intended for Grades: Grade 2-5

Lessons/Stories: Ho'oponopono Is Harmony

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.1.5.1, NHES.1.2.2–NHES.1.5.2, NHES.1.2.3–NHES.1.5.3)

Standard 4 – Interpersonal Communication (NHES.4.2.1–NHES.4.5.1)

Standard 7 – Self-Management (NHES.7.2.1–NHES.7.5.1)

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 Ho'oponopono Is Harmony

Day 1 Lesson Plan

Class: Story Time

Lesson: Ho'oponopono Is Harmony

Lesson Objectives

Demonstrate comprehension of the story.

Identify the values of ho'oponopono (harmony) and other values in the story.

Express thoughts about loss respectfully and identify ways for healthy coping strategies.

Total days: 2

Total duration: 90 minutes

Day 1 duration: 45 minutes (10 minutes settling classroom and warm up, 20 minutes story reading and 15 minutes activity)

Grade: Grade 2-5

Materials required: Story book; value cards -forgiveness, let go and love; 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 the cover of the book and read out the title of the story and author's name. Ask them what they think this book is about? "What is Ho'oponopono, Harmony and Lokahi?" Let them know it means to restore balance and improve relationships by resolving conflicts through forgiveness and love. "In this story we will identify the conflicts or problems and how those problems get resolved? We will then think and express ways in which we can solve our own problems using the Ho'oponopono process.
2. Read pages 4 and 5 and let the students see the fishpond, sea and the kalo field pictures.

3. Now read pages 6 to 8 aloud. Ask the students “What did Uncle Bruce advice Malu for loss of focus?” Help them answer if they are struggling- “Observe with the eyes and shut the mouth.” Go further and ask them, “How does it help?” Let them know it helps by letting people learn more through observation.
4. Read aloud pages 9 to 13. Ask students if they could identify a new problem? If yes, then what was it? Why was Malu sad? Continue reading from page 14-16. Ask students,” What did Uncle Bruce think Malu needed to heal?”
5. Read pages 17-19 and show students 3 cards- Forgiveness, Let Go and Love. Ask them if they had ever forgiven, let go and loved? Read pages 20-21. Highlight what Malu did to heal-visited the fishpond, picked up debris, replanted the fallen plants and hoped that someday he would find the shell. He also connected with the fishpond by talking to it and apologizing for his lack of attention.
6. Read pages 22-27. Ask students if they observed how the dew and the leaf could be together with each other? How the leaf welcomed the dew and then finally let go of the dew and the dew did not cling.
7. Read pages 28-32. Ask the students,” Was Malu grateful? “, “Were mistakes, sorrows and tragedies a part of life?”, “Can people still be healed?”. Show the cards to the students and say aloud together “forgive, let go and love.” Repeat the chant 3-4 times together.
8. Divide the students into four groups of five students each (if there are 20 students in the class). Give each student a sheet of paper and ask them to draw a picture of a problem or challenge they have experienced. Each group will then choose one drawing to share with the class. The group will explain how the person in the drawing could heal from the situation and discuss whether practicing forgiveness, letting go, and showing love could contribute to healing. This activity may continue into Day 2.

Product from Students: Drawings that illustrate problems they have experienced and presentations describing their healing strategies.

Assessment Focus: Story comprehension, and the ability to identify and share values that promote healthy living.

Assessment Tools: Classroom observations, group discussions, and worksheets.



Lesson Plan for Ho'oponopono Is Harmony

Day 2 Lesson Plan

Class: Story Time

Lesson: Ho'oponopono Is Harmony

Lesson Objectives

Demonstrate comprehension of the story.

Identify the values of ho'oponopono (harmony) and other values in the story.

Express thoughts about loss respectfully and identify ways for healthy coping strategies.

Total days: 2

Total duration: 90 minutes

Day 2 duration: 45 minutes (15 minutes settling classroom and review of story, 30 minutes continue creating your story picture and sharing your coping strategies)

Grade: Grade 2-5

Materials required: Story book; value cards -forgiveness, let go and love; color pencils, paper and erasers

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 through story sequence cards. Keep the same four groups from Day 1 and give each group the task of arranging the story cards in the correct sequence.
2. Students will continue working on Day 1's task by drawing a picture of a problem they have faced.

3. Each group will choose to share one story and its solution for healing. Time for sharing will be 3-5 minutes.

Product from Students: Drawings that illustrate problems they have experienced and presentations describing their healing strategies.

Assessment Focus: Story comprehension, and the ability to identify and share values that promote healthy living.

Assessment Tools: Classroom observations, group 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