# HĀ Total Well-being Lesson #1

**END IN MIND**

**WHAT is the lesson/activity that you will be sharing?**

Choosing the direction of your physical and mental well-being.

**Why is this Objective important in this lesson/activity?**

Students will have the opportunity to consciously decide the direction of their physical and mental well-being.

**Which of the following General Learner Outcomes, NĀ Hopena AʻO (HĀ) Statements, or H.R.S. 5-7.5 Law of Aloha values will the lesson/activity address?**

**<Check the following values/outcome standards that apply>**

**\_x\_GLO 1 \_x\_GLO 2 \_\_x\_GLO 3 \_x\_GLO 4 \_x\_GLO 5 \_x\_GLO 6**

 **Self-Directed Community Complex Quality Effective Effective/Ethical**

 **Learner Contributor Thinker Producer Communicator User of Technology**

**NĀ Hopena AʻO (HĀ) B.R.E.A.T.H. OF LIFE:**

 **\_\_\_ Belonging \_x\_ Responsibility \_x\_ Excellence \_x\_ ALOHA \_x\_ Total well-being \_\_\_ Hawaiʻi**

**H.R.S. 5-7.5 Law of Aloha:**

**\_x\_ Akahai \_\_ Lōkahi \_x\_ʻOluʻolu \_x\_Haʻahaʻa \_x\_Ahonui**

**(Kindness) (Unity) (Agreeable) (Humility) (Patience)**

**How to implement this lesson/activity:**

* **Materials Needed**
	+ Paper/Pencil
	+ Library card
	+ Books and Magazines, if available
	+ a computer, if available
* **Presentation Notes / Instructions**

Explain to students that they have the power/mana to choose the direction of their physical and mental Well-being. Students will decide that they want to have a successful and healthy life.

Explain to them to outline:

* + “**What**” their goals are for their physical and mental well-being. “Begin with the end in mind.”
	+ Next, have them record “**Why**” they want to achieve this goal?
	+ The last question to ask them is, “**How**” will they actually accomplish their on-going goals?
* **Processing Activity**

Invite students to share in a small/large group the following questions:

* + **What** did you learn?
	+ **Why** was it important?
	+ **How** will you use this information to make a positive difference in the present and future?

# HĀ Total Well-being Lesson #2

**UMEKE STORY**

**WHAT is the lesson/activity that you will be sharing?**

Share the Umeke Story. (The bowl of light that we are all born with.)

**Why is this Objective important in this lesson/activity?**

Everyone must keep their light shining bright to have total well-being and develop skills to eliminate any negativity that diminishes this light.

**Which of the following General Learner Outcomes, NĀ Hopena AʻO (HĀ) Statements, or H.R.S. 5-7.5 Law of Aloha values will the lesson/activity address?**

**<Check the following values/outcome standards that apply>**

**\_x\_GLO 1 \_x\_GLO 2 \_x\_\_GLO 3 \_x\_GLO 4 \_\_\_GLO 5 \_\_\_\_GLO 6**

 **Self-Directed Community Complex Quality Effective Effective/Ethical**

 **Learner Contributor Thinker Producer Communicator User of Technology**

**NĀ Hopena AʻO (HĀ) B.R.E.A.T.H. OF LIFE:**

 **\_\_\_ Belonging \_x\_ Responsibility \_x\_ Excellence \_x\_ ALOHA \_x\_ Total well-being \_\_\_ Hawaiʻi**

**H.R.S. 5-7.5** Law **of Aloha:**

**\_x\_ Akahai \_\_ Lōkahi \_x\_ʻOluʻolu \_x\_Haʻahaʻa \_x\_Ahonui**

**(Kindness) (Unity) (Agreeable) (Humility) (Patience)**

**How to implement this lesson/activity:**

* **Materials Needed**

Copy of Umeke story and a bowl and some rocks.

* **Presentation Notes / Instructions**

Read Umeke Story.

* **Processing Activity**

Invite students to share in a small/large group the following questions:

* + **What** did you learn?
	+ **Why** was it important?
	+ **How** will you use this information to make a positive difference in the present and future?

**The Umeke Story As It Was Told to Me By My Tutu**

When we are born we all have this bright light inside of us. It is like an “Umeke” (a bowl), that shines and radiates a very bright light that we carry and can share with others. This light can be seen and felt on a daily basis when someone:

* Walks into the room and brings a positive energy that changes the whole feeling of that room.
* Shares a big smile.
* Gives a greeting of “Aloha”.
* Gives someone a handshake or a hug.
* Loves what they do and makes a positive difference at home, school, work, or in the community.

Unfortunately, in life we sometimes get caught up with some of the negative things that happen in our lives or in the world we live in. This negative energy will cast a dark shadow on our light (Umeke) that starts to diminish the bright light that we were born with.

My Tutu shared the following advice:

When you feel that negative energy diminishing your “Light”, imagine that you are holding the Umeke in your hands. Take a good look at the negative things in your Umeke, and tip the Umeke upside down to release all the negative things that are blocking your light (positive energy). Move on, let it go! No baggage, and continue To Be the Person you were always meant to be!!! Remember, the more light (Aloha) you share will have a direct result on how bright your Umeke shines and radiates that brilliant light.

Let the LIGHT OF ALOHA SHINE ON… FOR YOU, FAMILY, AND OTHERS!

Aloha, Allan Silva

# HĀ Total Well-being Lesson #3

**C.L.E.A.R.**

**WHAT is the lesson/activity that you will be sharing?**

C.L.E.A.R. (Clear Last Event and Refocus)

**Why is this Objective important in this lesson/activity?**

Students will have the opportunity to immediately “let go” of negative experiences (CLEAR), and to move forward with a positive mind set.

**Which of the following General Learner Outcomes, NĀ Hopena AʻO (HĀ) Statements, or H.R.S. 5-7.5 Law of Aloha values will the lesson/activity address?**

**<Check the following values/outcome standards that apply>**

**\_x\_GLO 1 \_x\_GLO 2 \_\_x\_GLO 3 \_\_x\_GLO 4 \_x\_GLO 5 \_\_\_\_GLO 6**

 **Self-Directed Community Complex Quality Effective Effective/Ethical**

 **Learner Contributor Thinker Producer Communicator User of Technology**

**NĀ Hopena AʻO (HĀ) B.R.E.A.T.H. OF LIFE:**

 **\_\_\_ Belonging \_x\_ Responsibility \_x\_ Excellence \_x\_ ALOHA \_x\_ Total well-being \_\_\_ Hawaiʻi**

**H.R.S. 5-7.5 Law of Aloha:**

**\_x\_ Akahai \_\_ Lōkahi \_x\_ʻOluʻolu \_x\_Haʻahaʻa \_x\_Ahonui**

**(Kindness) (Unity) (Agreeable) (Humility) (Patience)**

**How to implement this lesson/activity:**

* **Materials Needed**

Paper, Pen/Pencil. A dry erase board and colored pens.

* **Presentation Notes / Instructions**

Explain to students that it is more productive to move on in positive direction than a negative direction. When something negative happens, instead of responding in a negative way physically, mentally, or verbally, just say the word CLEAR! Yes, you are going to say the word CLEAR out loud to yourself.. The acronym is: C lear L ast E vent A nd R efocus.. Many people never let go of a negative event, and carry it around as extra baggage mentally, and many times physically. Carrying this negative baggage can last a second, a minute, an hour, a day/s, a month/s, a year/s……. (An analogy that I use is: A Negative event/s is like shooting a basketball, when the shot is missed, say CLEAR. That is it, CLEAR! Getting angry only creates another missed shot. Learn from the situation and move on. If the ball goes into the basket, say YES! = **Y**our **E**xcellent **S**hot. In daily life situations YES, = Your Excellent Success). Wow, Life situations are like shooting a basketball… As a player in life, how do you get better? Practice, Practice, & Practice…. Yes, there is a saying that successful people live by; “The more I practice the better / luckier I get!”

* **Processing Activity**

Invite students to share in a small/large group the following questions:

* + **What** did you learn?
	+ **Why** was it important?
	+ **How** will you use this information to make a positive difference in the present and future?

# HĀ Total Well-being Lesson #4

**HOBBIES SET YOU FREE**

**WHAT is the lesson/activity that you will be sharing?**

What hobbies do you enjoy?

**Why is this Objective important in this lesson/activity?**

Hobbies can play a major role in your overall total well-being.

**Which of the following General Learner Outcomes, NĀ Hopena AʻO (HĀ) Statements, or H.R.S. 5-7.5 Law of Aloha values will the lesson/activity address?**

**<Check the following values/outcome standards that apply>**

**\_x\_GLO 1 \_x\_GLO 2 \_\_x\_GLO 3 \_\_x\_\_GLO 4 \_\_x\_GLO 5 \_\_\_\_GLO 6**

 **Self-Directed Community Complex Quality Effective Effective/Ethical**

 **Learner Contributor Thinker Producer Communicator User of Technology**

**NĀ Hopena AʻO (HĀ) B.R.E.A.T.H. OF LIFE:**

 **\_\_\_ Belonging \_x\_ Responsibility \_x\_ Excellence \_x\_ ALOHA \_x\_ Total well-being \_\_\_ Hawaiʻi**

**H.R.S. 5-7.5 Law of Aloha:**

**\_x\_ Akahai \_x\_ Lōkahi \_x\_ʻOluʻolu \_x\_Haʻahaʻa \_x\_Ahonui**

**(Kindness) (Unity) (Agreeable) (Humility) (Patience)**

**How to implement this lesson/activity:**

* **Materials Needed**

A sheet a paper/calendar for plogging your plan for hobbies.

* **Presentation Notes / Instructions**

When we were little kids, we did not **have to think about what hobbies do we want to accomplish today? We just** did them naturally. As we get older, and things in life get real busy, hobbies or even taking the time to relax don’t happen on a regular basis.

Have students make a list of their favorite hobbies/activities, and complete a schedule of dates on paper, or in a personal calendar of when these hobbies/activities will take place.

* **Processing Activity**

Invite students to share in a small/large group the following questions:

* + **What** did you learn?
	+ **Why** was it important?
	+ **How** will you use this information to make a positive difference in the present and future?

# HĀ Total Well-being Lesson #5

**SPORTS 4 LIFE**

**WHAT is the lesson/activity that you will be sharing?**

What sports do you participate in?

**Why is this Objective important in this lesson/activity?**

Sports participation can contribute to your overall physical and mental well-being, and also teaches life lessons that will be used for your entire life!

**Which of the following General Learner Outcomes, NĀ Hopena AʻO (HĀ) Statements, or H.R.S. 5-7.5 Law of Aloha values will the lesson/activity address?**

**<Check the following values/outcome standards that apply>**

**\_x\_GLO 1 \_x\_GLO 2 \_\_x\_GLO 3 \_x\_GLO 4 \_x\_GLO 5 \_\_\_\_GLO 6**

 **Self-Directed Community Complex Quality Effective Effective/Ethical**

 **Learner Contributor Thinker Producer Communicator User of Technology**

**NĀ Hopena AʻO (HĀ) B.R.E.A.T.H. OF LIFE:**

 **\_x\_ Belonging \_x\_ Responsibility \_x\_ Excellence \_x\_ ALOHA \_x\_ Total well-being \_\_\_ Hawaiʻi**

**H.R.S. 5-7.5 Law of Aloha:**

**\_x\_ Akahai \_x\_ Lōkahi \_x\_ʻOluʻolu \_x\_Haʻahaʻa \_x\_Ahonui**

**(Kindness) (Unity) (Agreeable) (Humility) (Patience)**

**How to implement this lesson/activity:**

* **Materials Needed**

Some equipment may be required such as; shoes, specific clothing, athletic equipment, and in some sports at the organized level they may require a physical examination by a doctor.

* **Presentation Notes / Instructions**

Share with students the benefits of participating in a sport, and encourage them to participate in a sport that they enjoy. You can also give the students an assignment by conducting research on one or two sports from a book or on the computer. Ask students what sports have you participated in the past, present, and the near future. Also ask them, or have them write out; why is sports participation important? Last, buy not least, how can they get involved with regular sports participation?

* **Processing Activity**

Invite students to share in a small/large group the following questions:

* + **What** did you learn?
	+ **Why** was it important?
	+ **How** will you use this information to make a positive difference in the present and future?

# HĀ Total Well-being Lesson #6

**NUTRITION IS THE KEY**

**WHAT is the lesson/activity that you will be sharing?**

* Nutrition is key to overall health.
* What can you do to improve your nutrition?

**Why is this Objective important in this lesson/activity?**

The nutrition that the student puts into their body will have a direct correlation to success in and out-side of the classroom.

**Which of the following General Learner Outcomes, NĀ Hopena AʻO (HĀ) Statements, or H.R.S. 5-7.5 Law of Aloha values will the lesson/activity address?**

**<Check the following values/outcome standards that apply>**

**\_x\_GLO 1 \_x\_GLO 2 \_\_x\_GLO 3 \_\_x\_\_GLO 4 \_x\_GLO 5 \_x\_\_GLO 6**

 **Self-Directed Community Complex Quality Effective Effective/Ethical**

 **Learner Contributor Thinker Producer Communicator User of Technology**

**NĀ Hopena AʻO (HĀ) B.R.E.A.T.H. OF LIFE:**

 **\_x\_ Belonging \_x\_ Responsibility \_\_x\_ Excellence \_x\_ ALOHA \_x\_Total well-being \_x\_ Hawaiʻi**

**H.R.S. 5-7.5 Law of Aloha:**

**\_x\_ Akahai \_x\_ Lōkahi \_x\_ʻOluʻolu \_x\_Haʻahaʻa \_x\_Ahonui**

 **(Kindness) (Unity) (Agreeable) (Humility) (Patience)**

**How to implement this lesson/activity:**

* **Materials Needed**
	+ Informational books on nutrition, and also information on the computer.
	+ Paper, Pencil/Pen.
* **Presentation Notes / Instructions**

Have students write or type their own daily/weekly personal and nutritional goals. You may also have the student’s partner with another student/s to go over their nutritional game plans to support each other. A daily/weekly log would be a great way that they can monitor their progress.

* **Processing Activity**

Invite students to share in a small/large group the following questions:

* + **What** did you learn?
	+ **Why** was it important?
	+ **How** will you use this information to make a positive difference in the present and future?

# HĀ Total Well-being Lesson #7

**HA MEDITATION 5-3-1**

**WHAT is the lesson/activity that you will be sharing?**

HĀ Meditation 5-3-1

**Why is this Objective important in this lesson/activity?**

The HĀ Meditation 5-3-1 will contribute to the students Total Well-being everyday.

**Which of the following General Learner Outcomes, NĀ Hopena AʻO (HĀ) Statements, or H.R.S. 5-7.5 Law of Aloha values will the lesson/activity address?**

**<Check the following values/outcome standards that apply>**

**\_x\_GLO 1 \_x\_GLO 2 \_x\_GLO 3 \_x\_GLO 4 \_x\_GLO 5 \_\_\_\_GLO 6**

 **Self-Directed Community Complex Quality Effective Effective/Ethical**

 **Learner Contributor Thinker Producer Communicator User of Technology**

**NĀ Hopena AʻO (HĀ) B.R.E.A.T.H. OF LIFE:**

 **\_x\_ Belonging \_x\_ Responsibility \_x\_ Excellence \_x\_ ALOHA \_x\_ Total well-being \_x\_ Hawaiʻi**

**H.R.S. 5-7.5 Law of Aloha:**

**\_x\_ Akahai \_x\_ Lōkahi \_x\_ʻOluʻolu \_x\_Haʻahaʻa \_x\_Ahonui**

 **Kindness) (Unity) (Agreeable) (Humility) (Patience)**

**How to implement this lesson/activity:**

* **Materials Needed**

A comfortable quite place to sit or lay down.

* **Presentation Notes / Instructions**

Introduce the concept of 5-3-1 to students:

* + 5 = **Akahai, Lōkahi, ʻOluʻolu, Haʻahaʻa, Ahonui (Review meanings).**
	+ 3 = Three things that you have gratitude or you Mahalo.
	+ 1 = One thing you want to accomplish today.

Introduction to meditation process:

Have students sit or lay down with eyes closed.

5. Review with students, when the teacher says the Hawaiian word from A.L.O.H.A., the students will breath in (Inhale) through the nose and when the teacher finishes saying that Hawaiian word, the teacher will say the word HᾹ, and the students will now exhale through the mouth.

\*(Note: When the students inhale they are taking in all of the “Mana” for the that word, and when they exhale, they are giving it back to everyone.)

Another option for the breathing process can be simplified with the following: When the leader (teacher) says the word ALO, the students inhale. (ALO, also means to face/to be present.) My acronym for ALO is, Acknowledge Love Others…. (When you look at the meaning of A.L.O.H.A., the common denominator is LOVE.)

When the teacher is done saying the word, ALO, that will be followed with the word HĀ, and the students will now exhale.

3 When students complete the HᾹ Breathing/ALO=HᾹ have them complete 3 more individual breaths, and when they inhale they will think of one thing in their life that they have gratitude for or they Mahalo. Do this 3 times = 3 things that they have gratitude/mahalo.

1 - Students will do one last breath (Inhale), and they will think of one thing that they would really like to accomplish today.

\*Note: Before you actually start the breathing activity, have the students take their pulse.. An easy way to get their pulse, is by having them place their two fingers below their jaw touching neck and feeling for a pulse. Once everyone is ready with the right area that they can feel their pulse.. You say begin counting your pulse/heartbeats to yourself NOW! They will count to themselves how many beats they are feeling. You will count 10 seconds to yourself / use a stop watch or clock second hand. At the end of 10 seconds, you say time and ask the students how many beats did you get? At the end of HᾹ breathing exercise, repeat the same activity with them on checking their pulse.

* **Processing Activity: Processing Activity**

Invite students to share in a small/large group the following questions:

* + **What** did you learn?
	+ **Why** was it important?
	+ **How** will you use this information to make a positive difference in the present and future?

# HĀ Total Well-being Lesson #8

**WHAT IS TOTAL WELL BEING?**

**WHAT is the lesson/activity that you will be sharing?**

What is Total Well-being?

**Why is this Objective important in this lesson/activity?**

Students will take responsibility for their Total Well-being?

**Which of the following General Learner Outcomes, NĀ Hopena AʻO (HĀ) Statements, or H.R.S. 5-7.5 Law of Aloha values will the lesson/activity address?**

**<Check the following values/outcome standards that apply>**

**\_x\_GLO 1 \_x\_GLO 2 \_\_\_\_GLO 3 \_\_x\_GLO 4 \_\_\_GLO 5 \_x\_GLO 6**

 **Self-Directed Community Complex Quality Effective Effective/Ethical**

 **Learner Contributor Thinker Producer Communicator User of Technology**

**NĀ Hopena AʻO (HĀ) B.R.E.A.T.H. OF LIFE:**

 **\_\_\_ Belonging \_x\_ Responsibility \_x\_ Excellence \_x\_ ALOHA \_x\_ Total well-being \_\_\_ Hawaiʻi**

**H.R.S. 5-7.5 Law of Aloha:**

**\_x\_ Akahai \_\_ Lōkahi \_x\_ʻOluʻolu \_\_Haʻahaʻa \_x\_Ahonui**

**(Kindness) (Unity) (Agreeable) (Humility) (Patience)**

**How to implement this lesson/activity:**

* **Materials Needed**

Paper, Pencil/Pen, Computer if needed to research the questions.

* **Presentation Notes / Instructions**
	+ Give students the following questions:
	+ What is Total Well-being?
	+ Why is it important?
	+ How are you going to lead yourself on this journey of Total Well-being?
* **Processing Activity**

Invite students to share in a small/large group the following questions:

* + **What** did you learn?
	+ **Why** was it important?
	+ **How** will you use this information to make a positive difference in the present and future?

# HĀ Total Well-being Lesson #9

**PASS THE TORCH OF TOTAL WELL BEING**

**WHAT is the lesson/activity that you will be sharing?**

How can you support others to improve their Total Well-being?

**Why is this Objective important in this lesson/activity?**

Students will have the opportunity to practice sharing Aloha by reaching out to help other people in achieving Total Well-being.

**Which of the following General Learner Outcomes, NĀ Hopena AʻO (HĀ) Statements, or H.R.S. 5-7.5 Law of Aloha values will the lesson/activity address?**

**<Check the following values/outcome standards that apply>**

**\_x\_GLO 1 \_x\_GLO 2 \_x\_GLO 3 \_x\_GLO 4 \_x\_GLO 5 \_\_\_\_GLO 6**

 **Self-Directed Community Complex Quality Effective Effective/Ethical**

 **Learner Contributor Thinker Producer Communicator User of Technology**

**NĀ Hopena AʻO (HĀ) B.R.E.A.T.H. OF LIFE:**

 **\_\_\_ Belonging \_x\_ Responsibility \_x\_ Excellence \_x\_ ALOHA \_x\_ Total well-being \_x\_ Hawaiʻi**

**H.R.S. 5-7.5 Law of Aloha:**

**\_x\_ Akahai \_x\_ Lōkahi \_x\_ʻOluʻolu \_x\_Haʻahaʻa \_x\_Ahonui**

**(Kindness) (Unity) (Agreeable) (Humility) (Patience)**

**How to implement this lesson/activity:**

* **Materials Needed**

Paper, Pencil/Pen, Computer if needed to research the questions.

* **Presentation Notes / Instructions**

Ask students the following questions:

**What** can you do to support others to improve their Total Well-being?

**Why** would you do that?,

**How** will it make a difference for them and you?)

* **Processing Activity**

Invite students to share in a small/large group the following questions:

* + **What** did you learn?
	+ **Why** was it important?
	+ **How** will you use this information to make a positive difference in the present and future?

# HĀ Total Well-being Lesson #10

**BELIEVE**

**WHAT is the lesson/activity that you will be sharing?**

BELIEVE “If it is meant to be, it is up to me.”

**Why is this Objective important in this lesson/activity?**

Students will have an opportunity to discover the importance to BELIEVE in themselves!

**Which of the following General Learner Outcomes, NĀ Hopena AʻO (HĀ) Statements, or H.R.S. 5-7.5 Law of Aloha values will the lesson/activity address?**

**<Check the following values/outcome standards that apply>**

**\_x\_GLO 1 \_x\_GLO 2 \_x\_GLO 3 \_x\_GLO 4 \_x\_GLO 5 \_x\_GLO 6**

 **Self-Directed Community Complex Quality Effective Effective/Ethical**

 **Learner Contributor Thinker Producer Communicator User of Technology**

**NĀ Hopena AʻO (HĀ) B.R.E.A.T.H. OF LIFE:**

 **\_x\_ Belonging \_x\_ Responsibility \_x\_ Excellence \_x\_ ALOHA \_x\_ Total well-being \_\_\_ Hawaiʻi**

**H.R.S. 5-7.5 Law of Aloha:**

**\_x\_ Akahai \_x\_ Lōkahi \_x\_ʻOluʻolu \_x\_Haʻahaʻa \_x\_Ahonui**

**(Kindness) (Unity) (Agreeable) (Humility) (Patience)**

**How to implement this lesson/activity:**

* **Materials Needed**
	+ Paper, Pencil/Pen, Dictionary/Computer,
	+ A board with pens to write the word BELIEVE.
	+ Share quote from Napoleon Hill: “Whatever the mind can conceive and BELIEVE, It can achieve!”
* **Presentation Notes / Instructions**

All successful people have a common denominator, it is called, **BELIEVE**!

Have students look up in the dictionary or on the computer the meaning of the word BELIEVE.

Share with your students that their ancestors did BELIEVE in themselves, or they would not be here today. Take the word B E L I E V E and split it up in the following way, and share it with your students.

* + What are the first 2 letters in BELIEVE? Yes, B E
	+ Yes, you are meant to “BE” the person that you are meant to BE! Your brave and courageous Ancestors our watching you to see if you are going to be the person that you were meant to be.. If you believe in yourself, you can L I V E the life that you want to live! If you don’t BELIEVE in yourself, (BE LIE VE) then you
	+ L I E to Yourself, Ancestors, Grand-Parents, Parents, & future Generations!

So it is your Responsibility/Kuleana to BELIEVE IN YOURSELF to LIVE the life that you deserve to live! Enjoy your journey of reaching all of your goals in life.

A final question to have your students put into an essay is to answer the following questions: Who are you? & What do you want to BE?

Note: BELIEVE “If it is meant to be, it is up to me.”

* **Processing Activity**

Invite students to share in a small/large group the following questions:

* + **What** did you learn?
	+ **Why** was it important?
	+ **How** will you use this information to make a positive difference in the present and future?