BACKGROUND

Professor Marion Kelly of the Ethnic Studies Department, UHM, developed the service-learning program, Mālama I Nā Ahupua’a, in 1997, in collaboration with Professor Nelda Quensell and Dr. Carl Hefner of KCC. The program was implemented by Prof. Quensell and Dr. Ulla Hasager.

Activities are conducted in cooperation with our on-site community partners and community outreach coordinator, volunteer, Richard Uweoia Ribuca, who participate in all mandatory activities.

Living on islands gives a clear message about the need for responsible human interaction with the environment for anyone who dares to listen. Nevertheless, Hawai‘i’s environment and resources are in grave danger, not only because of large-scale mismanagement and development projects directed by motives of economic gain and political self-advancement, but also because of everyday use and lack of concern and knowledge. The rate at which the environment is being destroyed makes it urgent to educate the residents of Hawai‘i to take responsibility and action to preserve what is left. We must create options for a sustainable use of the remaining resources and practices that promote food sovereignty.

The Mālama i nā Ahupua’a service-learning program addresses these issues. We aim to develop a “sense of place” by creating a fund of knowledge and practical experience.

An ahupua‘a is a traditional division of land, typically extending from the mountains out into the ocean to the reef. Within the ahupua‘a, the inhabitants had access to all the ecological zones of the islands and could get almost all they needed for survival. Ahupua‘a were self-sufficient and probably constituted political entities in early times.

The organization of the Mālama i nā Ahupua’a service-learning pathway varies from most other options for service learning because of our emphasis on establishing a shared base of knowledge through common meetings and activities (“training”), usually taking up about half of the required service-learning hours. On this ground of common knowledge, the students build their own experience from the activities in which they participate, sometimes working in small groups.

Participating students come from a variety of levels and disciplines, such as botany, biology, sociology, anthropology, history, economics, political science, ethnic studies, and geography. Furthermore, our common projects often involve both younger and older age groups – and participants regularly bring children or other family members and friends. This is part of our efforts to reach out to the P-12 levels and to create a culturally appropriate life-long learning experience, recognizing the importance of both families and hands-on learning in a Pacific Island context. This mix of age groups gives younger participants good role models and creates confidence in a future transition into higher education. We cover a wide spectrum of activities from hard manual labor to collection of oral histories. All activities, however, focus on the involvement of human beings with various aspects of the environment. The experiences and efforts of the students continue to contribute to building a fund of knowledge about the ahupua‘a of our Islands.

mālama: To take care of, tend, attend, care for, preserve, protect, beware, save, maintain; to keep or observe, as a taboo; to conduct, as a service; to serve, honor, as God; care, preservation, support, fidelity, loyalty; custodian, caretaker, keeper.

ahupua‘a: Land division usually extending from the uplands to the sea, so called because the boundary was marked by a heap (ahu) of stones surrounded by an image of a pig (pua’a), or because a pig or other tribute was laid on the altar as tax to the chief.

mina: To prize greatly, value greatly, especially of something in danger of being lost.

Definitions from: http://www.wehehehe.com

PROGRAM LEADERS

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For detailed information about activities, updated scheduling (including same-day changes), and logistics, see the MINA CALENDAR:

servicelearning.socialsciences.hawaii.edu/pages/ahupuaacal.html

For information about the MINA Program and individual activities, requirements, etc: http://servicelearning.socialsciences.hawaii.edu

See also:
http://apdl.kcc.hawaii.edu/~ahupuaa/botany/

Are you curious about the unique ecology and ethnobotany of our islands?

Do you want to know about the ecosystems of Hawai‘i and the interactions of organisms with their environment?

Do you want to understand why knowing about traditional Hawaiian land and water use is important today?

Do you want to understand the values of native species conservation and alien species eradication?

Do you want to learn about changes in land use over time and how they affect the environment?

Do you want to help take care of our environment?

Do you want to work with local caretakers and stewards, as well as students and faculty from other disciplines and institutions?

... join us in the Mālama I Nā Ahupua’a (MINA) service-learning program and Sustainability initiative.
MĀLAMA I NĀ AHUPUʻAʻA

The Mālama I Nā Ahupuaʻa’s service-learning program runs twice over the Summer. It is organized and run by two faculty members with the help of other faculty, administrators, student coordinators, and community partners.

The Mālama I Nā Ahupuaʻa’s service-learning program welcomes ‘ohana and students from all disciplines enrolled at the University of Hawai‘i at Mānoa (UHM), Kapiʻolani Community College (KCC), Windward Community College (WCC), Hawai‘i Pacific University (HPU), Chaminade University of Hawai‘i (CUH), and other member institutions of the Hawai‘i Pacific Islands Campus Compact (HIPICC). Individuals and other groups of all ages are welcome to join us by special agreement. For more information, please email cssl@hawaii.edu.

**PROCEDURES AND REQUIREMENTS**

**BEFORE YOU GET STARTED:**
▶ If you are participating in MINA as part of class work, **be sure to obtain your instructor’s approval** and information about any specific requirements, he or she may have.

▶ **Visit our website**. Instructions and general forms/links are at http://servicelearning.socsci.hawaii.edu. There is a mandatory online registration that you need to complete for MINA. Be sure to also comply with your institutions paperwork requirements for servicelearning.

▶ **Attend an Orientation Session** to learn about the program and the ahupua’a concept. Set up a work plan with Prof. Quensell, Dr. Hasager, or Kanaloa Schrader that meets the requirements of your instructor. If you are unable to attend the orientation session, you need to contact us at cssl@hawaii.edu to receive further instructions in how to prepare yourself for MINA activities.

**READY TO ENJOY THE SERVICE-LEARNING EXPERIENCE:**
▶ **Comply with instructions** given at sites and activities. Check the MINA calendar regularly and always on the morning of an activity. The schedule can change due to weather conditions and unexpected events - and we do not send out texts or emails.

▶ **Sign in with the MINA representative at all common activities.** In case of record discrepancies, the sign-in sheets override your timesheet. If you forget your timesheet, let the MINA representative know and make arrangements to get the timesheet signed by him or her **within a week after the activity.**

▶ **Participate in the core activities** (or approved substitutes), including the opening and closing sessions (introduction and reflection/pains), unless we have set up a different work plan for you. In addition to the core activities **specialize in one site/activity and work there the rest of your hours OR participate in a number of the optional common activities** as agreed in your MINA work plan.

▶ **Complete and document** (with original time sheets signed by MINA representatives or community site supervisors) a total of minimum **20 hours of service.**

**FINISHING UP:** Towards the end of the service experience submit a reflective essay (a copy of what your instructor asks for is sufficient) and timesheet electronically to cssl@hawaii.edu.

**STUCTURE**

**CORE ACTIVITIES**
The program is built around a series of common core projects, which also serve as training and typically take up 50-60% of the hours required. The common core activities include opening and closing sessions, as well as an upland (heiau), a midland (lo‘i) and a lowland (fishpond) activity. If you can’t join us on a day scheduled for a core activity, substitute activities are available (they will be marked as such in the MINA Calendar). Some of the core activities can be waived to create more time for specialization.

**ADDITIONAL ACTIVITIES**
In addition to core activities, you need to either (A) specialize in one site - such as working with specific community groups or private entities to preserve and restore the environment of Hawai‘i. Examples: Lē‘ahi Sensory Garden, Lyon Arboretum, Makiki Nature Center, Foster Botanical Garden, Bishop Museum, Mālama Mākuʻa, Kāthea, and Hoʻoulu ‘Aina. OR (B) create a broad experience for yourself through participation in the optional activities listed on the MINA calendar. Additional sites can be included depending on community needs.

**LOGISTICS**

**TRANSPORTATION**
Except for a few activities, the program does not provide transportation to the sites. However, the MINA calendar has information about how to get to each activity by car and by public transportation. Students who offer to be drivers for other students are allowed to add 30 minutes to their timesheet per activity, to which they bring others.

**PREREGISTRATION**
Some activities require preregistration. Please see individual activity descriptions on the MINA calendar.

**GUESTS**
Family and friends are welcome to join us (unless otherwise noted in the activity announcement).

**SCHEDULE FOR CORE ACTIVITIES**

**OPENING:** Introduction @ UHM, George Hall 301, 5/29 and 7/10 3-5pm

**UPLAND:** Haliwa Valley Heiau, Saturdays, 6/7 and 7/12 9am-1pm

**MIDLAND:** Waiāpo, Saturdays, 6/28 and 7/26 8am-12pm

**LOWLAND:** Waikalua Loko, Saturdays, 6/28 8am-12pm, and TBA

**CLOSING:** Reflection Pā‘ina @ Waiāpo, Saturdays, 6/28 and 7/26 1-3pm

All core activities can be substituted with other activities. The MINA-calendar lists acceptable substitutes.