MĀLAMA I NĀ AHUPUAʻA (MINA) FALL 2016
SERVICE-LEARNING PROGRAM AND SUSTAINABILITY INITIATIVE

The Mālama I Nā Ahupua’a service-learning program runs four semesters a year. It is organized by faculty, student program leaders and community partners. We welcome ’ohana and students from all disciplines enrolled at the University of Hawai‘i at Mānoa (UHM), Kapi‘olani Community College (KCC), Windward Community College, and other institutions of higher education locally and globally. Individuals and groups (any age) are welcome to join us for special programs or one-time activities. For more information, please email csssl@hawaii.edu.

For detailed information about activities and logistics see our

MINA CALENDAR: servicelearning.socialsciences.hawaii.edu/ ahupuaacal.html

------------------------------------------------------------------------ PROGRAM STRUCTURE ------------------------------------------------------------------------

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/SPECIALIZATION
You can either:
(a) Specialize in one site - for example work with specific community groups or private entities to preserve and restore the environment of Hawai‘i. Examples: Lyon Arboretum, Bishop Museum, Kāhea, and Ho‘oulu ‘Åina.
Or (b) Create a broad experience for your – self through participating in the optional activities listed on the MINA calendar. Additional sites and activities will be included during the semester.

------------------------------------------------------------------------ CORE ACTIVITIES ------------------------------------------------------------------------

INRODUCTION: Last training: UHM Dean Hall room 5-6, Tuesday 9/20 11:30am-1pm
UPLAND: Hālawa Valley Heiau, Sat. 10/1 9am-1pm
MIDLAND: Ulupō, Sat. 10/22 8:30am-12:30pm
LOWLAND: He‘eia Loko ʻI’a, Sat. 10/8 6-10pm 8:30am-12:30pm

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. We encourage carpooling.

Preregistration: All activities require preregistration. Fill out this simple form: https://goo.gl/forms/CNgJYlIt8CV3DuCp2

Guests are welcome to join us (unless site limits/restrictions apply). For most activities, you can include them in your preregistration, but they do need to register with MINA as well: http://goo.gl/forms/JenPO960NnkZNwhf1

------------------------------------------------------------------------ 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 course requirements there may be.
• Visit our website for instructions/paperwork requirements: http://servicelearning.socialsciences.hawaii.edu/forms.html
There is a mandatory online registration (http://goo.gl/forms/JenPO960NnkZNwhf1 - including a MINA section) and program waiver/release form (http://servicelearning.socialsciences.hawaii.edu/pdf/PCE_waiver_rev_0116.pdf) that you need to complete. Be sure to also comply with any additional service-learning paperwork/registration requirements that your institution(s) may have. UHM requirements are included in and covered by the above forms.
• Attend an orientation session to learn about the program and the ahupua’a concept.
• Set up a written work plan with Kyle Kajihiro, Ulla Hasager, Lynette Cruz, or Mike Ross. It has to meet the requirements of both your instructor and our program. Any later changes in the plan must be approved by one of the program leaders.
• If you are unable to attend an orientation session, you need to contact us at csssl@hawaii.edu (subject line: MINA registration) to receive further instructions in how to prepare yourself for MINA activities.

READY TO ENJOY THE SERVICE-LEARNING EXPERIENCE
• Check the MINA calendar regularly and preregister as explained above. If there are major changes in your preregistration, after you submit the form, please email us at csssl@hawaii.edu and explain what the difference is, for instance that you are bringing ten additional family members (:)
• Always check the MINA calendar 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.
• On-site in the community: Comply with instructions given at sites and activities.
• On-site in the community: Sign in with the MINA representative at all common activities. In case of record discrepancy, those sign-in sheets override your time sheet. If you forget your time sheet, let the MINA representative know and make arrangements to get the time sheet signed by him or her within a week after the activity. Be sure to also comply with any additional service-learning paperwork/registration requirements that our community partners may have.
• Participate in all CORE activities (or approved substitutes), including the opening and closing sessions unless we have set up a different work plan for you.
Prof. Marion Kelly of the UHM Department of Ethnic Studies originally developed the service-learning program, Adopt an Ahupua’a in collaboration with Professor Nelda Quensell and Dr. Carl Hefner of KCC. The program was implemented by Prof. Quensell (KCC) and Dr. Ulla Hasager (UHM) in 1997. Activities are developed and conducted in collaboration with our on-site community partners, who – along with the ‘āina – are the actual teachers.

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 and improve 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 and responsibility of place by creating a fund of knowledge and practical experience, including Native practices of sustainable living.

An ahupua’a is a traditional division of land, typically extending from the top of 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 self-governing 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, usually taking up more than 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 institutions, levels and disciplines, such as botany, biology, sociology, anthropology, history, family resources, economics, political science, ethnic studies, and geography. Furthermore, our common projects often involve a variety of social, cultural, economic, and age groups. Participants regularly bring parents, children or other family members and friends.

The ‘ohana perspective is part of our efforts to reach out to the P-12 levels and to create culturally appropriate lifelong learning experiences, recognizing the importance of both families and hands-on learning in a Oceanic context. The mix of age and social 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 help preserve environment and culture. Many of our former students have gone on to become community leaders.

--- PROGRAM LEADERS ---

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--- KEY CONCEPTS ---

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 surmounted by an image of a pig (pua’a), or because a pig or other tribute was laid on the altar as ho’okupu (tax, gift) to a chief

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

Definitions from http://www.wehewehe.com (Fa16a)