BACKGROUND

Professor Marion Kelly of the Ethnic Studies Department, UHM developed the service-learning program, Mālama I Nā Ahupua'a, in 1997-98, in collaboration with Professor Nelda Quensell and Dr. Carl Hefner of KCC. The program was implemented in the fall of 1998 by Prof. Quensell and Dr. Ulla Hasager under the guidance of Prof. Kelly. Activities are conducted in cooperation with our on-site community partners and community outreach coordinator, volunteer, Richard Uweioa Ribuca, who participate in all mandatory activities.

Living on islands gives a clear message to 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 peoples 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.

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 traditionally had access to all the ecological zones of the islands and could get almost all they needed for survival. The ahupua‘a were self-sufficient and probably constituted political entities in early history.

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.

The 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 students, also the high school and intermediate students, 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.

PROGRAM LEADERS

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ASSISTANT COORDINATORS

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For detailed information about activities, updated scheduling (including same-day changes), and logistics, see MINA CALENDAR: http://www2.hawaii.edu/~csssl/pages/ahupuaacal.html

For information about the MINA Program and individual activities, forms, etc., see http://www2.hawaii.edu/~csssl/ http://apdf.kcc.hawaii.edu/~ahupuaa/botany/ Other helpful references and links:

MINA CALENDAR: http://www2.hawaii.edu/~csssl/pages/ahupuaacal.html
MINA PROGRAM: http://www2.hawaii.edu/~csssl/ MINA SERVICE: http://apdf.kcc.hawaii.edu/~ahupuaa/botany/
The Mālama I Nā Ahupuaʻa’s service-learning program is organized and run by two faculty members with the help of other faculty and administrators, student coordinators, and community partners. The two program leaders are Professor Nelda Quensell, Botany/Biology at KCC, and Dr. Ulla Hasager, Anthropology, Ethnic Studies, and Civic Engagement (UHM, KCC).

The Mālama I Nā Ahupuaʻa’s service-learning program welcomes ‘ohana and students from all disciplines enrolled at Kapiʻolani Community College (KCC), Windward Community College (WCC), the University of Hawaiʻi at Mānoa (UHM), Hawaiʻi Pacific University (HPU), Chaminade University of Hawaiʻi (CUH), and other member institutions of the Hawaiʻi 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 csssl@hawaii.edu.

P R O C E D U R E S  A N D  R E Q U I R E M E N T S

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.
- Then email csssl@hawaii with the following subject line: Join MINA [your name]. In the email please include: preferred name, student ID, phone number(s), institution(s), course(s), instructor(s), and MINA specialization, if relevant.
- Attend an Orientation Session to learn about the program and the ahupuaʻa concept. At this time, you will also fill out and sign registration, waiver, and site agreement forms as required by your institution of higher education and the MINA program. Instructions and forms/links can be found at http://www2.hawaii.edu/~csssl/pages/forms.html. In addition, you may set up a work plan with Ulla, Nelda, or Willy to specify what you will be doing in each of the two tracks (see section on Structure).
- If you are unable to attend any of the two introduction sessions offered, you need to meet in person with one of the two faculty program leaders (Prof. Quensell or Dr. Hasager) to sign up and 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.
- Sign in with the MINA representative at all 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/pā‘ina), unless we have set up a different work plan for you.
- In addition to the core activities (Track 1), do Track 2, which means either Track 2A (specialize in one site/activity and work there the rest of your hours) OR Track 2B (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 24 hours of service.
- Finishing up: Towards the end of the service experience, write a reflective journal and submit it electronically to csssl@hawaii.edu. A copy of what your instructor and/or SL office ask for is sufficient.

S T R U C T U R E

The MINA service-learning program is organized in two parallel tracks.

TRACK 1 (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.

L O G I S T I C S

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. The program coordinators also assist in setting up carpools and pick up stranded students. 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).

S C H E D U L E  F O R  C O R E  A C T I V I T I E S

OPENING: Introduction @ KCC, Iliahi 123 ABC, Friday 8/31/12, 2-4pm;
UPLAND: Hālawa Valley Heiau, Saturday 10/6, 9am-1pm
MIDLAND: Ulupō Lo‘i and Heiau, Saturday 10/20, 9am-1pm
LOWLAND: Heʻeia Loko I’a, Saturday 10/27, 8am-12:30pm
CLOSING: Reflection Pā‘ina @ Wāwāmalu, Saturday 12/1, 10am-12noon

OR @ UHM, George Hall 301, Friday 9/14, 2-4pm

All core activities can be substituted with other activities. Each MINA-Calendar description for the core activities list acceptable substitutes.

TRACK 2 (ADDITIONAL ACTIVITIES)

In addition to Track 1, you need to either (A) specialize in one site individually or in smaller groups - 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 Mākua, Kāheia; OR (B) create a broad experience for yourself through participation in the optional activities listed on the MINA calendar (marked as ”optional”). Examples: Kahana Valley, Diamond Head State Park, Hakipu‘u, Mākua Valley, Kaniakapūpū, and Mokuaea Island. Additional sites can be included depending on community needs.