

Adopt-an-Ahupua'a

A Service Learning Experience

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and Marion Kelly Photos from students, faculty, & friends

Adopt An Ahiupua'a



The Adopt An Ahupua`a service learning pathway is organized and run by two faculty with the help of student coordinators and community partners.

The faculty are:

1) Professor Nelda K. Quensell

- The natural science coordinator of Kapi`olani CC
- Teaches Botany/Gen. Biology

2) Dr. Ulla Hasager

- The social science coordinator
- Project coordinator for Systems of Service which works to institutionalize service learning at Manoa Campus
- She teaches Anthropology and Ethnic Studies at Kapiolani CC and the University of Hawai`i at Manoa.

The Adopt an Ahupua`a service learning pathway is organized in two parallel tracks:

1. MANDATORY COMMON PROJECTS

2. PROJECTS performed individually or in groups or activities organized or approved by the path coordinator

The individual/group projects answers to current community needs. Examples of projects/service sites are: Diamond Head State Park, Fishponds, Ka Papa Lo`i o Kanewai, Waihe`e, Kahana and other Lo`i, Kaho`olawe, Makua, Hanauma Bay, Ala Wai Canal and watershed, KCC's native plant project, Lyon Arboretum, Makiki Nature Center, Foster Botanical Garden, Bishop Museum, Limu Project at Ewa Beach.



Kap CC and Kau CC SL exchange: 4 KapCC students + 1 faculty performed SL at Kau CC and 2 KauCC student + 1 faculty came to Kap CC and performed similar SL activities



Colocasia esculenta,, kalo (taro) the staple of the
Hawaiians

- Living in an island, make us realize that there is a need for responsible human interaction with the environment.

- The rate at which the the environment of Hawai`i is being destroyed, makes it urgent to educate the people. Options for sustainable use of the remaining resources must be created.

- The Adopt An Ahupua`a SL project is aiming to create a “sense of place” by developing a fund of knowledge and practical experience in specific areas.

- **The focus area:** ancient Hawaiian land division: the ahupua`a of Waikiki, where both UHM and KCC are located.
- **SL emphasis:** establish a sense of place and common knowledge of malama `aina.
- **Process used:** common meetings and activities; shared service to the ahupua`a.
- Student participants come from different classes, courses of different levels, from different institutions (UHM and KCC)

- **We had very good results from our SL:**
- **..students & teachers build connections among themselves and with the community.**
- **..students perform well academically.**
- **..students who chose SL because they thought it would be an easy way out of their final papers, often end up voluntarily investing even more time than an ordinary paper would require. Some of them produced excellent research reports on their SL topics, as well as worked with the community.**

- Service Learning students volunteer at least 20-30 hours per semester of community service.
- They log their learning experiences in a journal.
- Write a reflective essay that will relate their learning experience to the competencies of the course.

**Students clean the water source
for the kalo lo`i.**

**This is part of Manoa stream that
feeds into the Kanewai lo`i**



SL students cleaning the water source
for the Kanewai Lo`i





**The service learning
students learned how
to clean the kalo lo`i
and weed around it.**



SL students preparing the kalo lo`i.





Students harvesting the kalo @ Waihe`e lo`i.









Weeding is necessary to keep the area around the kalo lo'i clean.



One of the kalo loi`i at Kanewai.



SL students at Kanewai kalo lo`i..

They experienced the “joy of imu preparation”.

The pit was dug, the rocks were fired until red hot , mai`a stalks were gathered, food was prepared, then put into the imu, the food was cooked for 4 hours.

While waiting, we cleaned the lo`i and `auwai.















Then the students experienced
pounding their own poi from the
baked kalo.

Others prepared the rest of the food so
we can have a feast after a hard day's
work.













The Ahupua`a Pathway prepared a booth for the International Festival held at Kapiolani CC every Spring semester. The purpose was to educate the community about the Ahupua`a concept.



They made models from natural materials & fibers.







Service Learning

Life in the Ahupua'a

Palolo Parents Association Technology Center

Community College
Campus Compact
Field Com
The Connection



Ulu

Handwritten notes on a sign, including the word "Waihoana" and some illegible text.



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SL participants in the booth



Ahupua`a booth at International Festival at Kapiolani CC.

SL students also visited and performed community service at He`eia fishpond in Kaneohe. Their service included:

- a. cutting and burning of the mangroves that are threatening the fishpond
- b. collecting, cleaning and bagging the red alga (“fat” ogo)
- c. general cleaning and maintenance of the fishpond



Burning the mangrove parts collected from the fishpond



Students collect
A red limu called
Gracilaria salicornia (gorilla ogo)

The limu was
washed, sorted
and bagged, so
it can be used for
poki.



Students participate in restoring the limu culture at Oneula Beach Park @ Ewa.

They learn to weave the limu cuttings before “planting” into the ocean’s intertidal zone.







A kupuna giving lecture on the ewa limu

Service Learning students
visited a heiau in Halawa
Valley where they learned
about the historical,
political, cultural and social
significance of the place.



Uncle Boots showing one of the plants in heiaus







Our community partners at Halawa

Excerpts from student papers about SL:

An ES 340 student wrote:

“I am glad I decided to do this service learning project. I got to plant taro, pick limu, catch crayfish, work in a fishpond, and many other things. I got in touch with my heritage by doing the same work they did thousands of years ago.”

Mahealani Enos of ES 340 wrote:

“I especially liked the 2nd meeting when we went on the hike to Blackpoint. Sometimes History can be a little boring, but when you visit the actual site and actually stand there, you can feel the mana of the site.”

Verna Akina of Botany 130 acknowledges the many lessons she learned from the program. “The first lesson was that the concept of an Ahupua`a symbolizes the soul of the Hawaiians. It is a religious system, a legal system, a community system, a social system, a political system, and a right of heritage centered on respect for land and the ocean. I also learned that the volunteer spirit of the Adopt an Ahupua`a program meant caring and sharing. I relayed my enthusiasm to my spouse as I experienced the importance of these concepts and convinced him to accompany me as an additional volunteer.”

John Cheek of ES 340 (WI) wrote that:

“In working with the program I have met invaluable people. For one thing, the other classmates who loved their experience helped me to believe in what I was doing. It could be called a support group in a way.”

Joey Salazar of Anthro 150 said:

“It’s hard work, but it’s work worth doing. I’m learning about the techniques and values of my ancestors as well as beautifying the campus for others to enjoy”.

Brendan Buchwach of Bot 105 (Ethnobotany)

wrote: “I was a member of this SL project and found that learning can be fun, especially getting mud between your toes and sand in your hair all for the sake of perpetuating a lifestyle of sharing and caring for the land we live on. Malama i ka aina.”

Allison Flinn of Bot 130 wrote:

“I learned through SL how delicate the balance of the ecosystem is. The seemingly harmless act of introducing a new plant or animal to the existing community can cause the extinction of the biota occupying that niche, thus endangering all species in that area.”