Nā Hopena Aʻo (HĀ)
HĀ Community Day Process Guide
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Ma Ka Hana Ka ‘Ike
In doing one learns

Nā Hopena A‘o, or HĀ, is a Hawai‘i Department of Education (HIDOE) outcomes framework to develop the skills, behaviors, and dispositions that are reminiscent of Hawai‘i’s unique context. HĀ encompasses six outcomes - Belonging, Responsibility, Excellence, Aloha, Total Well-being and Hawai‘i - to be modeled by all staff in the HIDOE and strengthened in every student over the course of their K-12 learning journey. When taken together, these outcomes become the core BREATH that help create the optimal conditions for a thriving school community.

The best way to demonstrate HĀ is through direct experience. HĀ Community Days were developed as a way to build upon existing school-community partnerships. These events provide an opportunity to spread HĀ by having those who are inspired by the framework introduce HĀ to their community. HĀ Community Days embody the concept of ma ka hana ka ‘ike (in doing one learns) by providing hands-on HĀ experiences that strengthen BREATH.

Each HĀ Community Day is organized by a HĀ Design Team, which includes HIDOE staff members, students, and community-based organization representatives. The Design Team is responsible for determining the who, what, when, where, and why of hosting the event.

This process guide is created to support the HĀ Design Teams in hosting HĀ Community Days. In this guide, you will find examples of past Community Days, templates, and process recommendations. Each Community Day is as unique as the community where it is hosted, yet there are also similarities that create cohesion across our pae ‘āina.

We hope you find this guide useful in organizing your own HĀ Community Days.

MAHALO NUI LOA
The process of creating a Community Day is just as important as the Community Day itself. We are shifting how we educate, which requires that we shift how we work together. HĀ is a process that begins with self and ripples out. It requires we take the time to build a strong kahua (foundation) that will support our communities as we shift.

The purposes of a HĀ Designers Convening is to build a HĀ Movement! Watch Derek Sivers How to Start a Movement to get inspired.

The goals of a HĀ Community are to:

- Create experiences that are grounded in the HĀ framework
- Utilize the teachings and knowledge of Hawai‘i – ‘O Hawai‘i ke kahua o ka ho‘ona‘auao (Hawai‘i is the foundation of our wisdom)
- Share ‘ike kūpuna (ancestral knowledge) and wahi pana and wahi kūpuna (sacred places/ancestral places)
- Embody the concepts and practices of ma ka hana ka ‘ike
- Strengthen pilina (relationships) between the school, the community, and the ‘āina (land)
- Build a sense of kuleana (responsibility) to aloha ‘āina (love the land)
- Introduce a larger network to the HĀ framework through an experience and invite them be a part of the HĀ movement

Since 2016, 26 design teams from across the state have hosted Community Days to introduce HĀ to their communities. You can find descriptions of these Community Days in Appendix A. You'll notice that every Community Day is different and reflective of the community in which it is being held, yet there are also some similarities. The following steps are useful in helping to organize a Community Day.
Step 1: Form a HĀ Design Team

The key to a successful HĀ Community Day is gathering a HĀ-esome Design Team. The Design Team is responsible for looking out into their school community and determining the best way to demonstrate HĀ in that place. They then create and host a Community Day that reflects the strengths of their community, contributes to a deepened understanding and connection to place, and enhances the vibrancy of their community.

A Design Team is made up of individuals who are inspired by the HĀ framework and want to share it with others. They represent a broad range of education stakeholders who come together for a common purpose. It is recommended that the Design Team include, at minimum, a:

1) HIDOE staff member,
2) Student, and
3) Community-based organization representative.

HĀ Design Team members are leaders who embody HĀ and can create HĀ space for others to experience HĀ.

Step 2: Ground in HĀ

Before the Design Team launches into designing, they should spend time grounding in the HĀ framework and building shared understanding of what BREATH means to them. The HĀ online orientation is a great resource to introduce the team to HĀ. The Design Team should spend some time reviewing the BREATH outcomes and determining what indicators of each of the 6 outcomes are. This will support the Design Team in identifying where BREATH already exists and ways that it can be strengthened for themselves and others.

Step 3: Create a We/Why Statement

The Design Team should spend some time reviewing the BREATH outcomes and determining what indicators of each of the 6 outcomes are (pg 2 of the HĀ Handout) This will help the team to determine the details of the day. Kumu John Kaimikaua has a wonderful video speaking to how individuals (aho) can come together to create a shared vision (‘aha). You can view the video here then answer these questions to support the Design Team.

- Who are the aho that would be part of the ‘aha?
- What binds these aho together (collective purpose)?
- What is the readiness or what stage is the group at for a HĀ journey?

Once this is answered the Design Team can use this simple template to create a We/Why statement. See Appendix B for a useful form to use in these discussions.

We/Why Statement

We are ____________________ who want/need to ____________________

because ____________________.
Other things to consider before planning the what of the day are:

- How can the Community Day meet the community where they are? The Community Day is an invitation for others to learn more, so it should have a welcoming and inclusive design. Think about what the community is ready for, what is already happening that can be built on or connected with, what is going to get people excited
- What are the many different types of resources (i.e. people, land, financial) that are a strength of the community that can be incorporated in the day
- What does the team hope happens during and, even more importantly, after the Community Day and how can the day support those hopes?

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**Step 4: Work through the details**

Now that there is a team with a clear vision, it is time to work through the details. The Community Day Planning Form is a helpful tool to support this (See Appendix C).

Throughout the process, take time to engage stakeholders, go on site visits, meet with school and community members, and build pilina to ensure that your school community feels included in the process. Be sure to provide ample time to talk story with people, especially if the Community Day involves external community organizations that are new to engaging with HIDOE or have many members. It is always important to go and visit the people and the place and make sure to honor the long history that exists in all of our local communities. Taking time to strengthen pilina is the most critical component of hosting a successful Community Day. The pilina is what continues long after the day.

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**Step 5: Spread the word**

Once the details have been solidified, promote your event. Tap into various networks - coconut wireless, social media, email, etc. This is also a great time to contact local media to help get the word out. Check out some sample marketing material from past Community Days under the resources section [here](#).

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**Step 6: Host your Community Day!**

Take a deep breath and enjoy the day. At this point, all your planning will pay off and the magic of bringing community together for a great purpose will take over. Make sure to document the experience so you can share the story and inspire others. The Photo Circle app can be downloaded on most phones and is an excellent way to allow all participants to share photos.

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**Step 7: Celebrate and Reflect**

There is always an exhale after an inhale. Make sure to take the time to gather and reflect on what was learned through this process and how it can be strengthened. You can find some simple evaluation and reflection tools to help with this process in Appendix D. They can be used during or after the Community Day.
Step 8: Look for growth

We don’t always know what will happen based on our efforts. Look for where HÅ starts to grow and take root and continue the journey.

MAHALO NUI LOA

for your dedication to the HÅ movement and for taking HÅ to your local community! If you have any questions during the journey, you can contact the Office of Hawaiian Education at 808-784-6702. The HÅ website is also an excellent resource http://bit.ly/NaHopenaAo
Across the state – schools, complex areas, and community partners are modeling HĀ in exciting and meaningful ways. During the past two school years, 25 HĀ Design Teams partnered with OHE to host HĀ Community Days across the state after attending an OHE hosted Designers Convening. The Design Teams then presented about their experiences at the HĀ Summit 2017 Wai‘anae and HĀ Summit 2018 Ko‘olau, O‘ahu. Read the stories of their Community Days to get inspired!

**KAUA‘I**

**Design Team:** Kaua‘i Complex Area and Hui Hana Pa‘akai  
**Location:** Pū‘olo Point (Salt Pond Beach Park Pavilions #2 & #3)  
**Date:** January 13, 2018, 8am-1pm

Hui Hana Pa‘akai consists of 22 families dedicated to perpetuating the cultural practice of harvesting pa‘akai (salt) at the last remaining salt pans in the state located at Pū‘olo Point. The Kaua‘i Complex Area invited community leaders, members, kūpuna, parents, and students to participate in a clean-up of the Pū‘olo Point area. During the second part of the day, families from the Hui shared their mo‘olelo (stories) on the art and practice of salt making, as well as the history and cultural significance of pa‘akai. Participants also learned about the impact of climate change and the effect it is having on salt harvesting.

**Design Team:** Kaua‘i Complex Area, ‘Ele‘ele Elementary School, Waimea High School, Kamehameha Schools, Kupu A‘e  
**Location:** Nawiliwili Bay Watershed  
**Date:** January 29, 2017, 9 am - noon

Mālama Hulē‘ia is a voluntary non-profit organization dedicated to improving key parts of the Nawiliwili Bay Watershed on Kaua‘i by eliminating alien and highly invasive plant species. 65 students, school leaders, and community members came together to learn about and take part in the revitalization effort of the estuary through the clearing of mangrove and other hands-on learning experiences.
MAUI

**Design Team:** Kamehameha Schools Maui and Unda Kava 808, Inc.
**Location:** Kamehameha Schools Maui Middle School Field "Kahekili"
**Date:** February 2, 2018, 9am-1pm

The multi-sport tournament introduced young student-athletes to a variety of competitive cultural sports in one collaborative event. Participants learned about the history of the makahiki season and engaged in various traditional games while enjoying traditional Hawaiian food associated with makahiki season. By the end of the day, participants had a deeper understanding and appreciation of the makahiki season along with vital life lessons such as respect, teamwork, and self-discipline.

**Design Team:** Pā‘ia Elementary and Maui Schools Gardening Network
**Location:** Pā‘ia Elementary
**Date:** February 10, 2018, 2pm-6pm

Pā‘ia Elementary’s community event worked to increase community awareness, understanding, and practice of HÅ through resource sustainability. The event began with a HÅ presentation proceeded by break-out sessions throughout the campus where students, staff and community vendors shared their ‘ike and mana‘o on HÅ. Participants also participated in a māla tour.

**Design Team:** Hana High and Elementary School and Ma Ka Hana Ka ‘Ike
**Location:** Hana High and Elementary School
**Date:** February 24, 2017, 8:30 am – 2 pm

Video

Students at the high school designed and led several activities based around the theme of Kalo for the pre-8th grade student’s learning and enjoyment. The day highlighted themes from the Ku‘i program that supports learning around traditional kalo practices and Hawaiian culture practices related to the conclusion of the Makahiki season. A rotating schedule was designed so that the Pre- 5 would visit all the different stations followed by the 6-8 grade students after lunch. Healthy and delicious snacks from the land were an important part of the program to keep the kids satisfied and energized throughout the day.
**Design Team:** Waimea Public Conversion Charter School & The Kohala Center  
**Location:** Waimea Middle PCCS Campus, Māla‘ai Culinary Garden (on campus); Community restoration site: ‘Ōuli Park, Koa‘i‘a Tree Sanctuary, or Waikōloa stream bank in Ke Ala Kahawai o Waimea (TBD)  
**Date:** January 15, 2018, 9am-2pm

This Hawai‘i Community Day was deeply rooted in the value of Aloha `āina - deep reverence and respect for our land and natural resources. The event took place on "Make a Difference Day" at Waimea Middle PCCS on Martin Luther King Jr. Day, January 15, 2018. The Hawai‘i Community Day was a part of the programs planned for both Waimea Middle and Waimea Elementary schools. Students led school, family, and community members through two rotations and shared the restoration projects occurring at both sites. The first rotation was held at the Māla‘ai Culinary Garden and involved native plant propagation. The second was held at the Community Restoration Site and involve out-planting native plants in the Kohala Watershed. Students also showcased current `āina-based class projects and field science research during the Hawai‘i Community Day. BREATH outcomes were integrated throughout the day through ‘ōli, planting chants, poetry and art ("I Hawai‘i have a Dream...")), and event reflections.

**Design Team:** Nā‘ālehu Elementary and Kamehameha Schools Kūamahi Division  
**Location:** Nā‘ālehu Elementary  
**Date:** November 18, 2017

This Community Day served as a second "FriendRaiser" Day. The objective was to build friendships, relationships, and community awareness among the school, families, community, and community organizations to strengthen collective BREATH. There were a variety of game booths, informational vendors (United Health Care Alliance, Challenge Five for Attendance, HMSA, UH College of Pharmacy - Pacific Islander Mobile Screening Clinic, HVNP-Kahuku Branch), demonstrations and raffle prizes.

**Design Team:** Kanu o Ka ‘Āina New Century Public Charter School and KALO  
**Location:** Kanu o Ka ‘Āina New Century Public Charter School  
**Date:** February 20-21, 2017  
**Video**

Approximately 300 students, teachers, administrators, ‘ohana and community members from twelve of the Hawaiian culture-based participated in Kanu o ka Aina’s Hawai‘i community day. Students participated in a legislative youth summit that was organized, planned and facilitated in part by an inter-charter student leadership council named Ke Ea Hawai‘i. Activities included panels and breakout sessions to expose youth to legislative processes, support student led discussions regarding the needs of culture-focused charter schools, a hō‘ike to share and exchange hula, oli and mele and games to build pilina across schools. The two day summit culminated in the creation of an art mural designed and painted by participants and supported by 808 Urban to reflect our place: Kipu‘upu‘u.
Design Team: ‘O Hina I Ka Mālama Hawaiian Language Immersion Program at Moloka‘i HS and Akakū Community TV Moloka‘i
Location: Mitchel Pauoe Community Center
Date: March 2018

From December through February 2018, Akaku Community TV visited all Moloka‘i schools and worked with students and staff members to create a video showcasing Nā Hopena A‘o activities on their campus. This culminated with a video competition and gallery walk in Mid-February hosted at the community center where ‘ohana and community members joined to watch the videos, celebrate the winners, share in ‘oli/mele performances presented by each school, and connect over mea ‘ai.

Design Team: Maunaloa Elementary & Papahana Kuaola "Lelekamanu" Program
Location: Maunaloa Elementary School
Date: January 23, 2018, 8am-1pm

The theme for the HĀ Community Day was “He Mau Makana Na‘u Kēia Na Ko Mākou Kūpuna -- These gifts are for you from our elders.” The focus for the day revolved around food, health, and energy through cultural practices and mo‘olelo. Participants had a chance to talk story over food and rotate through stations including kalo demonstration, makahiki harvest and games, healthy food choices and demonstration, lā‘au lapa‘au, lei making, watershed presentation by the 5th/6th-grade class, and mo‘olelo by Kumu Pa’a Lawrence Aki.

Design Team: Molokai High, Molokai Middle, Native Hawaiian Education Council, Moloka‘i Island Council, 21st CCLC Moloka‘i LIVE
Location: Kaunakakai Elementary
Date: January 21, 2017, 10 am – 2 pm

The island of Moloka‘i came together to host a Youth Summit titled, “Student Voices: Expanding Moloka‘i’s Horizons.” Prior to the youth summit, an island-wide student contest was launched asking students to share an art piece, video or essay on what Nā Hopena A‘o or HĀ means to them and what makes Moloka‘i unique to them. During the summit, attendees were able to view the contest entries and learn the winners. They also heard from students, educators and community members via panels and discussions about what HĀ means to them and ways to collectively implement HĀ. They then participated in a collective activity to create BREATH indicators for Moloka‘i.
O‘AHU

**Design Team:** Ke Kula Kaiapuni O Hau‘ula, Maunawila Menehune, and Hawaiian Island Land Trust  
**Location:** Lā ‘Ohana at Corner 13 in Hau‘ula (Meet at Hau‘ula Community Park for parking)  
**Date:** February 10, 2018

The HÅ Community Day provided an opportunity for families in Hau‘ula to come and explore wahi kūpuna or ancestral areas. The Maunawila Menehune shared their knowledge and their experiences as stewards of their ‘āina. Mea kūpuna and artifacts that have been found in the area were out for display. The day also included tours of various wahi kūpuna located on the property.

**Design Team:** Kāne‘ohe Elementary, Hūliamahi, and KEY Project  
**Location:** Kāne‘ohe Elementary School  
**Date:** January 12, 2018, 8am-10:30am

Students in the 6th grade inclusion class led a professional development day for faculty and staff at the school. They took them to Luluku Farms, where the class has been visiting on a weekly basis, and taught staff about Hawaiian culture and the project-based, place-based learning that they have been experiencing. They introduced HÅ to the staff and explained how it relates to their program and their growth. Parents and community members also attended.

**Design Team:** Kalaheo High School, Hika‘alani and Ulupō Heiau  
**Location:** Ulupō Heiau  
**Date:** January 15, 2018, 9am-1pm

Kalaheo High School’s Natural Resources classes worked with media and culinary classes to spearhead the event. KHS students, staff and families gathered for a community day at Ulupō Heiau that included protocol, ho‘olauna (introductions), mo‘olelo, and ‘huli ka lima i lalo’ (turning the hand to the ground) to work the ‘āina. The day finished with a shared luncheon in order to connect to our ‘āina and strengthen BREATH in our community.

**Design Team:** Mililani High School and Hui O Ho‘ohonua  
**Location:** Kapapapuhi Point in ‘Ewa  
**Date:** January 27, 2018, 7:30am-1pm

The team hosted a student-led community day at Kapapapuhi Point to aid in restoring three Hawaiian fishponds and to connect ‘Ewa schools to aloha ‘āina projects in the moku. The event was part of the larger Mālama Pu‘uloa effort as well as the movement to strengthen the presence of HÅ throughout the ‘Ewa community.
Design Team: Kamalani Academy and Hawaiian Civic Club of Wahiawa (HCCW)
Location: Kūkaniloko
Dates: Friday, January 12, Grades 6-8
      Friday, January 19, Grades 3-5
      Friday, January 26, Grades K-2

Before the Community Day, Peter Lonoaea of HCCW came to Kamalani to teach all students the protocol for entering Kūkaniloko and the mo'olelo of the protocol. The on-site Kūkaniloko HĀ event took place over the course of 3 school days. Upon arrival to Kūkaniloko, each group (consisting of grade level clusters, teachers, and parents) engaged in protocol. From there, the group heard the mo'olelo of Kūkaniloko through a “piko listening journey.” The entire group then engaged in an ‘āina-based preservation effort. The day ended with reflection on HĀ by linking the day’s learning and activities to prior discussions on HĀ that have been woven throughout the curriculum for the year.

Design Team: Inter-Island Collaboration between Wai‘anae High School and Kumano I Ke Ala of Kaua‘i
Location: Ka‘ala Farms and Cultural Learning Center
Date: January 2018

Inspired by the successful Waimea River Silt-Removal community project at Waimea High School, the Hawaiian Studies program at Wai‘anae High School partnered with Kumano I Ke Ala to plan a community project in Wai‘anae to create a stronger sense of belonging and kuleana amongst community members. With wai being the connection between the community of Wai‘anae and Waimea, the students of Wai‘anae High School held a river cleaning project at Honua Stream. Following the river cleanup, students took community members on a tour of the archaeological sites at Ka‘ala Farms. The goal of the Community Day was to help build a sense of pride and belonging by having community members clean and maintain the waters of Wai‘anae while exposing them to the waiwai of the valley. Before the HĀ Community Day, students hosted informational presentations with their peers, their school community, their parents, and the Wai‘anae community to prepare and inspire them to participate in the Community Day.

Design Team: Nānākuli High & Intermediate and PALS and Places
Location: Nānākuli High & Intermediate
Date: December 2, 2017 and January and February 2018

The team invited community, friends, and family to a “Celebration for Nānākuli” involving painting a mural on campus, sharing mo'olelo of place, and participating in cultural activities and makahiki games. In celebration of NHIS 50th year anniversary, the student-led initiative spanned into a three-day series. For the December 2nd, everyone participated in painting the mural - Mo‘olelo Nānākuli - featuring mural artist PRIME / 808 Urban and heard from Aunty Puanani Burgess on Building a Beloved Community. For the January day, everyone participated in a campus beautification activity involving building benches and planting gardens around campus. For the February day, everyone participated in a Lā‘au Celebration featuring lei-making, kapa-making, makahiki games, kanikapila, and hula, while hearing from Aunty Manulani Meyer.
**Design Team:** Waipahu High School and Storm Water Quality Branch  
**Location:** Pouhala Marsh and Waipahu High School  
**Date:** March 2nd and 3rd, 2018

The title of the HÅ Community Event is Mālama Pouhala. Students from Waipahu High School led an event on March 2nd with the Feeder Elementary and Intermediate Schools. During the event, students broke out into 5 sections: 1) Water Quality Testing - collecting water samples from the Kapakahi Stream which leads into Pouhala Marsh to testing its quality, 2) Plants - identifying and removing invasive plant species and planting native species, 3) Animals - identifying and painting of native wetland birds found at the area, 4) History - learning about the history of the place and taking a tour, and 5) Uses of Native Plants - learning the cultural use of such plants found at Pouhala Marsh such as hala, akulikuli, and maʻo. On March 3rd, Waipahu High School held a cultural fair at their school to showcase their accomplishments to the community, family and students.

**Design Team:** Kalihi Waena Elementary and Hoʻoulu ʻĀina (Kokua Kalihi Valley)  
**Location:** Hoʻoulu ʻĀina, Kalihi Valley  
**Date:** January 27, 2017, 12:45 – 3 pm

Hoʻoulu ʻĀina sits on 100 acres in the back of Kalihi Valley. They work to address the health needs of Kalihi Valley by strengthening the connection between people and land. Teachers at Kalihi Waena Elementary have been taking students here in order to connect them with the classroom learning through hands-on, ʻāina based experiences. For their HÅ Community Day, they decided to partner with Hoʻoulu ʻāina to create a HÅ professional development day for the entire faculty and staff at their school. The day focused on “relationships” — between students, families, community, school personnel, and between people and land. Staff engaged in ʻāina-based activities to reinforce the concept of relationships and share moʻolelo from the people and places of Kalihi to strengthen their HÅ.

**Design Team:** Campbell-Kapolei Complex, Project Lead The Way, The Learning Coalition, HIKI, The Leader Project and STEMS^2  
**Location:** Camp Pālehua, Waiʻanae Mountain Range  
**Date:** February 2, 8 am – 3 pm  
[Video](#)

The Campbell/Kapolei Complex HÅ Community Day, or Hoʻowaiwai Pālehua, brought together educators and community members to examine sustainable processes that forge school-community partnerships, develop action plans that prepare students for contextual learning, and practice elevating HÅ consciousness and application. This was part of a larger effort to align their Project Lead the Way (PLTW) grant with HÅ and make the content and context of the PLTW activities more relevant to Hawai‘i. Participants gathered at Camp Pālehua and used the place-based inquiry process to explore the ʻāina, learn the moʻolelo of the place, and identify opportunities for students to engage in sustainability efforts involving natural resources. Learn more about the day [here](#).
**Design Team:** Mililani High School, Loko Ea Fishpond, and KUPU  
**Location:** Loko Ea Fishpond, Haleiwa  
**Date:** February 4, 2017, 9 am – 1 pm

On February 4, 2017, haumana (students) from Mililani High School led a community work day at Loko Ea Fishpond in Hale‘iwa - part of Kawaiola Ahupua‘a on O‘ahu’s north shore. Haumana were supported by staff from Loko Ea Fishpond, the Hui Mālama o Mililani Environmental Club of Mililani High and Kupu. Folks of all ages worked to restore the 400-year old fishpond. Following the hana (work), the haumana led participants through a reflection activity on the day’s learning at and how it connected to HÅ. Participants designed fish art work that described the aspects of HÅ they most connected with throughout the day. All of the HÅ fish reflections where then used to create a large mural where visitors can add their own HÅ reflections as they work to collectively restore the fishpond.

**Design Team:** Castle High School, Pu‘ohala Elementary School, Waikalua Loko I‘a, and Pacific American Foundation  
**Location:** Waikalua Loko I‘a, Kaneohe  
**Date:** February 11, 2017, 8 am - noon

The Kaneohe team hosted a HÅ Community Work Day at Waikalua Loko I‘a open to all members of the windward community. Participants learned the mo‘olelo of this ancient Hawaiian Fishpond and were able to malama ‘āina through hands on activities to help restore the pond to health. Participants also discussed the topics of stewardship and kuleana in relation to traditional Native Hawaiian practices and what their personal responsibility is to take care of the ‘āina. They then explored connections to HÅ) and how we can strengthen school and community partnerships.

**Design Team:** Ka Waihona o Ka Na‘auao Public Charter School and PALS and PLACES  
**Location:** Ka Waihona PCS, Nānākuli  
**Date:** February 15, 2017, 5:30 – 7:30 pm

Kumu (teachers), haumana (students) and community partners came together to offer the ohana of Ka Wahihona PCS an evening of hands-on learning experiences focused around HÅ. It was an innovative way to engage ohana while building community connection to the school through Hawaiian cultural practices that allowed the kumu and haumana to showcase their own learning and skills. Haumana shared their work and helped guide their ohana through activities including poi pounding, Hawaiian star compass games, and mele (song).
Design Team: Waiʻanae Intermediate School, NOAA, and Department of Forestry and Wildlife

Location: Kaʻena Point

Date: February 18, 2017, 8:45 am – 1 pm

Video

This HÅ Community Service Learning experience brought students and families together to participate in aloha ʻāina activities intended to increase and strengthen their understanding of HÅ. The group hiked out to Kaʻena Point and broke out into smaller groups at different spots in the Reserve for interpretive lessons about native plants and animals. NOAA and Department of Forestry and Wildlife staff accompanied the group to promote awareness and appreciation of the Natural Area Reserve and direct participants in the removal of invasive plant species.
Creating a We/Why Statement

**Context:**

<table>
<thead>
<tr>
<th>Aho -</th>
<th>‘Aha -</th>
<th>Readiness -</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are the aho that would be part of the ‘aha?</td>
<td>What binds these aho together (collective purpose)?</td>
<td>What is the readiness or what stage is the group at for a HĀ journey?</td>
</tr>
</tbody>
</table>

**A simple template for a WE-WHY Statement:**

- **We are** ____________________________________________________________
- **who want/need to** ________________________________________________
- **because** ___________________________________________________________
## Palapala Hoʻolālā Hanana

**Event Planning Form: HĀ Community Day**

<table>
<thead>
<tr>
<th><strong>Inoa Hanana</strong></th>
<th><strong>Event Name:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ka Pahuhopu</strong></td>
<td><strong>Goal/purpose of event:</strong></td>
</tr>
<tr>
<td><strong>Kahi/helu wahi</strong></td>
<td><strong>Facility/address:</strong></td>
</tr>
<tr>
<td><strong>Ka Lā/ka hola e mālama ‘ia ai</strong></td>
<td><strong>Date/Time of Event:</strong></td>
</tr>
<tr>
<td><strong>Hui Hoʻolālā (inoa)</strong></td>
<td><strong>Planning Team:</strong></td>
</tr>
<tr>
<td><strong>Palena kanaka</strong></td>
<td><strong>Capacity:</strong></td>
</tr>
<tr>
<td><strong>Kahu</strong></td>
<td><strong>Contact:</strong></td>
</tr>
<tr>
<td><strong>Kelepona/Leka Uila</strong></td>
<td><strong>Contact Info:</strong></td>
</tr>
</tbody>
</table>

### Mana‘o Hoʻokele

**Considerations**

- **Describe the event and anticipated activities:**
- **How does your team see value of the event?**
- **What is the desired outcomes at the end of the event and beyond?**
- **How will you evaluate or measure the success of the event?**
- **Who is the target audience and why?**
- **How will information about the event and invitations to participate be communicated out?**
<table>
<thead>
<tr>
<th><strong>How will BREATH be strengthened through the design of the event? How will the HĀ framework be shared at the event?</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>How will the event be documented and shared?</strong></th>
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</table>

<table>
<thead>
<tr>
<th><strong>What resources are needed for the event?</strong></th>
<th><strong>What are steps to access those resources?</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Nā waiwai: Resources</strong></th>
<th></th>
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</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Nā kanaka: People</strong></th>
<th></th>
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<tr>
<th><strong>Ke kālā: Financial</strong></th>
<th></th>
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<table>
<thead>
<tr>
<th><strong>Nā lako: Supplies &amp; equipment</strong></th>
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</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Nā kuleana no ia lā: Duties/Tasks</strong></th>
<th></th>
</tr>
</thead>
</table>

**What are the next steps to organize?**

-  
-  
-  
-  
-  

**He manao panina papahana | Closing comments/notes:**
To what extent do you feel the **Community Day** contributed to strengthening the BREATH outcomes?

**Directions:** Based on the question above, assess and plot each of the 6 BREATH outcomes. The center of the wheel is 0 (did not contribute at all) and the outer edge is an ideal 7 (it contributed a lot). Draw a line at the level you feel that the HÅ Designers Convening contributed to strengthening that particular outcome then connect the lines for a full picture of your personal assessment.

Adapted by The Leader Project from The Center for Asian Pacific American Women and the Whole Person Leadership Wheel
Adapted from Peggy Nagae Consulting and Co--Active Coaching Wheel of Life
Based on your assessment, briefly illustrate your thinking with an example.

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>GIVE AN EXAMPLE, AN INDICATOR, OF THE OUTCOME</th>
<th>HOW COULD THE OUTCOME BE STRENGTHENED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belonging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellence</td>
<td></td>
<td></td>
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<tr>
<td>Aloha</td>
<td></td>
<td></td>
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<tr>
<td>Total Well-being</td>
<td></td>
<td></td>
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<tr>
<td>Hawai‘i</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HĀ Community Day Evaluation
Small Group Conversation Protocol

Introduction
“The goal of our small group conversation today is to learn more about your experience designing and hosting your HĀ Community Day. We aim to better understand how successful the support process has been and are especially interested to hear your mo‘olelo from your Community Day connected to the BREATH outcomes. To assist us in capturing your reflections and mo‘olelo, we will be audiotaping our conversation and taking notes. Thank you so much for your willingness to participate in this process. We are eager to hear about your experiences and use what you share to continue to improve the HĀ work.”

“Do you have any questions before we begin?” (Respond to any questions.)

Small Group Conversations
{Begin recording and for recording purposes, state the date and location of the small group conversation.}

“In our conversation today, will be discussing each question as a group. One person can volunteer to respond first and then others can build on their ideas or offer a different perspective as they see fit. The goal is to get as full a picture as possible in response to each prompt so we encourage each of you to share your perspective. If you do not feel you have anything to add that hasn’t already been said, however, you can feel free to say so. It’s also important that you understand that there are no right or wrong answers, just different perspectives, and that this is not an evaluation of your work but instead an opportunity to learn more about your experiences and perspectives and how we can continue to strengthen BREATH. Let’s get started.”

“First, spend some time reflecting on the HĀ Community Day experience by completing the HĀ Wheel. You will have approximately 10 minutes.”

Once the group finishes the wheel, move through each of the prompts one by one following these general guidelines:

• Read the question and ask for a volunteer to open up the conversation
• Once the first speaker is done, if no one else chimes in, ask “What do others have to add?”; repeating the question if needed
• If someone has not shared and does not jump in, you can ask that individual “Do you have anything more to add?”
• Once the conversation seems to have ended in response to a question, end by asking “Does the group feel that we have fully answered this question?”
Small Group prompts:

1. Read the question and ask for a volunteer to open up the conversation

2. Discuss the HĂł wheel (completed in advance of meeting), moving through each outcome at a time
   a. To what extent do you feel your HĂł Community Day strengthened (insert outcome)? Please give specific examples -- Tell me more about what that looked like? Can you provide an example?

3. What role, if any, did students play in the design of the HĂł Community Day?
   a. What was the impact of collaborating with students as part of the Designers Convening?

4. In what ways, if any, did designing and hosting your HĂł Community Day translate into the day-to-day context of your school community?
HUAKA‘I REFLECTIONS:

The Huaka‘i is an opportunity to immerse in HĀ context. While on site, begin to note where you see the BREATH outcomes demonstrated. The inner circle provides space for you to jot down indicators/examples of BREATH. The outer circle allows you to jot down points of inspiration and ideas that you want to share.

Questions for reflection:
• What mo‘olelo were shared and how did they support the learning?
• How did the huaka‘i demonstrate ‘O Hawai‘i Ke Kahua o Ka Ho‘ona‘auao?
• What did you discover about your gifts? What inspired you?
• What connections did you make to your day-to-day work?
• What wonderings do you now have?
• Words/Sayings to Remember
**IMPACT MAPPING ACTIVITY | MY SCHOOL/PLACE**

Write your school/place name in the center then answer the questions

<table>
<thead>
<tr>
<th>Question 1</th>
<th>Question 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I aspire for others to sense (feel, see, hear, experience) from my school/place?</td>
<td>What are possible ways to demonstrate &quot;O Hawaiʻi Ke Kahua o Ka Hoʻonaʻauao at my school/place?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 3</th>
<th>Question 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the gifts of my place/community? What are the moʻolelo I want to share/learn from my school/place?</td>
<td>What will I share from this experience when I return to my school/place?</td>
</tr>
</tbody>
</table>

PLACE NAME:

<table>
<thead>
<tr>
<th>Question 5</th>
<th>Question 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>What community resources [organizations, places, people] can be engaged to support HÅ?</td>
<td>What do I need to learn/seek out to strengthen BREATH for myself and others?</td>
</tr>
</tbody>
</table>
RESPONSIBILITY

Ma ka hana ka ‘ike, ma ka ‘imi ka loa’a
(In working one learns, through initiative one acquires)

‘Auamo au i ko’u kuleana no ka ho‘okō pono
‘ana i ia kuleana mai ka mua a ka hope.

I willingly carry my responsibility for self, family,
community and the larger society. A sense of Responsibility
is demonstrated by a commitment and concern for others.
I am mindful of the values, needs and
welfare of others.

BELONGING

He pili wehena ‘ole
(A relationship that cannot be undone)

Kūpa’a au i ko’u wahi no ka pono o ka ‘ohana, ke
kaiaulu, ka ‘āina a me ka honua nei.

I stand firm in my space with a strong
foundation of relationships. A sense of Belonging is
demonstrated through an understanding of lineage and place and a connection to
past, present, and future. I am able to interact respectfully
for the betterment of self and others.

ALOHA

E ‘ōpū ali’i
(Have the heart of a chief)

Me ke aloha au e hana ai i ‘ilī nā hapena
maika’i ma luna o’u, o ka ‘ohana, ke kaiaulu,
ko’u ‘āina a me ka honua nei.

I show care and respect for myself, families and
communities. A sense of Aloha is demonstrated through
empathy and appreciation for the symbiotic relationships
between all. I am able to build trust and lead
for the good of the whole.

EXCELLENCE

‘A’ohe ‘ulu e loa’a i ka pōkole o ka lou
(There is no success without preparation)

Noke au ma ke ala kūpōna e hiki aku ai au i ko’u
kūlana po‘okela iho nō.

I believe I can succeed in school and life and am
inspired to care about the quality of my work. A sense of
Excellence is demonstrated by a love of learning and the
pursuit of skills, knowledge and behaviors to reach my
potential. I am able to take intellectual risks and strive
beyond what is expected.

HAWAII’I

‘O Hawai‘i ku’u ‘āina kilohana
(Hawaii‘i is my prized place)

Hō‘ike au i ke aloha a me ka mahalo no ko’u
‘āina kilohana ‘o Hawai‘i nei.

I am enriched by the uniqueness of this prized place.
A sense of Hawaii‘i is demonstrated through an appreciation
for its rich history, diversity and indigenous language and
culture. I am able to navigate effectively across cultures and
communities and be a steward of the homeland.

TOTAL WELL-BEING

Ua ola loko i ke aloha
(Love is imperative to one’s mental and physical welfare)

Me ke aloha au e mālama ai i ka no‘ono‘o, ka na’aum, ke
kino a me ka pilina ‘uhane i pono ko’u ola.

I learn about and practice a healthy lifestyle. A sense of
Total Well-Being is demonstrated by making choices that
improve the mind, body, heart and spirit. I am able to meet
the demands of school and life while contributing to the
well-being of family, ‘āina, community and world.