Nā Hopena Aʻo (HĀ)
Designers Convening Process Guide
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Introduction

Aʻohe pau ka ʻike i ka hālau hoʻokahi
All wisdom is not taught in one school

Nā Hopena Aʻo (HĀ) is a framework of outcomes that reflects the Hawaiʻi Department of Education’s (HIDOE) core values and beliefs in action throughout the public education system of Hawaiʻi. With a foundation in Hawaiian values, language, culture and history, HĀ reflects the uniqueness of our island home and is meaningful in all places of learning. HĀ supports a holistic learning process with universal appeal and application to guide learners and leaders in the entire school community.

HĀ encompasses six outcomes - Belonging, Responsibility, Excellence, Aloha, Total Wellbeing and Hawaiʻi - to be strengthened in every student over the course of their K-12 learning journey. When taken together, these outcomes become the core BREATH that can be drawn on to create the optimal conditions for a thriving school community.

The best way to demonstrate HĀ is through direct experience utilizing practices of ma ka hana ka ʻike (in doing, one learns) and ʻike kūpuna (ancestral knowledge and wisdom) in wahi pana (sacred places) and wahi kūpuna (ancestral places). The Office of Hawaiian Education (OHE) designed a process to support school-communities in providing transformational experiences that allow people to collectively experience HĀ, while building pilina (relationships) to one another and to place and capacity to intentionally strengthen HĀ in our learning environments.

This process involves organizing HĀ Design Teams consisting of HIDOE staff, students, and community partners to host HĀ Community Days. Community Days provide an opportunity to experience HĀ in a meaningful way in a wahi pana or wahi kūpuna. You can find examples from 25 Community Days hosted over the past two years in Appendix A: HĀ Community Day Examples.

Before the HĀ Design Teams begin their planning, they come together at a Designers Convening where they deepen their collective understanding of HĀ, network with other teams, and receive support in designing their Community Day.
This process guide is designed to support leaders from across the pae ‘āina (islands) in hosting HĀ Designers Convenings bringing together Design Teams. Design Teams make it possible to spread HĀ state-wide in a way that empowers school communities to utilize their unique strengths to host Community Days that are relevant to that place. The process of hosting a Designers Convening and leading Community Days is intended to support schools and complex areas with integrating HĀ in a meaningful and relevant way while strengthening the partnerships between schools, complex areas, and community-based organizations.

We hope you find this guide useful in organizing your own HĀ experiences. Note that this is simply a guide. While it is laid out from Step 1 to Step 7, feel free to modify based on your context. Take this guide as a resource and make it useful for your needs.

MAHALO NUI LOA!
Step 1: Assemble a Planning Team

The Planning Team is critical to setting the HĀ course. The team is responsible for:

1. Developing the objectives and agenda for the Designers Convening
2. Coordinating logistics of the Designers Convening
3. Reaching out to schools and community to invite them to form Design Teams
4. Supporting the Design Teams in creating their Community Days

To accomplish this, the Planning Team should pull together individuals with various strengths. This includes individuals who:

1. Have a systems view - can see the big picture - and can speak to how the vision, initiatives, and goals of the complex area/district/region align and connect to HĀ
2. Have positive relationships with schools and community and have a pulse on what is happening in the region
3. Are good organizers and planners

This team becomes the core support for integrating HĀ in the region.

Step 2: Organize a Designers Convening

O ke kahua ma mua, ma hope ke kūkulu
First comes the foundation, then comes the building

The process of creating a Designers Convening is just as important as the Designers Convening 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.

Ground in HĀ

Once the Planning Team is formed, 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 Planning Team should spend some time reviewing the BREATH outcomes and determining what indicators of each of the 6 outcomes are. This will support the Planning Team in identifying where BREATH already exists and ways that it can be strengthened for themselves and others.
Create a We/Why Statement

Next, the Planning Team should determine a purpose for hosting a Designers Convening. The team should have a clear We and Why - who are we and what is our purpose. This will help the team to determine the details of the day based on an intentional purpose. 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 Planning 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 HÅ journey?

Once this is answered, the Planning Team can use this simple template to create a We/Why statement (see Appendix B: Creating a We/Why Statement 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:

- The Designers Convening is an opportunity to build the capacity of Design Teams and build pilina across the region, while also providing design support for their Community Days. Think about what the Design Teams are ready for, what is already happening that can be built on or connected with, and what supports can help them strengthen HÅ for themselves and others
- 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 Designers Convening and how can the day support those hopes

**Pick a theme**

While all Designers Convening have the objective of helping teams go deeper into HÅ, the Designers Convening should also incorporate the vision of the complex area/district/region and bring coherence to the many initiatives. The Planning Team should spend time thinking about how all these things make sense so that there is a clear thread throughout all the work. HÅ is meant to bring coherence and wholeness, not be another thing on the plate. The Planning Team should select a theme for the Designers Convening that brings clarity and is relevant to the work of that region.

**Work through the details**

As the theme becomes clear, the Planning Team can identify a date and location for the Designers Convening that supports the objectives and speaks to the theme. The next piece is to develop an agenda for the day. Key to a successful HÅ gathering is to set sacred space by quickly building connections. Ho’olauna, or introductions, are critical. Depending on the size of the group, determine the best way to have teams introduce themselves. The Aloha Circle is a good one, having each person say their name, the ‘āina they represent, and someone they bring with them in spirit. Another option is to have each team present a mele (song), oli (chant), or other introduction that speaks to their team’s identity.
The rest of the morning should be spent building shared understanding of HÅ and the theme so the group is grounded and can apply the learning to the design of the Community Day. This can be done in many ways with the goal of building connections and shared purpose.

After shared understanding is built, dedicate a good amount of time for the Design Teams to plan (see Step 4 for information on facilitators to support this section). The Community Day Planning Tool is an excellent resource to guide Design Teams in this process. The Planning Tool can be found in Appendix C: HÅ Community Day Process Guide.

Finally, close the day with the call to action and clarifying next steps. Let the Design Teams know what is expected of them and by when. In the past, we have set a deadline on when the Community Days should be completed by, typically within 3-4 months of the Designers Convening. We have also provided a stipend of $1000 to support the Design Teams. Your Planning Team should determine if there is a deadline or if there are resources to support the teams.

With the commitment of resources, there is also an expectation that the Design Teams then share their learning. Ideally, you can bring the Design Teams back together to share learning at a summit or other event. You can also set the expectation that the Design Teams create an artifact i.e. a video, power point or other tool that can be used for future learning.

- Appendix D: Sample Designers Convening Agenda
- Click here for a sample PowerPoint from a past Designers Convening
- Appendix F: Designers Convening Memo. Included is the memo from SY 17/18 for reference.

Step 3: Invite Design Teams

The Design Teams are the heart of the Designers Convening. The Planning Team is responsible for extending an invitation and recruiting Design Teams. The best approach is to look for those in the schools and community that are already partnering together and who demonstrate a high level of understanding of HÅ. The Planning Team should reach out to these individuals and groups and extend an invitation.

In addition, the Design Team should create an open and equitable invitation process that allows others to join. In the past, Design Teams have completed a short application to ensure that they have an idea for their Community Day and have multiple stakeholders on their team. The Planning Team can include additional requirements for participation if desired.

Outlined below is the team application process and necessary materials.

1. Design the application and selection process for Design Teams (see Appendix E: Sample Design Team Application Form)
2. Announce and recruit Design Team applications approximately 2 months in advance of Designers Convening
3. Send out acceptance email to all accepted Design Teams with details for preparing and attending the Designers Convening
Step 4: Identify Community Supports

Now that your Design Teams have been invited and are preparing for the convening and the agenda has been set, it is the Planning Team’s opportunity to invite guests and recruit facilitators.

Key Guests

The team should identify key individuals to invite to the Designers Convening such as local leadership, community funders and partners, media and others who can help advance the work, provide various resources to grow the movement and help make connections and build networks. The Planning Team should think through who are the people we want to invite to learn more about HĀ and the work so that they can provide supports for future growth. A personal invitation should be sent to these individuals detailing what the experiences is and requesting that they join for all or a portion of the day.

Designers Convening Facilitators

During the Designers Convening, Design Team members will work closely with a facilitator in the afternoon to help them plan their Community Day. Designers Convening facilitators are individuals who understand and believe in the work of HĀ and who can hold space for Design Teams to develop their Community Days. Facilitators can be recruited from the Office of Hawaiian Education, Kamehameha Schools, OCiSS, Teach for America, or other community organizations that you identify as partners. This is a great way to bring in resources to support the teams and build networks.

1. Identify potential facilitators and send out an invitation with details
2. Host a facilitator meeting or conference call to connect facilitators and familiarize them with their role
3. Assign a facilitator to each Design Team. Be strategic about who you assign by looking for already established relationships or potential connections.

Step 5: Final Preparations for the Designers Convening

Once facilitators have been selected and prepared for their important role, it is time for the Planning Team to finalize logistics. The Planning Team should firm up the agenda and walk through each step to ensure a smooth flow and that everyone is clear on their role.

- Finalize the details of the location, agenda, guest speakers, transportation, materials, and presentations
• Send a final email to Design Teams confirming details
• Make sure Design Teams have all required forms for the Designers Convening (see HIDOE Forms section).

### Step 6: Host the Designers Convening

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.

Your main role at this point is to welcome the participants and create a space for them to design, create, and make connections. One critical piece is to ensure that by the end of the day, the Design Teams are clear on what is expected after they leave the convening - what are the Planning Team’s expectations for next steps in terms of communication, hosting Community Days, etc.

### Step 7: Reflect, Process, and Follow-up

There is always an exhale after an inhale. Make sure to take the time to gather, reflect and express gratitude for all that supported the day and for what was learned through the process. You can find a HÅ Wheel evaluation tool in Appendix H: HÅ Wheel to help the team determine what worked well and how it can be strengthened for the future. This can be used during or after the Designers Convening. The HÅ Wheel is one tool, but select a reflection and evaluation tool that works best.

This is also the time to check in with your Design Teams to make sure they feel supported and to gather information on their Community Days - dates, locations, etc. Ideally, you have a central space where this information can be shared publicly and you can support them with outreach. [Here](#) is a link to the OHE website that featured the 16/17 Community Days.

• Send a mahalo note/email to Designers Convening location hosts, facilitators, and others who helped make the day a success
• Send email to all Design Teams reminding them to send their Community Day description and dates to you
• Allocate resources to the Design Teams if any are being provided
• Ask Design Teams to record useful data like the number of Community Day participants, number of DOE teachers, and any other important information you may want/need to collect
Throughout the process, various DOE forms are required. Here are the forms that have been used at past convenings. Check with your administrative support or the HIDOE Intranet for the most up-to-date forms.

<table>
<thead>
<tr>
<th>Name of Form</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA-1: Parent/Legal Guardian Authorization for Student Participation and Travel</td>
<td>Students under 18</td>
<td>Complete before the event and turn in on site</td>
</tr>
<tr>
<td>Form 437a: Request/Approval For Intra-State Or Out-Of-State Student Travel</td>
<td>DOE staff traveling intra-state</td>
<td>Complete before the event and turn in on site</td>
</tr>
<tr>
<td>Form Ap/VR: Adult Publication/ Audio/Video Release Form</td>
<td>Adults participating in a Designers Convening or Community Day</td>
<td>Complete on site</td>
</tr>
<tr>
<td>Form SP/VR: Student Publication/Audio/Video Release Form</td>
<td>Complete before the event and turn in on site</td>
<td>Complete before the event and turn in on site</td>
</tr>
<tr>
<td>Record of Small Purchase</td>
<td>To be completed by planning team if purchasing items like hats, water bottles, food, or other personal use items</td>
<td>Prior to the purchase, complete. Below are some examples of justifications we have used for various items</td>
</tr>
<tr>
<td>Purchase Order</td>
<td>To be completed by planning team if purchasing items like hats, water bottles, food, or other personal use items</td>
<td>Prior to the purchase, complete. Below are some examples of justifications we have used for various items</td>
</tr>
<tr>
<td>Form J-1: Request to Purchase Personal use Item(s)</td>
<td>To be completed by planning team if purchasing items like hats, water bottles, food, or other personal use items</td>
<td>Prior to the purchase, complete. Below are some examples of justifications we have used for various items</td>
</tr>
<tr>
<td>Purchasing Worksheet</td>
<td>To be completed by planning team if purchasing items like hats, water bottles, food, or other personal use items</td>
<td>Prior to the purchase, complete. Below are some examples of justifications we have used for various items</td>
</tr>
<tr>
<td>Request for Exemption for Civil Service</td>
<td>To be completed by planning team if purchasing items like hats, water bottles, food, or other personal use items</td>
<td>Prior to the purchase, complete. Below are some examples of justifications we have used for various items</td>
</tr>
<tr>
<td>New Vendor Forms – includes I9 and Hawaii GE Tax License</td>
<td>An organization that wants to work with and be paid by HIDOE</td>
<td>Complete prior to services to become a vendor</td>
</tr>
<tr>
<td>Hawaii Compliance Express</td>
<td>An organization that wants to work with and be paid over $2500 by HIDOE</td>
<td>Complete prior to services to become a vendor</td>
</tr>
</tbody>
</table>
Justification language:

Here are some examples of language we have used for food, *makana* (gifts of appreciation), and services. Be sure to include the invoice from the vendor with matching language and your event agenda and description to Vendor Payment.

- **Food**: Breakfast and lunch for work convening on October 9, 2017. 90 participants expected from a mixed group of school staff, students, and community organizations. Work convening for planning of Nā Hōpena Aʻo Planning Days.

- **Trucker Hats**: Hats to be purchased for the purpose of extending appreciation for commitment to Nā Hōpena Aʻo. Hats to be presented at the HĀ Designers Convening to participants on October 9, 2017 at Windward Community College.

- **ʻāina or community partner educational services**: Service for Fee – Educational Services for HĀ Community Day. Professional Development Field Trips (*Huakaʻi*). Services required 8/1/2017 – 10/9/2017. Scope of Service: Develop with input from HĀ Design Team, a culturally relevant, HĀ based professional development session; Deliver the session on 10/9/17 to 25 HĀ Community Day participants.

When hosting at an ʻāina site, check with the organization if a liability waiver is needed. Students must have adult/legal guardian sign ahead of time.
We hope you find this Process Guide helpful. Feel free to take it and make it your own. This is simply a suggested guide to help the process, but each community is unique and has expertise that can inform the process. The main hope is that we collectively continue to build the HĀ movement creating more space for all keiki to thrive and for our communities to be uplifted. If you have any questions during the journey, you can contact the Office of Hawaiian Education at 808-784-6702. The HĀ website is also an excellent resource http://bit.ly/NaHopenaAo.
HĀ Community Day Examples
School Year 16/17 and 17/18

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 Waiʻanae and HĀ Summit 2018 Koʻolau, Oʻahu. Read the stories of their Community Days to get inspired!

KAUAʻI

Design Team: Kauaʻi Complex Area and Hui Hana Paʻakai
Location: Pūʻolo Point (Salt Pond Beach Park Pavilions #2 & #3)
Date: January 13, 2018, 8am-1pm

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

Design Team: Kauaʻi Complex Area, ‘Eleʻele Elementary School, Waimea High School, Kamehameha Schools, Kupu Aʻe
Location: Nawiliwili Bay Watershed
Date: January 29, 2017, 9 am - noon

Video

Mālama Hulēʻia is a voluntary non-profit organization dedicated to improving key parts of the Nawiliwili Bay Watershed on Kauaʻi 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.
**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.

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**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.

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**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, Koai‘a Tree Sanctuary, or Waikōloa stream bank in Ke Ala Kahawai o Waimea (TBD)  
**Date:** January 15, 2018, 9am-2pm

This HĀ Community Day was deeply rooted in the value of Aloha ʻāina - 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 HĀ 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 ʻāina-based class projects and field science research during the HĀ Community Day. BREATH outcomes were integrated throughout the day through ʻoli, planting chants, poetry and art (“I HĀve a Dream...”), and event reflections.

**Design Team:** Nāʻālehu Elementary and Kamehameha Schools Kūamahi Division  
**Location:** Nāʻālehu 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 ʻĀina New Century Public Charter School and KALO  
**Location:** Kanu o Ka ʻĀina New Century Public Charter School  
**Date:** February 20-21, 2017  
**Video**

Approximately 300 students, teachers, administrators, ʻohana and community members from twelve of the Hawaiian culture-based participated in Kanu o ka Aina’s HĀ 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 hōʻike 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.
From December through February 2018, Akakū Community TV visited all Moloka‘i schools and worked with students and staff members to create a video showcasing Na 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.

The theme for the HĀ Community Day was “He Mau Makana Na‘u Ke‘ia 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 moʻolelo. 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 moʻolelo by Kumu Pa‘a Lawrence Aki.

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 BREATHE 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 HĀ 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 HĀ 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), moʻolelo, 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 BREATHE in our community.

**Design Team:** Mililani High School and Hui O Hoʻohonua  
**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 HĀ 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 HA 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 ma’o. 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 Ho’oulu ‘Āina (Kokua Kalihi Valley)  
Location: Ho’oulu ‘Āina, Kalihi Valley  
Date: January 27, 2017, 12:45 – 3 pm

Ho’oulu ‘Āina 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, ‘āina based experiences. For their HÅ Community Day, they decided to partner with Hoʻoulu ‘āina 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 ‘āina-based activities to reinforce the concept of relationships and share mo’olelo 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 Ho’owaiwai 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 ‘āina, learn the mo’olelo 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

*Video*

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 HĀ. Participants designed fish art work that described the aspects of HĀ they most connected with throughout the day. All of the HĀ fish reflections where then used to create a large mural where visitors can add their own HĀ 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

*Video*

The Kaneohe team hosted a HĀ 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 HĀ 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

*Video*

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 HĀ. 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>Inoa Hanana</th>
<th>Event Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ka Pahuhopu</strong></td>
<td>Goal/purpose of event:</td>
</tr>
<tr>
<td><strong>Kahi/helu wahi</strong></td>
<td>Facility/address:</td>
</tr>
<tr>
<td><strong>Ka Lā/ka hola e mālama ‘ia ai</strong></td>
<td>Date/Time of Event:</td>
</tr>
<tr>
<td><strong>Hui Hoʻolālā (inoa)</strong></td>
<td>Planning Team:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Palena kanaka</th>
<th>Capacity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kahu</td>
<td>Contact:</td>
</tr>
<tr>
<td>Kelepona/Leka Uila</td>
<td>Contact Info:</td>
</tr>
</tbody>
</table>

### Manaʻo 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?**
How will BREATH be strengthened through the design of the event? How will the HĀ framework be shared at the event?

How will the event be documented and shared?

<table>
<thead>
<tr>
<th>What resources are needed for the event?</th>
<th>What are steps to access those resources?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nā waiwai: Resources</td>
<td></td>
</tr>
<tr>
<td>Nā kanaka: People</td>
<td></td>
</tr>
<tr>
<td>Ke kālā: Financial</td>
<td></td>
</tr>
<tr>
<td>Nā lako: Supplies &amp; equipment</td>
<td></td>
</tr>
<tr>
<td>Nā kuleana no ia lā: Duties/Tasks</td>
<td></td>
</tr>
</tbody>
</table>

What are the next steps to organize?

- 23 -

He manao panina papahana | Closing comments/notes:
Designer Convening Sample Agenda

Our HÅ Design Teams are intended to become HÅ Hubs embedded in our communities across the state where people can turn for HÅ support and guidance. The Designer’s Convening is an opportunity to deepen capacity, build relationships, and strengthen the HÅ network. We will also learn from our teams what conditions, approaches, and resources are required to successfully design to and for HÅ outcomes.

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 - 9am</td>
<td>Registration and breakfast</td>
</tr>
<tr>
<td>9 - 10am</td>
<td>Ho’olauna (Introductions)</td>
</tr>
<tr>
<td>10- 10:45am</td>
<td>HÅ Overview</td>
</tr>
<tr>
<td>10:45 - 11am</td>
<td>Break</td>
</tr>
<tr>
<td>11am - 12:30pm</td>
<td>Creating HÅ Space</td>
</tr>
<tr>
<td>12:30 - 1:15pm</td>
<td>Lunch and Mele</td>
</tr>
<tr>
<td>1:15 - 3:30pm</td>
<td>Design Team Planning Time for HÅ Community Days</td>
</tr>
<tr>
<td>3:30 - 4pm</td>
<td>Mahalo Circle</td>
</tr>
</tbody>
</table>

Facilitator’s Guide

For each activity, we want to:

• Build a sense of belonging and responsibility to one another and the HÅ movement
• Provide examples of BREATH design strategies that support HÅ outcomes and can be taken back and applied
• Give voice to participants to share HÅ and for us to learn best practices

The ultimate objective at the end of the day is that HÅ Design Teams have a draft Plan for their HÅ Community Day that considers:

• The goals/objectives of their HÅ Community Day
• What kind of HÅ party they want to host to meet those goals/objectives
• Tentative location and dates
• Who else to reach out to in order to ensure a successful day
• What is the level of readiness of the community and how do we meet the where they are
• Resources needed
• Next Steps
<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>DESCRIPTION</th>
<th>MATERIALS NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 - 8:30am</td>
<td>Set-up</td>
<td>Tables&lt;br&gt;Place out materials&lt;br&gt;Prep PowerPoint&lt;br&gt;Set up breakfast</td>
<td>Registration materials&lt;br&gt;Activity materials</td>
</tr>
<tr>
<td>8:30 - 9am</td>
<td>Registration &amp; Breakfast</td>
<td>Participants sign in and receive their packet, grab food and prep for welcome</td>
<td>Name tags&lt;br&gt;Registration Packets</td>
</tr>
<tr>
<td>9 - 10am</td>
<td>Ho‘olauna</td>
<td>Everyone circle up&lt;br&gt;Hosts present a welcome oli -&lt;br&gt;Each design team bring a short introduction, oli or mele that represents their region that they present in the circle&lt;br&gt;E Ho Mai together and enter the space</td>
<td>Oli</td>
</tr>
<tr>
<td>10 - 10:45am</td>
<td>Overview of HĀ</td>
<td>Overview of HĀ&lt;br&gt;Review objective for HĀ Designers&lt;br&gt;Convening and HĀ Community Days&lt;br&gt;• Offer a ma ka hana ka ‘ike experience that gives back to the community&lt;br&gt;• Introduce the HĀ framework and allow space for community to discuss how HĀ resonates with them and how they see it in their context&lt;br&gt;• Document the experience to share at the Summit</td>
<td>Powerpoint</td>
</tr>
<tr>
<td>10:45 - 11am</td>
<td>Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 - 12:30am</td>
<td>Creating HĀ Space</td>
<td>Break into 6 groups of BREATH.&lt;br&gt;Have groups introduce themselves&lt;br&gt;• Who are they&lt;br&gt;• Where are they from</td>
<td>Chart paper&lt;br&gt;Markers&lt;br&gt;Google Doc with BREATH outcomes</td>
</tr>
</tbody>
</table>
• What community/ies and ‘āina do they represent
• Who are they bringing with them today

60 minutes
6 pieces of chart paper with one of the outcomes - BREATH - at each table

• Groups start where they are then travel around the room until they have visited all 6 outcomes. 3-5 minutes at each outcome.

• At each outcome they list the conditions (i.e. supportive school leader, a collective vision), approaches (i.e. start with hoʻolauna [introductions, use moʻolelo from that place], or resources [buses, kupuna] that support the outcome. If someone agrees with what was already listed, add a checkmark next to the item. Facilitators typing up the lists in google docs as they build the

• Once all 6 are complete, each participant receives 6 dots - 1 per outcome. They do a gallery walk and put one dot on each outcome to note the condition, approach or resource they feel is most critical to designing HĀ space.

• If time, groups reconvene and discuss what was learned

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:30 - 1:15pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:15 - 2:30pm</td>
<td>Plan HĀ Community Days</td>
</tr>
<tr>
<td></td>
<td>Design teams begin planning for their HĀ days</td>
</tr>
<tr>
<td></td>
<td>HĀ Community Day Planning Form</td>
</tr>
</tbody>
</table>
Facilitator starts conversation off by sharing the expected outcome: teams should leave with an action plan for their HĀ Community Day. Share the template to help guide the discussion.

Goal for HĀ Community Day:

- Design and host a HĀ Community Day that your team feels epitomizes HĀ in both your process of design and the outcomes of your particular community day project.
- The experience should offer a ma ka hana ka ʻike experience that gives back to the community.
- Introduce the HĀ framework and allow space for community to discuss how HĀ resonates with them and how they see it in their context.
- Document the experience to share at the Summit.

Facilitator can recap the HĀ space discussion to get folks thinking about the day: what conditions, approaches and resources are important?

Facilitator asks if the team has an idea already for the day or if they are starting from scratch.

Potential Guiding Questions

Where is HĀ currently strong?

- What is the level of readiness for the schools/communities to strengthen HĀ?
- What are ideas for supporting the HĀ movement to get higher levels of readiness?
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
</table>
| 2:30 - 3:30pm | Share Out    | **2 options depending on time**  
1. Each team presents an overview (2-3 minutes) of the HĀ Community Day  
2. Teams group up with another team to share in detail and get feedback |
| 2:30 - 3:30pm | Mahalo Circle | Close out day with logistics  
Mahalo circle  
- 1 word of gratitude and a name of someone who you will share this experience with to help bring the community day to life |
Sample HĀ Design Team Application

Complete all information included in the application. The first section of the application asks your team to provide information on your ideas for your HĀ Community Day. These ideas do not need to be set in stone, but demonstrate that there is a level of readiness to participate in the HĀ Designers Convening on [Insert Date]. Design Teams will be selected based on a demonstration of readiness to participate.

APPLICATION DUE: [Insert Date]
NOTIFICATIONS SENT: [Insert Date]

No late submissions accepted. Contact [Insert contact info] with questions.

HĀ Community Day Ideas

1. Describe the community where you plan to host your HĀ Community Day.

2. Describe what ideas your Design Team currently has for hosting a HĀ Community Day. This will be refined at the Designers Convening, but your answer will demonstrate your level of readiness to participate.

3. What are your desired outcomes for hosting a HĀ Community Day? What do you hope the participants will get out of it?

4. What excites you about participating in the HĀ Designers Convening and hosting a HĀ Community Day?

Design Team Member Information - School, Complex Area or State Office Staff

Each Design Team should consist of, at minimum, 1 HIDOE staff member, 1 community based organization representative, and 1 student. Complete the following information for each team member.

1. Name
2. Organization
3. Role
4. Phone
5. Email
6. Check if under 18
7. If under 18, does the team member have parental/guardian permission to participate
Congratulations! We are excited to announce that your team has been accepted as a HĀ Design Team for School Year [Insert school year]. Mahalo for your commitment to spread HĀ and your exciting HĀ Community Day ideas. We look forward to deepening our collective understanding of HĀ and supporting your team to refine your plans at our HĀ Designer’s Convening on [Insert date] at [Insert location]. Please review the details below and complete any outstanding pieces. Each team will receive an email to confirm the participants for your team and to share any needed forms.

To confirm your participation, respond to the email by [Insert date] with the final list of your team members. You may bring up to [number of] team members. The email will also include the following forms and requests for information:

- **For students under 18**, complete the Parent/Legal Guardian Authorization for Student participation and Travel Form (Form SA-1)

---

**Overview of the HĀ Designers Convening**

The HĀ Designers Convening will bring together Design Teams from across [Insert region name] to build a collective understanding of HĀ and to plan for HĀ Community Days to be held from [Insert date] through [Insert date]. Design Teams have been selected that demonstrate a high level of readiness and interest in HĀ so that we can share exciting practices from across our region. The HĀ Community Days will be an opportunity to collectively highlight work that strengthens BREATH and offer HĀ experiences that are rooted in the community.

**Objectives for the HĀ Designers Convening**

Our HĀ Design Teams are intended to become HĀ Hubs across the state that are embedded in our communities where people can turn for HĀ support and guidance. Throughout the convening, we will work to deepen our familiarity with the HĀ framework and our capacity to design to and for the outcomes while building relationships to strengthen the HĀ network. We will also share our moʻolelo to better understand what conditions, approaches, and resources are required to successfully design to and for HĀ outcomes. This learning will be shared throughout our networks to support others in strengthening HĀ.
The Designers Convening will:

• Build a sense of belonging and responsibility to one another and the HĀ movement
• Provide examples of BREATH design strategies that support HĀ outcomes and can be taken back and applied
• Give voice to participants to share best practices of HĀ and inform the HĀ pilot
• Provide an opportunity for HĀ teams to plan for their HĀ Community Days with the support of a facilitator

Output for the HĀ Designers Convening

At the end of the day, HĀ design teams should walk away with a draft plan for their HĀ Community Day and a clear understanding of next steps.

Pre-work for the HĀ Designers Convening

As a team, please review the 30-minute HĀ Online Orientation video on the mo‘olelo and framework of HĀ so you are all prepared to dive into deeper discussion at the convening.

HĀ Designer Convening Details

When:
Where:
What to bring:

Please contact [Insert contact information]. We will follow up the week prior to the convening with any other needed details.

Mahalo,
[Insert your name]
To what extent do you feel the Designers Convening 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 HĀ 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>
</tr>
<tr>
<td>Aloha</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Well-being</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hawai‘i</td>
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</tbody>
</table>