

Hawaiian Words for the Natural Environment

Geography 101 Lab

Writeup Instructions: For this lab, you will take a **MULTIPLE CHOICE QUIZ**. In the Submit Labs area, simply click the appropriate lab quiz, follow instructions, and answer the 20 multiple choice questions. All quizzes will be somewhat different because questions are randomly selected from a large data base. You can repeat the quiz if you wish, I will keep the highest grade.

The quiz will cover straightforward vocabulary for the most part, but could also ask you to give the Hawaiian word for natural features in photos, or require some interpretation of Hawaiian words based on what you learned in earlier labs. I recommend you keep two browser windows open, one for the quiz and one for this page so you can look up definitions.

Purpose: This lab will acquaint students with some of the Hawaiian words related to the natural environment. The lesson will also help in understanding Hawaiian concepts of their natural surroundings and help to decode many of the local place and street names.

Note: the diacritical macron has been omitted from the Hawaiian word spellings as the character for it is not widely available on browsers. Also, there was a great deal of variation in the meaning and usage of words between islands and districts and thus the general definitions given below may have alternate specific meanings.

The early Hawaiians lived an intimate relationship with the natural environment and used many terms to describe it. The most basic climate division was seasonal, with *kau* being the period when the sun was most directly overhead and tradewinds were most reliable (approximately May through October) and *ho'oilo* the cooler period with more rainfall and more variable winds (approximately November through April). This is essentially identical to the modern climatological division into summer and winter weather for Hawai'i.

Clouds: The basic Hawaiian word for cloud is *ao*, but there are many cloud descriptions. The scattered, cotton-puff trade wind cumulus clouds are called *aopua'a*. *Pua'a* means pig, and thus a row of cumulus clouds reminded Hawaiians of a mother pig with a train of piglets following her. These clouds mean fair weather for the near future. A bank of these puffy clouds is called *'opua*. Another formation is *aopehupehu*, with *pehu* meaning to swell up. When cumulus clouds swell up, or grow upward, it usually means rainfall. On 'Oahu, as these clouds grew against the mountains, the darkness at the base of the clouds was a clue to early Hawaiians to where the rain would fall. Higher, lighter bases often meant that most rain would fall on the leeward side of the Ko'olau crest, filling leeward streams, and darker lower bases meant more windward showers. Clouds are also named after colors, with *'ele'ele* referring to a black cloud and *ke'oke'o* to a white cloud. A sheltering cloud is called *ho'omalumalu* and a threatening cloud, *ho'oweliweli*.

Sky: The word for sky is *lani*. *Pauli* means the sky in the sunset direction is very dark, and early Hawaiians believed it would forecast high surf, or *kaiko'o*. Darkness to the west suggests a migratory low and cold front heading for the Islands, which very well could generate higher surf for north and west shores. A completely overcast sky without wind is *po'ipu*. If the overcast sky was extremely dark, it was believed that *Kulanihako'i* (the source of thunder, lightning, and other severe weather) was present. Words for astronomical bodies in the sky include *la* (sun), *mahina* (moon), and *hoku* (star).

Rain: *Ua* is the generic term for rainfall, but there are many terms for precipitation. For example, *'awa* refers to a cold mountain fog or mist. *Ua ho'okina* is a continuous rain, *ua lanipili* is a torrential rain, and *kualau* refers to rainfall over the open ocean. Local names were also given such as *ua Kuahine*, what is now commonly called Manoa mist, and *ua lani ha'aha'a* for rainfall in Hana, Maui. And of course, the sign of good fortune, the rainbow, is *anuenue*. The duration of rainfall could be judged by the accompanying

weather: a long rain (*ualoa*) fell with very little wind, but if thunder, lightening, or even a rainbow were present, the rains would be short (*uapoko*). A red sunset, *aka'ula*, would foretell the cessation of rainfall. *Uahea* refers to a cold rain and *hau* is the term for ice and snow.

Wind: The general term for wind is *makani*, but once again, there are many, many wind words. Variable winds are *makani polua* and fair winds *'olu'olu*. Trade winds have many names such as *Moa'e*, *A'e*, *A'e Loa*, *Moa'e Lehua* and *Mao'e pehu*. Strong north winds are *Ho'olua*. Local names include *'Alahonua* (Hilo), *Apa'apa'a* (Kohala, Hawai'i), *Alahou* (Moloka'i), *Kaua'ula* (Lahaina), and *'Ahiu* (Kahana, 'Oahu). Each district, or *ahupua'a*, was also associated with local wind names. The Winds of 'Oahu are described at KCC's [Asia-Pacific Digital Library](#) site.

Water: *Wai* means fresh water, or more generally, any liquid that is not seawater, and often refers to a stream. *Ala* refers to a path or road, and thus *alawai* means water path or canal. *Puna* means a fresh water spring. *Kai* is the term for seawater and also the near sea. *Moana* refers to the far sea, beyond the horizon. *Kai holoa* refers to a lagoon and a wave or surf is *nalu*.

Land: *'Aina* refers to the land or earth. Hawaiians divided the land into districts called *ahupua'a*, which formed a thin wedge of land running from the ocean to the interior mountains. In this way, each district controlled a wide range of resources from the *uka* (mountains) where bird feathers and canoe trees could be collected, through the lowland *kula* (fields) where agriculture was concentrated, to the *kai* (near sea) where marine resources could be gathered. *Ahupua'a* were grouped into larger districts called *moku*, which also refers to individual islands.

Landforms: Hawaiian words for landforms include *lua* (pit or crater), *lua pele* (volcano or crater), *mauna* (mountain), *kahakai* (beach), *lae* (cape or promontory), *pu'u* (hill or peak), *pali* (cliff), *awawa* (valley), *pohaku* (rock or stone), *pahoehoe* (smooth lava), and *a'a* (rough lava)..

Direction: The visible sea is *kai* and *makai* means toward the sea. Mountains are *uka* and *mauka* means toward the mountains. The cardinal directions are recognized as *'akau* (North), *komohana* (West), *hikina* (East), and *hema* (South).

Place Names: Many place and street names in Hawai'i include references to natural features, and generally include two or more Hawaiian words. *Mauna Kea* (mountain) *Kea* (white), for example, refers to the frequent winter snow cap on Hawai'i's tallest mountain. The town of *Pukalani* (hole in the sky) on the leeward slopes of Hakeakala sits where a large wind eddy creates a frequent clear opening in the clouds. *Wai'ale'ale* on Kauai, one of the world's wettest spots, means "overflowing water." The most common adjectives are *ka* (the), *loa* (long), *nui* (large), *iki* (small), and *'ula* (red). The common prefixes *hana* and *hono* refer to bays, for example *Honolulu* means "sheltered bay." *Hale* means "house."

References:

Piianaia, Abe (1993) Early Hawaiian Concepts of Weather and Climate, in *Prevailing Trade Winds*, Marie Sanderson, Ed., pages 7-11, UH Press, Honolulu, HI.

Pukui, M.K., and Elbert, S.H. (1992) *New Pocket Hawaiian Dictionary*, UH Press, Honolulu, HI, 256 pages.

Juvik, S.P., and Juvik, J.O., eds. (1998) *Atlas of Hawaii*, 3rd Ed., UH Press, Honolulu, HI, 333 pages.

All the Seasons

Seasons

I'm glad I live
Where seasons change -
I like my world
To rearrange.

Easy seasons

Spring's all buttercups
and breezy.

Summer's hot and
bumblebees-y.

Autumn's bright with
colored trees-y.

Winter's snowy,
sniffly, sneezy.

Alan Benjamin

Winter, Spring, Summer, Fall

(to the tune of "This Old Man")

Winter, Spring, Summer, Fall
There are seasons, four in all.

Weather changes, sun and rain and snow,
Leaves fall down and flowers grow.

Winter, Spring, Summer, Fall
There are seasons, four in all.

Look outside and you will see
Just what season it will be!

Seasons of the Year

(to the tune of "Here We Go Round the Mulberry Bush")

CHORUS:

Here we go round the year again,
The year again, the year again.
Here we go round the year again,
To greet the different seasons.

Wintertime is time for snow.
To the south, the birds will go.
It's too cold for plants to grow
Because it is the winter.

Here we go round the year again,
The year again, the year again.
Here we go round the year again,
To greet the different seasons.

In the springtime, days grow warm.
On the plants, the new buds form.
Bees and bugs come out to swarm
Because it is the spring.

CHORUS

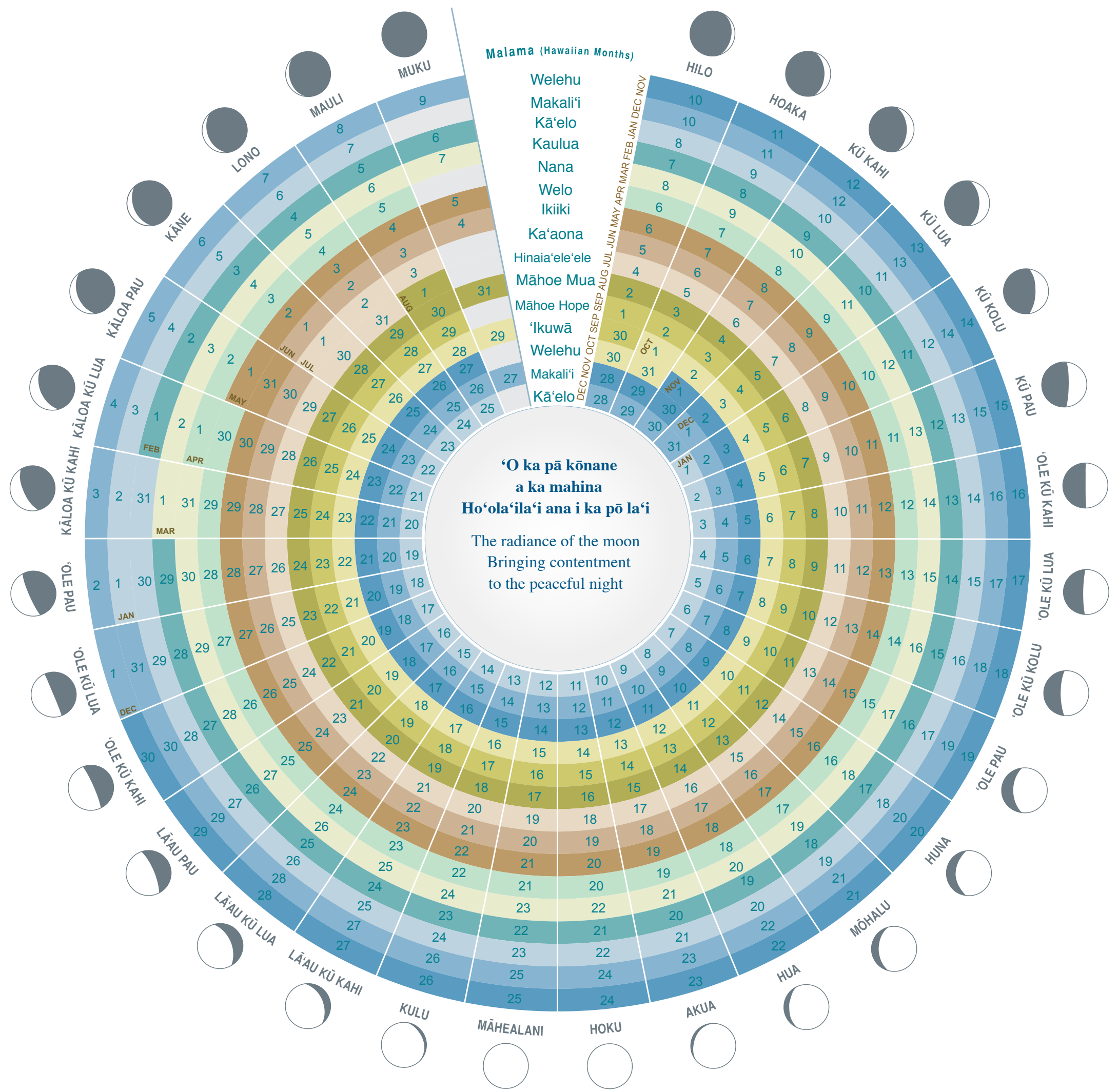
In summertime, the days are hot.
Ice cold drinks I drink a lot!
At the beach, I've got a spot
Because it is the summer.

CHORUS

Fall is here, the air is cool.
Days are short, it's back to school.
Raking leaves is now the rule
Because it is autumn.

CHORUS

Meish Goldish



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 Lawai'a
 Mahi'ai

NA PO

KAMALI'I 'IKE 'OLE I KA HELU PO

Little children who cannot count the nights

MUKU NEI, MUKU, KA MALAMA

Muku is here, Muku the dark moon

HILO NEI, KAU KA HOAKA

Hilo, followed by Hoaka

'EHA KU, 'EHA 'OLE, EA E

Four Ku, Four 'Ole

HUNA, MOHALU, HUA, AKUA

Huna, Mohala, Hua, Akua

HOKU, MAHEALANI, EA E

Hoku ("star" - full moon), Mahealani

KULUA

Kulua

EKOLU LA'AU, EKOLU 'OLE, EKOLU KALOA, EA E

Three La'au, Three 'Ole, Three Kaloa

KANE, LONO, MAULI E

Kane, Lono, Maui



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OUTDOORS * GRADES 4-6 * FALL, SPRING * ACTIVITY



Burma Shave Hike

In the 1920s through the 1960s, the Burma Shave company created an advertising campaign using a series of roadside billboards with rhyming jingles. This "hike" uses the Burma Shave model to guide students through the garden.

DESCRIPTION

In this self-guided, cooperative group activity, students carry out instructions and answer questions that are written on 3"x5" cards at different locations in the garden.

OBJECTIVE

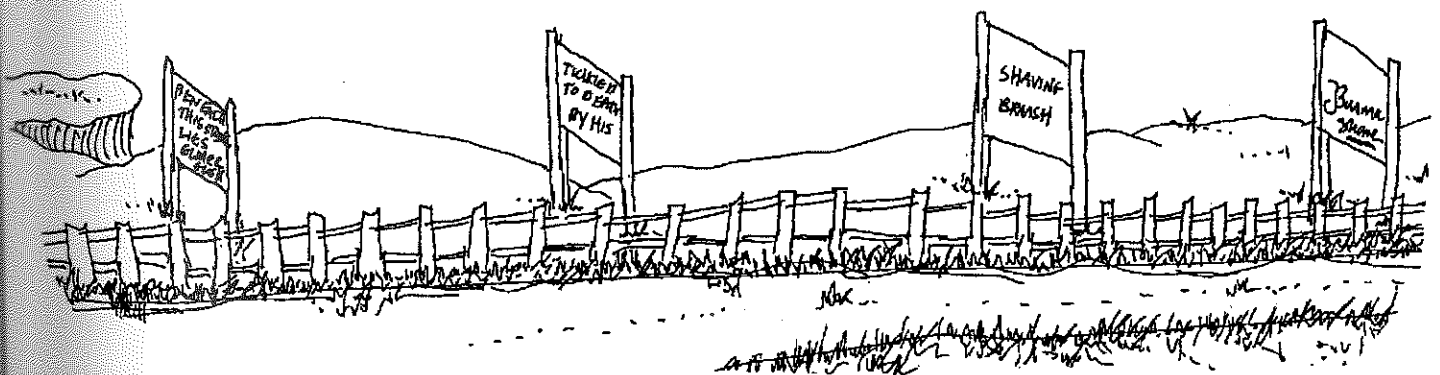
To develop awareness and observation skills.

MATERIALS

* 3"x5" cards

PREPARATION

1. Prepare 3"x5" cards with challenging instructions and questions such as the following:
 - * Listen for three human-made sounds.
 - * Listen for three sounds not made by humans.
 - * Look for three different animal homes. Who lives in them?
 - * Hot and thirsty? Find a drop of water.
 - * Should we build a restaurant here so that you can buy lunch? How would a restaurant change this place?
 - * Smell five things before going to the next card.
 - * Run to the next card.
 - * Who do you think lives in this hole?
 - * Use your hand to find something that feels cooler than your skin.
 - * Find a seed.
 - * What do you think was here 50 years ago?
 - * Find something that feels rough.
 - * Feel this.
2. Scout a particular area of the schoolyard or garden for your card trail. Place the cards along the trail in advance or as the first group progresses through the activity. Make sure each card can be seen from the location of the preceding card. Lay out arrow cards, if desired, to cover large gaps between instructional cards. Use pebbles or rocks to keep cards from blowing away in the wind.



CLASS DISCUSSION

What do you use to make observations? (senses) How do you help your senses tune in to specific observations? Do you have ways that help you focus? We're going to go on a walk that you've been on lots of times. This time, though, you will find cards along the way. When your group gets to a card, I want one person to read what it says out loud, and each person in the group to follow the instructions or answer the question on the card. Then one person will record the group response. Do you think the cards will help you be better observers?

ACTION

1. Divide the class into groups of four. Assign one person in each group to be the reader, another the recorder. Encourage students to discuss each card with their group.
2. Lead the groups to the beginning of the card trail. Students should remain at least 20 steps from the group in front of them.
3. Ask the last group to pick up the cards.
4. When everyone has finished, review the cards with the students. Once the students have learned how to use a card hike, you can repeat the technique regularly with different cards and/or a different focus.

WRAP UP

What are some new things you found out about this area? What senses did you use? What would it have been like to do this activity without your sense of hearing? Sight? Touch?

INDOORS * GRADES 4-6 * SPRING * ACTIVITY



Flower Power, Part Two

DESCRIPTION

Students role-play flowers and pollinators, and find their perfect match.

OBJECTIVE

To learn about pollinators and their relationship to flowers.

TEACHER BACKGROUND

Flowering plants have evolved various methods of pollination. Some flowers are wind pollinated and have very light pollen grains that are blown from plant to plant. Flowers attract many pollinators in different ways. Insect-pollinated plants often produce nectar or pollen that insects collect for food. As an insect enters the flower to get food, it is dusted with pollen. When the insect enters the next flower, some of the pollen brushes off onto the stigma. Other flowers use specific odors or colors to attract pollinators. By impersonating flowers and pollinators, students learn that there are a great variety of pollinators and that each has a special relationship to a certain kind of flower.



MATERIALS

* Pollinator Cards from appendix, pages 390-391

CLASS DISCUSSION

Unlike animals, plants can't move from place to place to find their mates. How then does the pollen from one flower get to the pistil of another flower? That's where pollinators come in. A pollinator is anything that helps spread pollen. There are all kinds of pollinators: birds, bats, bees, bugs, and more! Even the wind is an important pollinator. Pollinators may drink nectar from the flowers, and some, such as honeybees, collect and eat the pollen, too. In the process, they spread pollen from flower to flower without even trying. Once the pollen fertilizes the egg in the flower ovary, the plant will go on to produce fruit and seeds. So we have pollinators to thank for most of our fruits and nuts and many of our vegetables, too. Scientists estimate that one out of three things we eat is thanks to pollination by bees.



ACTION

1. Write the following list on the board:

<i>Pollinator</i>	<i>Type of Flower Preferred</i>
Beetle	Small white or light green flowers that hang down near the ground and have very little scent
Honeybee	Flowers with sweet smells and showy, bright petals, often blue or yellow
Fly	Reddish flowers that smell like rotten meat
Butterfly	Bright-colored, sweet-smelling flowers
Bat	Large sweet-smelling, white flowers that bloom at night
Hummingbird	Bright red or yellow flowers with long tubelike shape and very little scent
Moth	White or yellow flowers with sweet smell
Wind and water	Small, odorless flowers with pollen that can get picked up in the wind or float on water

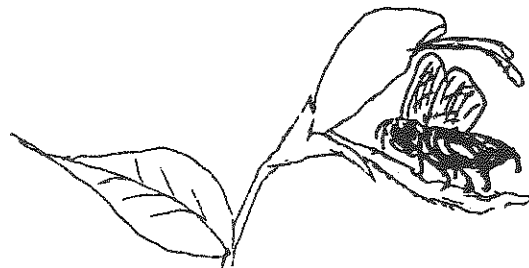
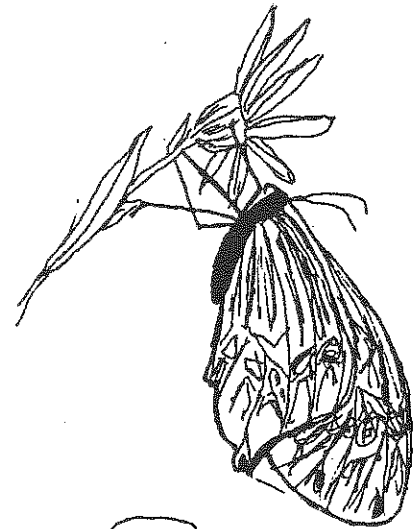
Grasses, corn, and so on tend to be wind pollinated. Since they rely on the wind, they don't have to produce showy or scented flowers to attract pollinators.

2. Divide the class into two groups. One group will be Pollinators, the other Flowers.

3. Hand each student or pair of students one card.

4. Then have the two groups mingle, with pollinators looking for flowers they would like to pollinate and flowers looking for pollinators to carry their pollen to other flowers. Remind the class that there can be more than one pollinator to a flower because different pollinators may like the same type.

5. Once everyone has found a match, go outdoors and have the teams work together to find a real flower their pollinator might like! Can they find any bees, hummingbirds, beetles, or wind?

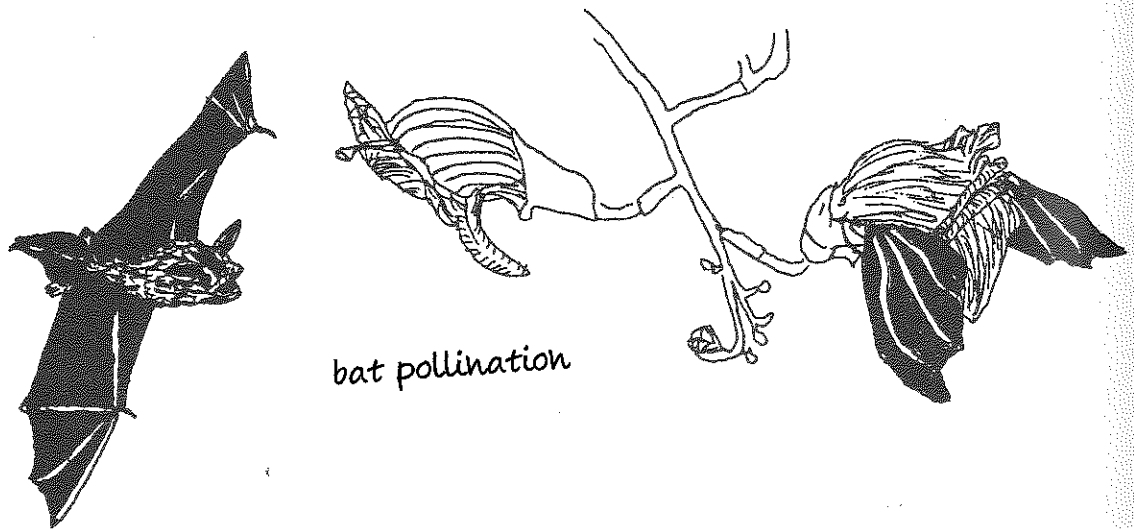


WRAP UP

When you look at insects near flowers now, what will you try to observe? Most scientists believe that flowers and their pollinators coevolved. That means that they changed over time to suit one another; they adapted to one another. How does this coevolution benefit the flower? How does it benefit the pollinator? During this activity you learned that often several pollinators like the same flower. For example, bees and butterflies often visit the same type of flower. How would more than one pollinator be an advantage for the flower?

DIGGING DEEPER

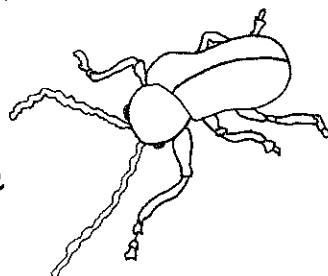
Go outdoors with students and sit quietly near some flowers. Watch carefully. What pollinators do you observe? How long does a pollinator stay on each flower?



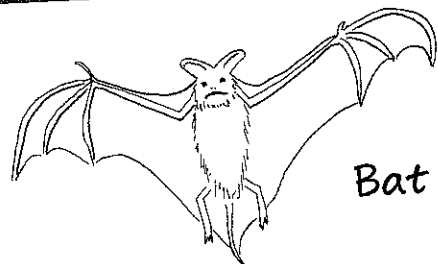
Pollinator Cards

(From: Flower Power, Part Two, page 230)

Beetle



Pollinates light flowers that hang near the ground



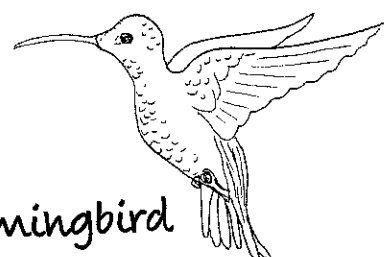
Bat

Pollinates sweet-smelling, night-blooming flowers



Honeybee

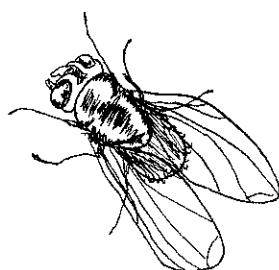
Pollinates bright flowers, often blue or yellow



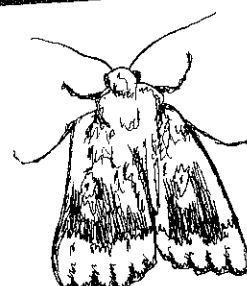
Hummingbird

Pollinates tube-shaped flowers

Fly

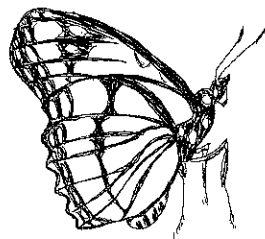


Pollinates flowers that smell like rotten meat



Moth

Pollinates white or yellow flowers that smell sweet



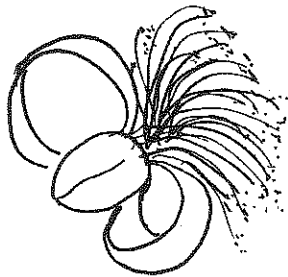
Butterfly

Pollinates brightly colored, sweet-smelling flowers

Wind
and
Water

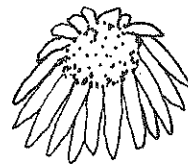


Pollinate small, odorless flowers from grass, corn, and the like

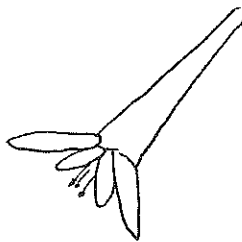


Large, sweet-smelling, white flowers that bloom at night

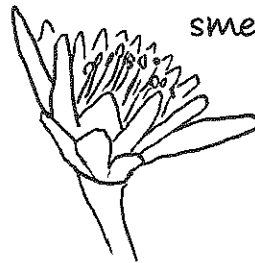
Small white or light green flowers that hang down near the ground and have very little scent



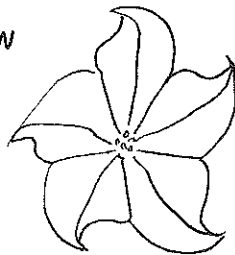
Bright red or yellow flowers with long tube-like shape and very little scent



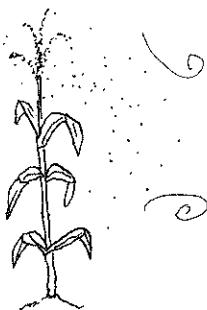
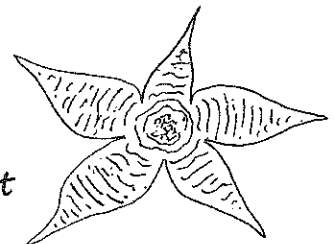
Flowers with sweet smells and showy, bright petals, often blue or yellow



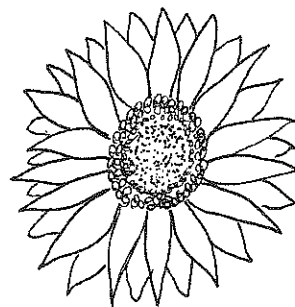
White or yellow flowers with sweet smell



Reddish flowers that smell like rotten meat



Small, odorless flowers with pollen that can get picked up in the wind or float on water



Bright-colored, sweet-smelling flowers



OUTDOORS * GRADES 2-6 * FALL, WINTER, SPRING * ACTIVITY

Power Plate

DESCRIPTION

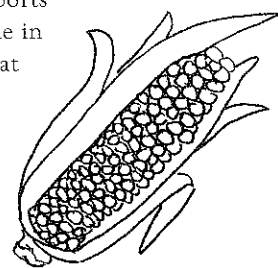
In this lesson, students learn to categorize foods into five food groups: vegetables, fruits, whole grains, healthy proteins, and healthy fats. They learn what each food group does for our bodies, and how to balance these food groups proportionally for optimal health.

OBJECTIVE

To learn about the different food groups, understand how each one supports our health, know the proportions of each that we should strive to include in our meals, and be able to name a variety of healthy examples of foods that fit into each category.

TEACHER BACKGROUND

A healthy diet includes a balance of foods from different food groups, including vegetables, fruits, whole grains, healthy proteins, and healthy fats, plus water. Each of these food groups performs unique and essential functions in our diet, as described in the Class Discussion below. By teaching students to identify foods they like in each group, we can empower them to plan healthy meals that appeal to them. The recommendations in the Power Plate have been influenced by recommendations found in the Healthy Eating Plate designed by the Harvard School of Public Health (HSPH). These recommendations are based on the latest scientific research and were not funded in any part by the food industry or political interests.



MATERIALS

- * 1 copy of the Food Card Pictures, pages 407-411
- * 1 copy of the Power Plate, pages 404-406
- * 1 copy of the blank Power Plate activity sheet for each student

PREPARATION

1. Copy the Food Card Pictures and cut out each one. Laminate for durability.
2. Look around your garden for examples of each food group. If any are missing, place a picture or real example out in plain sight for the scavenger hunt.
3. Make a photocopy of the blank Power Plate for each student.

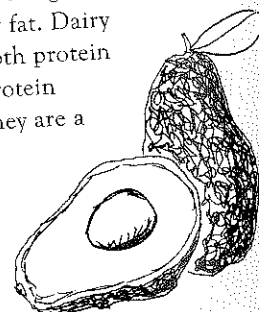
CLASS DISCUSSION

Show students the Power Plate. Each of the food groups on this Power Plate does something important to support our health. Whole grains, like brown rice, whole-wheat bread, and ground corn, are GO foods. They provide a good source of calories for energy to move and be active. Healthy proteins are GROW foods that come from many sources such as fish, chicken, beans, and nuts. They build our muscles and bones and also provide calories that give us the energy to grow and move. Fruits and vegetables are GLOW foods that provide us with high doses of essential antioxidants, vitamins, minerals, and fiber that protect us from disease; help

with digestion; and keep us glowing with health. Healthy fats are GO, GROW, and GLOW foods that come from plant and fish sources such as oils of olives, nuts, seeds, and salmon. Fats are the highest-calorie food and provide us with powerful, sustained energy. They also build our brains and insulative tissue to keep us smart and warm. Finally, fats can contain powerful antioxidants to keep us healthy and glowing. And water helps with all of these tasks by helping everything in our bodies FLOW, keeping us alive and hydrated, and allowing all of the foods to do their jobs. *Ask students to give examples of each food group.* Can you think of a dish that includes many different food groups? (a burrito, pizza, or hamburger)

ACTION

1. Shuffle food pictures and hand out to students. Together, classify each food within a food group. Start with simple foods, like apples or chicken, and then work with more complex foods, like a slice of pizza with meat and vegetables on top. Some foods can go on the line between food groups. For example, avocado is a vegetable and a healthy fat. Dairy products are especially tricky because they are a significant source of both protein and carbohydrates, so you can put them on the line between healthy protein and whole grains, even though they are not a grain, and explain that they are a GROW and GO food.
2. Hand out a blank Power Plate activity sheet to each student and send teams of two or three out on a scavenger hunt to see if they can find something from each food group growing in the garden. (For example, they might find wheat for the grain; strawberries or apples for the fruit; all sorts of vegetables; chickens, eggs, or beans for the protein; and avocados or walnuts for the fats.) If you're missing a few food groups, place some examples or pictures of examples out in the garden ahead of time.
3. When students return, have them share what they found for each group.



WRAP UP

Hand out one food card to each student. Have them walk around the room and sort themselves into ingredients for one balanced meal (e.g., apple, zucchini, brown rice, chicken, and an oil-based dressing). Once they've grouped themselves, have them brainstorm a meal that would include those five things (e.g., sliced apples and zucchini on a salad, dressing, chicken, and brown rice). Have each group share their information.

DIGGING DEEPER

1. Have each student plan a day's or week's worth of meals that include all of the food groups.
2. Plant a Power Plate! Divide a circular garden bed into the same proportioned sections as the Power Plate. Grow fruits, vegetables, whole grains, and beans (protein) together with students. Add a picture of oil and a cup of water to complete the plate.

Note: This activity will also work with other food grouping resources, such as those provided by the United States Department of Agriculture or the Harvard School of Public Health.



OUTDOORS * GRADES 2-6 * FALL, WINTER, SPRING * ACTIVITY

Power Snack

DESCRIPTION

Students prepare a snack that contains at least one ingredient from each of the five food groups, incorporating garden produce. This lesson is designed to follow the Power Plate lesson.

OBJECTIVE

To prepare a snack following the Power Plate guidelines.

TEACHER BACKGROUND

A healthy diet includes a balance of foods from different food groups, including vegetables, fruits, whole grains, healthy proteins, and healthy fats. Each of these food groups performs unique and essential functions in our diet, as described in the Class Discussion in the Power Plate lesson. By teaching students to identify foods they like in each group, we can empower them to plan healthy meals that appeal to them.

MATERIALS

- * Ingredients
 - 1 large whole-grain cracker for each student
 - 1 tub of hummus or bean dip made primarily from beans blended with a vegetable oil
 - A variety of fruits and vegetables of many colors: For example, you might have a red bell pepper, an orange, a yellow apple, a head of broccoli, a box of blueberries, and a brown pear.
- * Hand soap
- * If you are chopping vegetables with students:
 - A cutting board for each student
 - A knife for each student (see Tips for Cooking with Kids on page 472 for knife safety tips and age-appropriate knife recommendations)
- * 2 butter knives
- * 1 bowl and spoon for each different fruit or vegetable

PREPARATION

Wash cooking surface well with soap and warm water, rinse, and dry. If you are not involving students in preparing produce, wash and chop each one into bite-size pieces, and put each type of fruit or vegetable into a separate bowl with a spoon.

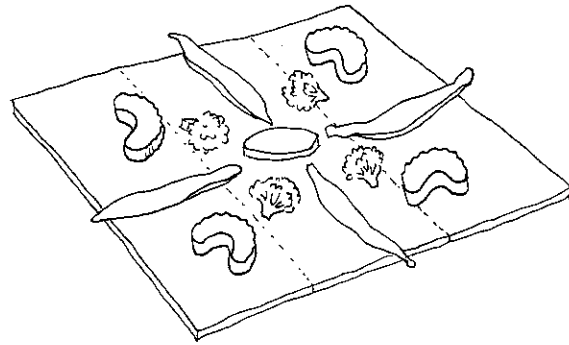
CLASS DISCUSSION

We've learned about each of the food groups, and now we are going to make a balanced snack that includes all of the groups we discussed. Who remembers one of the food groups? What does it do for our bodies? Review all groups discussed in the Power Plate lesson. Today we are going to make a snack that includes each of the food groups. What food groups are usually in your snacks? Has anyone ever had a fruit snack? Vegetable? Whole grain? Healthy protein? Healthy fats? What are some examples?

Let's see if we can connect each of these ingredients to its food group. Hold up one ingredient at a time. (Crackers=Whole Grains; Hummus/Bean Dip = Healthy Protein and Fat; and Fruits and Vegetables=Fruits and Vegetables).

ACTION

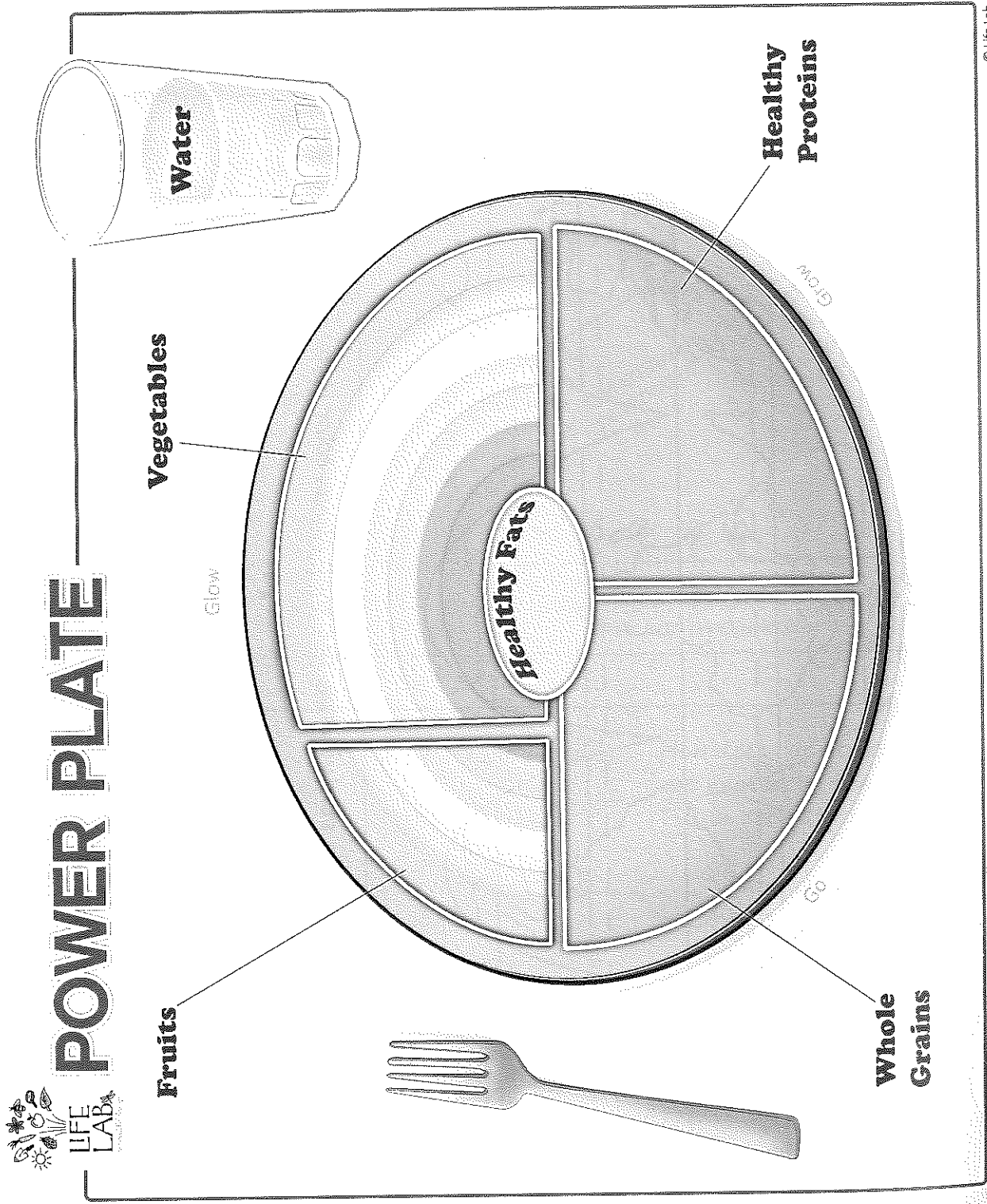
1. Have students wash their hands with soap and warm water.
2. Harvest any fresh fruits or vegetables that are good raw, such as tomatoes, peppers, cucumbers, broccoli, spinach, and any fruit.
3. If you are involving students in chopping produce, review knife safety procedures (more info in Cooking with Kids section in the Appendix) and then demonstrate how to safely chop each fruit or vegetable into bite-size chunks.
 - ✿ Wash well: Place produce under running water and scrub all sides until the entire vegetable is clean.
 - ✿ Chop each into ¼" chunks.
 - ✿ For broccoli, leave small florets intact to represent little trees.
4. Put out crackers. Open dip and place two butter knives inside. Place one bowl of each type of fruit or vegetable with a spoon into an assembly line.
5. Demonstrate for students how they can spread the dip on their cracker. Then use a spoon to collect various, chopped fruits and vegetables to add to the cracker, making a design. You can have them make a "miniature garden" on their cracker with broccoli trees and blueberry patches; an artistic design, practicing shapes or symmetry or creative expression; or any other pattern.

**WRAP UP**

Give students some time to enjoy their crackers with a cup of water (preferably outdoors, where you won't have to worry about spilling). Afterward, ask them to share their impressions of the snack. *What did you like? What might you add or change if you made it again? What were the Go, Grow, and Glow foods in this snack?* Demonstrate how students will clean up when they finish.

DIGGING DEEPER

Have students draw a picture or write a recipe for the cracker they made.



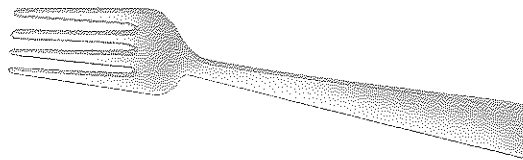
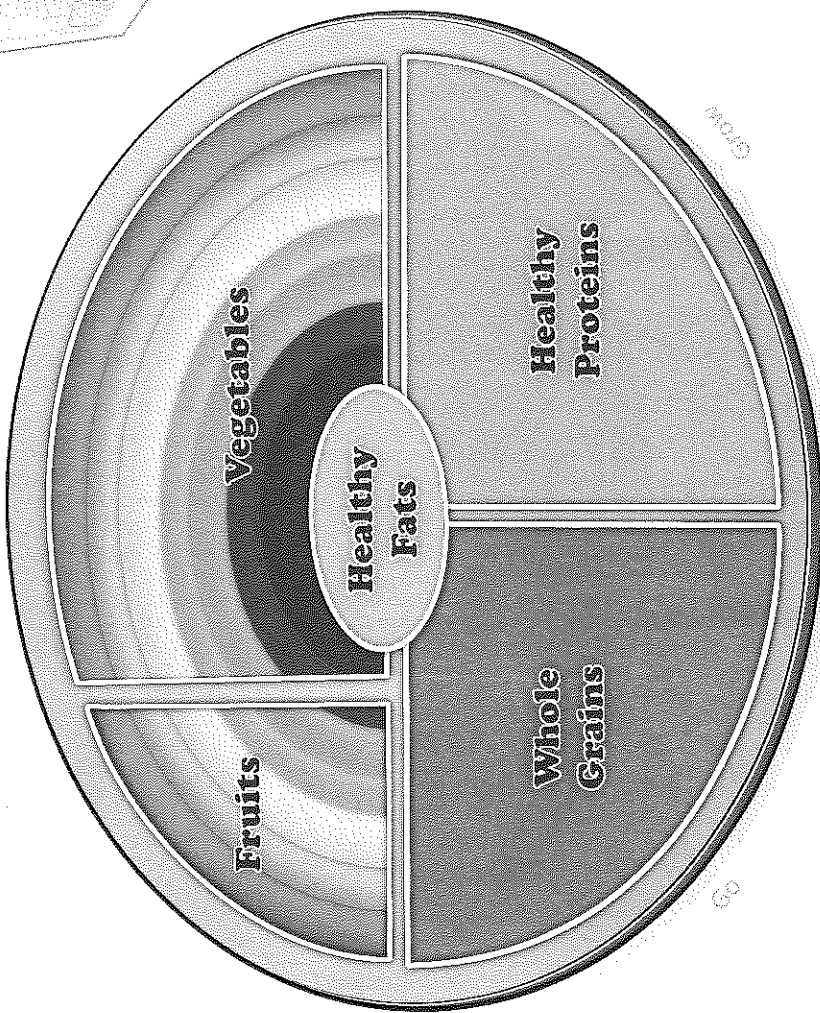
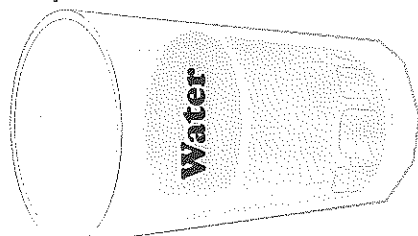
Grains

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POWER PLATE

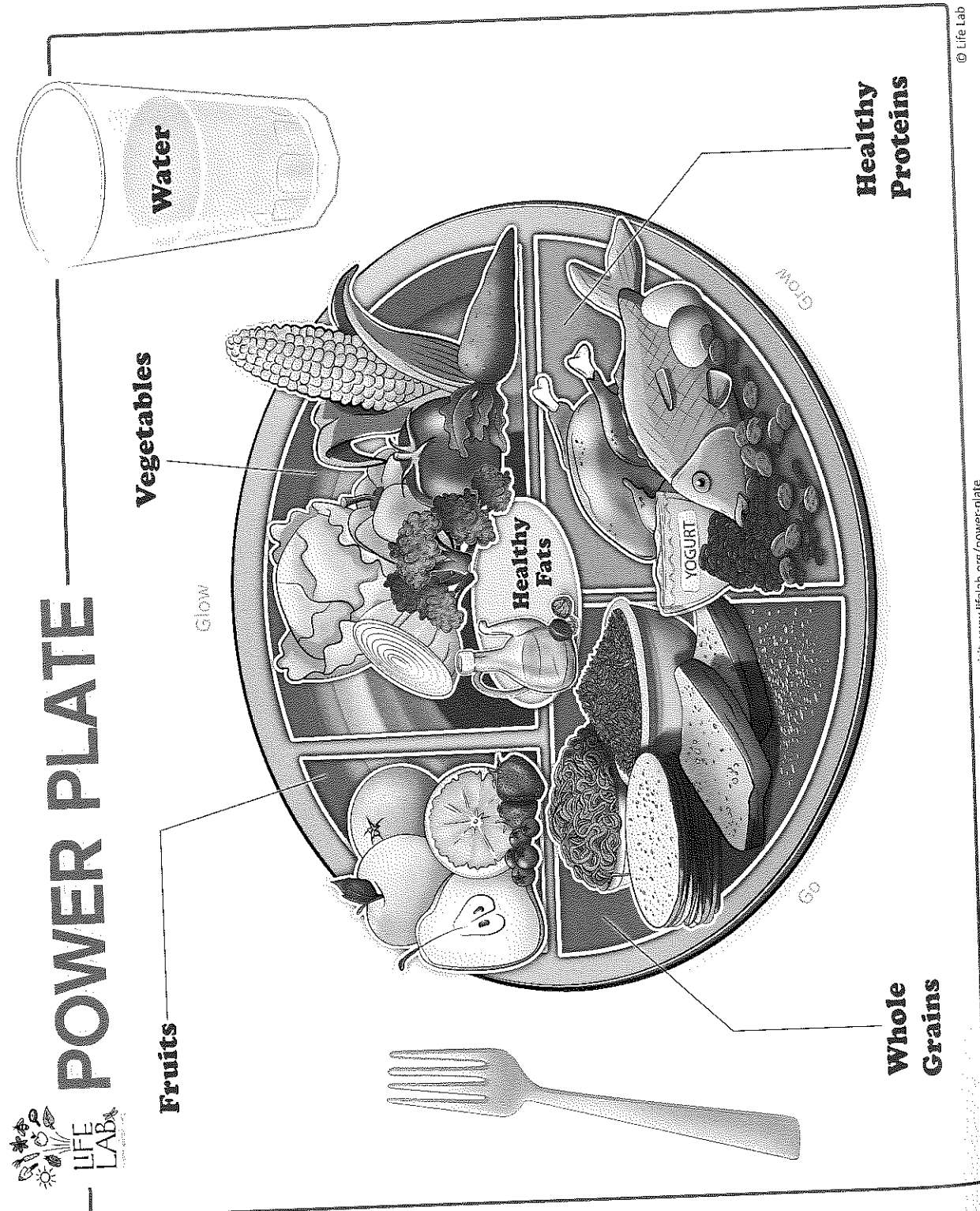
Glow



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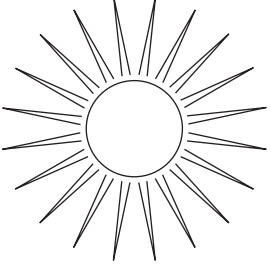

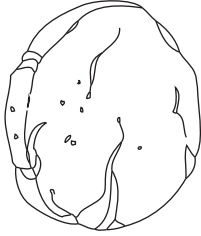

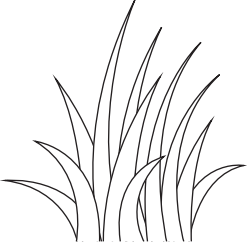
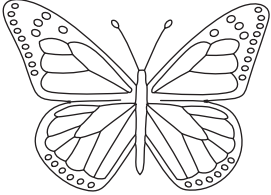
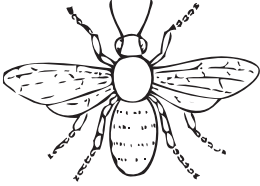
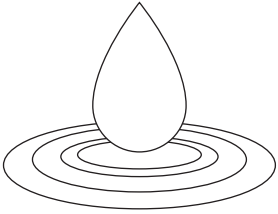
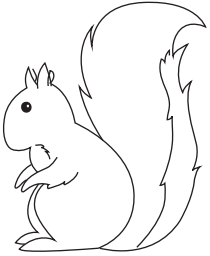
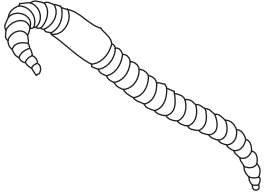
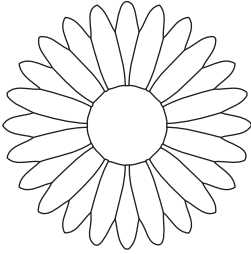
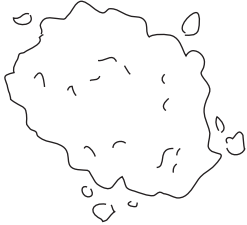

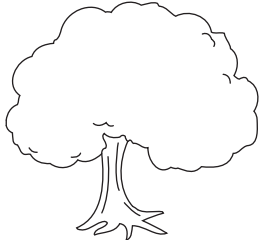
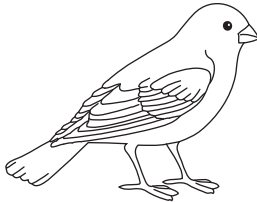
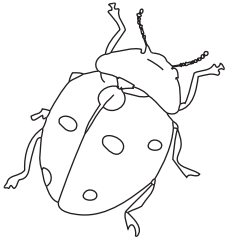


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Nature Scavenger Hunt

			
Sun	Leaf	Rock	Ant
			
Grass	Butterfly	Bee	Water
			
Squirrel	Worm	Flower	Soil
			
Cloud	Tree	Bird	Ladybug

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Garden Scavenger Hunt

Things to find

- A rock
- A fruit
- Largest leaf you can find
- Biggest tree in the garden
- Something round that is natural
- A weed
- A vegetable
- An insect
- A bird
- Something growing in one of the raised boxes
- A good hiding place
- Something old
- A seed
- A spider web

Things to do

- Touch something smooth
- Touch something rough
- Smell a flower
- Touch something wet
- Listen for the loudest sound you hear



Directionality Game

Introduction: Have students form a straight line in a large space. Review the four cardinal directions, landmarks in those directions, and the direction of the ocean and mountains (*mauka/makai*).

Directions: Ask the group the following questions and, depending on the space, have them either point in that direction or run/walk to a designated spot in that direction. Review what landmarks or features they see in those different directions. Try doing this game at different times of the day and in different places so students can practice using landmarks to help identify direction. Try having students stand in a circle instead of a line.

- Which direction is *makai* (toward the ocean)?
- Which direction is *mauka* (toward the mountain)?
- Where is north?
- Where is south?
- Where is east?
- Where is west?
- Where is the sun currently?
- Where are the clouds?
- Where is the wind coming from?

Position Word Scavenger Hunt

Introduction: Bring students out in the garden (or other outdoor space) with a clipboard, paper, and pencil. They will draw or write the answers to the scavenger hunt questions.

Directions: Once students are settled in the outdoor space with their materials, read the following questions, permitting students enough time to record their lessons. If you want to save time, split the students into smaller groups and give each group a few questions. At the end, give students the opportunity to share, using complete sentences, their findings.

- What do you see in the sky *above* you?
- What do you think is *behind* the school building?
- Name one thing *inside* the garden (or playground)?
- Name one thing *outside* the school building.
- Name one thing next to you.
- Find a rock and pick it up. What do you see *under* the rock?
- Name one body part *below* your knee.
- What plant do you see to your *left*?
- What plant do you see to your *right*?
- Name one thing you see *between* yourself and the school building.
- Look at the sun up in the sky. Name one thing that lives *below* the sun.
- Find the tallest plant in the garden. What is at the *top*? What is at the *bottom*? What is in the *middle*?

Geographical Feature Scavenger Hunt

Introduction: Introduce the main geographical features found in Hawai'i: ocean, volcano, tundra, valley, river, plain, mountain, pu'u, isthmus, forest, island, harbor, desert, and cliff.

Directions: Bring the students into the garden or outside. Have the students face each of the cardinal directions in turn and ask them what they see in each direction. Then ask them what geographical features they can see from their house. You can also have them draw it out what they see.

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[5.0 out of 5 stars'Olelo No'eau](#)

By A Customer on July 9, 2000

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For anyone interested in learning about the poetry and eloquence that is the Hawaiian language, you have to buy this book. The book "Olelo No'eau (which means wise sayings) illustrates the ways in which Hawaiians used examples of what they observed in their everyday surroundings to express themselves. Each of the wise sayings covers a wide variety of topics including family, relationships, battle, life, and honor. Mary Kawena Puku'i has long been an avid perpetuator of the Hawaiian culture and I am very pleased to have this publication to share with others.

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[5.0 out of 5 starsInvaluable reference book!](#)

By [E. Swisher](#) on November 6, 2013

Format: Paperback Verified Purchase

I write a newsletter for our local NAWIC chapter. Our current President is a niece of Mary Kawena Pukui and quotes her from time to time. So, I decided to each month run a column using Hawaiian phrases with their English translation and explanation. The newsletter has copies that go all over the country, not just in Hawaii. It was a way of sharing our culture with those readers and it was very well received. The phrases are available online at several websites, but many more are available in the book and it is really easy to use as a reference since I don't have to spend all that time online looking for just the right phrase. I also found myself getting caught up in the book and reading way beyond the phrase chosen for each month and enjoying it very much. Hawaiian wasn't a written language initially, making this reference material so much more valuable. Because of "Auntie Mary's" work, these sayings are preserved and passed on to the masses. As with all Proverbs, their wisdom should be shared for the rest of the world.

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[5.0 out of 5 starsGreat Book](#)

By [Ronald E. Newlon](#) on October 15, 2011

Format: Paperback Verified Purchase

This is a great book for both the study of the Hawaiian language and the Hawaiian culture. I recommend this book to everyone who wants to study about Hawai'i (language, people, customs and traditions). E ola mau ka `olelo Hawai'i. Mahalo

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[5.0 out of 5 starsExcellent Resource](#)

By [Ryan Heath](#) on July 1, 2013

Format: Paperback Verified Purchase

This book has been an excellent resource for my research/studies on my free time. This book is a collection of Hawaiian Proverbs and sayings, and each proverb is listed in its traditional Hawaiian followed by the literal translation, then a short summary of the significance of the proverb. Some proverbs make no sense until that short summary where the context of the proverb is explained.

I've been saving up to buy this book for some time. It was never a necessity, but it was something I wanted to enrich my life and help me get in touch with my heritage. So far it has succeeded and also given me more information on life in ancient Hawaii. I'm pretty happy with my purchase.

I would recommend this book to others who are interested in a less straightforward look at learning about Hawaiiana. The book is organized alphabetically by the first word of the proverb and not topically or by themes, which may not be as helpful for a research subject.

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[5.0 out of 5 starsThe liveness of a hula dancer in a tome of a book](#)

By A Customer on January 24, 1997

Format: Hardcover

There exists no better introduction to the beauty and poetry of the Hawaiian language. Mary Kawena Pukui is the soul of old Hawai'i and possessed the intellect and ear to capture it. Certainly an informative read, this book also gives you the chance to turn your cliché ridden speech to exotic rhythms and poetry. A hui ho

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[5.0 out of 5 starsSaw this at Bishop Museum](#)

By [Mr. Randolph Hack](#) on March 1, 2013

Format: Hardcover Verified Purchase

This well-worn book is in Hawaiian Hall at Bishop Museum. After reading some the proverbs, it occurred to me that I MUST HAVE this compendium of common sense. In my view, because Hawaiians did not originally have palapala, there is more wisdom contained from the oral traditions. This is a real treasure of Hawaiian lore which accurately captures human nature.

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[5.0 out of 5 stars](#)[A Must Resource for insight to Hawaiian language](#)

By [Shari Steele](#) on October 7, 2015

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This is a most informative book that explains why Hawaiian language is so tricky to learn. Very insightful. A must resource for those who want to really understand the nuances of a language that didn't develop a written aspect until long after the language was being used.

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[5.0 out of 5 stars](#)[Maika'i!](#)

By [Pohonui](#) on July 12, 2007

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Everything and anything is excellent that comes from Mary Kawena Pukui...a major keeper of the culture and this book belongs in all libraries of those who study Hawaiian culture and society.

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I have not read all of the proverbs, but I like what I read.

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Published 17 months ago by TJ Kaaekuahiwi

5.0 out of 5 starsAwesome book

Exactly what I was looking for. Glad it was available as an ebook so I could search for specifics when I needed to.

Published 22 months ago by Hiwa 8

5.0 out of 5 starsClassic

This book is a classic. I refer to to often - when writing a card, a paper, or doing a presentation.

Published 23 months ago by Kau'i Baumhofer

5.0 out of 5 starsMaika'i no

Valuable cultural knowledge that cannot afford to be lost. I ka 'olelo no ke ola, i ka 'olelo no ka make.

Published on April 16, 2014 by Skye

5.0 out of 5 starsGreat reference book

This s a great way to understand some of the Hawaiian thinking and phraseology. I'm a novice at the hawaiian language even though I grew up there.

Published on April 3, 2014 by JoeyV

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Nā Hopena A'ō Statements

HĀ: BREATH

“When I walk into a Hawai'i public school, I want to close my eyes and know that I am in a school in Hawai'i...and not somewhere else.”

- **Suzanne Mulcahy**, Complex Area Superintendent (2015)

Introduction

What makes Hawai'i, Hawai'i - a place unlike anywhere else - are the unique values and qualities of the indigenous language and culture. 'O Hawai'i ke kahua o ka ho'ona'auao. Hawai'i is the foundation of our learning. Thus the following learning outcomes, Nā Hopena A'ō, are rooted in Hawai'i, and we become a reflection of this special place.

Nā Hopena A'ō or HĀ are six outcomes to be strengthened in every student over the course of their K-12 learning journey. Department staff should also be models of behaviors that direct students to what these outcomes might look like in practice. The outcomes include a sense of Belonging, Responsibility, Excellence, Aloha, Total Wellbeing and Hawai'i. When taken together, these outcomes become the core BREATH that can be drawn on for strength and stability through out school and beyond.

Underlying these outcomes is the belief that students need both social and emotional learning (SEL) skills and academic mindsets to succeed in college, careers and communities locally and globally. Thus, HĀ learning outcomes emphasize the competencies that include application and creation of knowledge along with the development of important skills and dispositions.

Through a widespread community process of dialogue, feedback, and co-creation, your BOE Advisory Policy 4000 Work Group more fully realizes the importance of a kind of culture and environment necessary for HĀ to thrive and bring life to learning. Thus, we present HĀ as life-long learning outcomes for all of us, as students of Hawai'i, to believe, understand, model and become.

Contributors

Cheryl Ka'uhane Lupenui
Dawn Kau'ilani Sang
Haunani Seward
Herb Lee
Kamoa'e Walk
Katie Benioni
Keiki Kawai'ae'a
Lea Albert
Mahina Paishon Duarte
Marlene Zeug
Monica Morris
Walter Kahumoku III



1. Strengthened Sense of **B**elonging:

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.

- a. Know who I am and where I am from
- b. Know about the place I live and go to school
- c. Build relationships with many diverse people
- d. Care about my relationships with others
- e. Am open to new ideas and different ways of doing things
- f. Communicate with clarity and confidence
- g. Understand how actions affect others
- h. Actively participate in school and communities

2. Strengthened Sense of **R**esponsibility:

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.

- a. Come to school regularly, on-time and ready to learn
- b. See self and others as active participants in the learning process
- c. Question ideas and listens generously
- d. Ask for help and feedback when appropriate
- e. Make good decisions with moral courage and integrity in every action.
- f. Set goals and complete tasks fully
- g. Reflect on the quality and relevancy of the learning
- h. Honor and make family, school and communities proud

3. Strengthened Sense of **E**xcellence:

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.

- a. Define success in a meaningful way
- b. Know and apply unique gifts and abilities to a purpose
- c. Prioritize and manage time and energy well
- d. Take initiative without being asked
- e. Explore many areas of interests and initiate new ideas
- f. Utilize creativity and imagination to problem-solve and innovate
- g. See failure as an opportunity to learn well
- h. Assess and make improvements to produce quality work

4. Strengthened Sense of **A**loha:

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

- a. Give generously of time and knowledge
- b. Appreciate the gifts and abilities of others
- c. Make others feel comfortable and welcome
- d. Communicate effectively to diverse audiences
- e. Respond mindfully to what is needed
- f. Give joyfully without expectation of reward
- g. Share the responsibility for collective work
- h. Spread happiness

5. Strengthened Sense of **T**otal Well-being:

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.

- a. Feel safe physically and emotionally
- b. Develop self-discipline to make good choices
- c. Manage stress and frustration levels appropriately
- d. Have goals and plans that support healthy habits, fitness and behaviors
- e. Utilize the resources available for wellness in everything and everywhere
- f. Have enough energy to get things done daily
- g. Engage in positive, social interactions and has supportive relationships
- h. Promote wellness in others

6. Strengthened Sense of **H**awai'i:

I am enriched by the uniqueness of this prized place. A sense of Hawai'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.

- a. Pronounce and understand Hawaiian everyday conversational words
- b. Use Hawaiian words appropriate to their task
- c. Learn the names, stories, special characteristics and the importance of places in Hawai'i
- d. Learn and apply Hawaiian traditional world view and knowledge in contemporary settings
- e. Share the histories, stories, cultures and languages of Hawai'i
- f. Compare and contrast different points of views, cultures and their contributions
- g. Treat Hawai'i with pride and respect
- h. Call Hawai'i home



Nā Hopena A'ō Statements

HĀ: BREATH

HĀ-BREATH Nā Hopena A'ō

Strengthened Sense of 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 kaiāulu, ka 'āina a me ka honua nei.

Strengthened Sense of 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.

Strengthened Sense of Hawai'i

'O Hawai'i ku'u 'āina kilohana *

(Hawai'i is my prized place)

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

Strengthened Sense of Excellence

'A'ohe 'ulu e loa'a i ka pōkole o ka lou *

(There is no success without preparation)

Noke au ma ke ala kūpono e hiki aku ai au i ko'u kūlana po'okela iho nō.

Strengthened Sense of 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'au, ke kino a me ka pilina 'uhane i pono ko'u ola.

Strengthened Sense of Aloha

E 'opū ali'i *

(Have the heart of a chief)

Me ke aloha au e hana ai i 'ili nā hopena maika'i ma luna o'u, o ka 'ohana, ke kaiāulu, ko'u 'āina a me ka honua nei.

* Source: Puku'i, M. (1983). 'Ōlelo No'ēau Hawaiian Proverbs & Poetical Sayings. Honolulu, Hawaii: Bishop Museum Press.

POLICY E-3

NĀ HOPENA A‘O (HĀ)

Nā Hopena A‘o (“HĀ”) is a framework of outcomes that reflects the Department of Education’s core values and beliefs in action throughout the public educational system of Hawaii. The Department of Education works together as a system that includes everyone in the broader community to develop the competencies that strengthen a sense of **belonging, responsibility, excellence, aloha, total-well-being and Hawaii (“BREATH”)** in ourselves, students and others.

With a foundation in Hawaiian values, language, culture and history, HĀ reflects the uniqueness of Hawaii 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.

The following guiding principles should lead all efforts to use HĀ as a comprehensive outcomes framework:

- All six outcomes are interdependent and should not be used separately
- Support systems and appropriate resources should be in place for successful and thoughtful implementation
- Planning and preparation should be inclusive, collective and in a timeframe that is sensitive to the needs of schools and their communities
- Current examples of HĀ in practice can be drawn on as sources for expertise
- All members of the school community share in the leadership of HĀ

Rationale:

The purpose of this policy is to provide a comprehensive outcomes framework to be used by those who are developing the academic achievement, character, physical and social emotional well-being of all our students to the fullest potential.

[Approved: 06/16/15]



Fresh, Healthy, and Safe Best Practices for Growing and Using Produce Grown in Hawai'i School Gardens

School Gardens serve as exciting learning laboratories and are an important component of Farm to School programs. The produce grown will be eaten and shared with students, their families, and the community. The following are basic food safety guidelines for everyone who works in a School Garden.

Growing Practices: Garden Care and Maintenance

- Use only clean, potable water. If unsure, or have only catchment water, test your water source.
- Use compost to nourish soil. Create a composting program that recycles garden waste, weeds, grass clippings, and leaves from your campus.
- Start a worm box and use worm compost to make tea that will nourish soil.
- Sheet mulching builds soil fertility - soil mulch preserves water and discourages weed growth.
- Do not use pesticides, herbicides, or fertilizers.
- Use high-quality seeds.
- All organic matter should be fully composted in aerobic conditions prior to application.
- Test your soil for contaminants if unsure of its source.
- Use non-toxic materials for raised beds, containers, stakes or trellises. Do not use pressure treated wood, used tires, or single use plastic.
- Select non-allergenic and non-toxic plants.

Food Safety Supplies

- Clean sink for washing hands and produce
- Potable water
- Pump soap
- Veggie scrub brushes
- Trash can with lid
- Disposable gloves may be used for food preparation
- First Aid Kit

Personal Protection for Students

- Access to drinking water
- Sunscreen available
- Sun hats are recommended
- Closed shoes are recommended
- Access to a shady area where students can rest

"Aloha 'Āina and a Respectful Attitude"

- Work as a community: share responsibilities and rewards
- Give thanks
- Give to those in need
- Demonstrate your respect for living and non-living things

Harvesting and Handling of Garden Produce

- Students, staff, parents and volunteers involved in the harvest must wash their hands with soap before and after harvesting.
- Anyone with open cuts, wounds, or sick should not harvest until healed.
- Disposable or clean gloves may be used for harvesting.
- Please don't eat while harvesting.
- All harvest tools, scissors, bowls, containers or tubs should be food grade and designated solely for harvest and food handling.
- Brush or shake off excess soil before placing in harvest container.
- Tools and containers should be cleaned, dried, and stored properly after use.
- Select non-allergenic and non-toxic plants.

Food Preparation and Storage of Garden Produce

- Always wash hands with soap before preparing food.
- Use only clean potable water.
- Compost damaged produce.
- Use a clean scrub brush and clean hands to wash produce.
- Knives, cutting boards, bowls, and containers should be food grade.
- Produce should be eaten immediately or refrigerated as necessary.

Tool Safety and Care

- Age appropriate and supervised tool use
- Tools cleaned with hose and/or brush after use
- Tools stored in a locked shed
- Work gloves provided for heavy jobs

Animals in the Garden

- Animals should be housed down-slope from garden area to avoid runoff into food growing areas.
- Livestock and pets should be kept out of the garden.

Soil and Water Testing

- *Testing Your Soil:*
Why and How to Take a Soil-Test Sample
www.ctahr.hawaii.edu/oc/freepubs/pdf/AS-4.pdf
- *Testing Your Water:*
Water Testing Services UH Mānoa
www.ctahr.hawaii.edu/hawaiiirain/test.html