In the Hawaiian language, Nā Pua, the flower, refers to the children of Hawai‘i. No‘eau refers to the talents offered by the children as they blossom on their journey towards self discovery.

Summer Institute 2011 – O‘AHU

for students residing on O‘ahu Only (No interisland travel will be offered)

‘Aʻohe pau ka ʻike i ka hālau hoʻokahi. (for students currently in grades 9th-12th) All knowledge is not learned in just one school. (Natural Environmental Sciences)

Have you ever wanted to learn if the health of the old growth forests helps the quality of our coral reefs? Ever thought about how the government of Hawai‘i directly affects your life as a teenage Hawaiian? In this class, daily huaka‘i ranging from reef surveys to forestry studies, experiences in State politics to restoring lo‘i kalo and learning about sustainable agriculture will help students explore the many aspects affecting kanaka maoli living in Hawai‘i nei, as well as to create a better understanding as to how these facets are all intertwined. Please be very comfortable with mask, snorkel and fins, as well as occasional rigorous hiking.

STEM Scholars: “Nā Mamo a Kalākaua” (for students currently in grades 9th-12th)

(Science, Technology, Engineering & Mathematics)

The Native Hawaiian Science and Engineering Mentorship Program (NHSEMP) in collaboration with Nā Pua No‘eau, is proud to present Nā Mamo a Kālākaua, a course for students interested in Science, Technology, Engineering, and Mathematics (STEM). In this two week course, we plan to introduce students to some of the different STEM disciplines offered at the University of Hawai‘i at Mānoa. This year’s program will focus on learning about how Hawaiian and Western Science are being utilized.

Come and learn more about the ideas and management practices that make up the Hawaiian Ahupua‘a watershed system through the disciplines of Engineering, Geosciences, Astronomy, and Biology. Students will learn, through hands-on activities, the importance of science to Hawai‘i, our global environment, and our future. Students will also get the chance to learn about how Western Science and Hawaiian knowledge can work together on watershed restoration and maintenance.

Tentative activities include, building remote controlled vehicles, working in loko i‘a (fishponds), taking and testing water samples, learning and using GPS devices and hands-on learning opportunities related to Geosciences and Astronomy.

Mahalo to the Office of Hawaiian Affairs, The Native Hawaiian Science and Engineering Mentorship Program and Gear-Up for funding this Nā Pua No‘eau programs.
WHAT MAKES YOU ELIGIBLE? You must:
♦ be of Hawaiian ancestry.
♦ be currently in grades 9 - 12.
♦ have a high interest, potential, or ability towards the class for which you are applying.
♦ for students residing on O‘ahu only.

HOW MUCH WILL IT COST?
♦ There is no tuition. Free
♦ A T-shirt fee of $15.00 will be assessed upon acceptance and due with participation packet.
♦ A $100.00 refundable dorm deposit will be assessed upon acceptance and due with participation packet.
♦ Meals and boarding provided during program.

LOCATION AND DATE OF PROGRAM
♦ University of Hawai‘i @ Mānoa
  June 12 – 25, 2011

HOW DO YOU APPLY?
♦ Complete this Application Form. Please give us as much information as possible concerning your background and interests for your selected class. What you tell us will be assessed for content, interest, and desire.
♦ Submit the completed Application Form by April 8, 2011.
♦ You will be notified of your status the week of: April 18, 2011.
♦ If selected, you will receive the Participation Packet for the class you have applied to attend. Note: If you do not receive either your letter of status or packet by April 25, 2011, please contact the Mānoa Nā Pua No’eau office.
♦ Participation Packet will include a list of items to bring, time schedules, locations, rules and medical information. Packet must be completed and returned by May 6, 2011.
♦ Failure to return Participation Packet will result in the offering of your class slot to an alternate student.

Aloha haumāna,

Please read the class description to see if it really interests you. Take the time to think about your reason(s) for applying. Express your reason(s) and ideas on this form as best and thoroughly as you can. (Attach sheets of paper if more space is needed. Please print in your own handwriting.) Complete all of the questions in each part and meet the submission date.

Your application will be reviewed by a committee who will recommend students for participation. Your answers allow us to know you. What you tell us will be taken to heart. You are telling us about what you are interested in and can do well. Every student applying will be doing the same. Students who seem to be most interested in their choice, clear about their reasons for participating, are ready to learn, and sincere about participating will be invited to attend.

Past Summer Institute students have told us that they take anywhere from 2 days up to about 2 weeks to complete their application and secure completed recommendation forms.

Keep this page for your information.

Mail or deliver your completed application form by March 31, 2011 to:

Nā Pua No‘eau - University of Hawai‘i at Mānoa
2600 Campus Road
Queen Lili‘uokalani Center for Student Services #406
Honolulu, Hawai‘i 96822-2205

Phone: (808) 956-9410 Fax: (808) 956-9240
Web: http://npn.uhh.hawaii.edu

Aloha and mahalo for applying to Summer Institute 2011.
SUMMER INSTITUTE 2011 - O‘AHU

Check the block of the class you wish to apply for. (choose only one class)

‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi. (All knowledge is not learned in just one school.) Grades 9-12
Have you ever wanted to learn if the health of the old growth forests helps the quality of our coral reefs? Ever thought about how the government of Hawai‘i directly affects your life as a teenage Hawaiian? In this class, daily huaka‘i ranging from reef surveys to forestry studies, experiences in State politics to restoring lo‘i kalo and learning about sustainable agriculture will help students explore the many aspects affecting kanaka maoli living in Hawai‘i nei, as well as to create a better understanding as to how these facets are all intertwined. Please be very comfortable with mask, snorkel and fins, as well as occasional rigorous hiking.

“Nā Mamo a Kalākaua” (Science, Technology, Engineering & Mathematics) Grades 9-12
Students will be introduced to some of the Hawaiian and Western Sciences being utilized in different STEM disciplines offered at the University of Hawai‘i at Mānoa. Learn more about the ideas and management practices that make up the Hawaiian Ahupua‘a watershed system through the disciplines of Engineering, Geosciences, Astronomy, and Biology. Students will learn, through hands-on activities, the importance of science to Hawai‘i, our global environment, and our future. Students will also get the chance to learn about how Western Science and Hawaiian knowledge can work together on watershed restoration and maintenance. Tentative activities include, building remote controlled vehicles, working in loko i‘a (fishponds), taking and testing water samples, learning and using GPS devices and hands-on learning opportunities related to Geosciences and Astronomy.

Application Form

Part I: Student Information

Name: __________________________________________________________ Date of Birth: ______________

School: _________________________________________________________ Current Grade: ______________

Address: __________________________________________________________________ Phone: ______________

City: ______________ State: ______________ Zip: ______________

CIRCLE YOUR GENDER: FEMALE MALE

Yes, I’m serious, I’m solid, and I’m ready because I can do the following:
Please check items below that applies to you and fill in blanks if you selected this item.

☐ I can hike in rough terrain for ____miles with a backpack. ☐ I can work well in a group.
☐ I can live off of the land. ☐ I have attended Summer Institute before.
☐ I want to learn about different places. ☐ I am of Hawaiian ancestry.
☐ I am very interested in science. ☐ I have______years of Hawaiian language.
☐ I have_____years of hula or oli experience. ☐ I want to learn what the kumu have to offer.
PART II: STUDENT QUESTIONNAIRE
(GETTING TO KNOW YOU)

1. We want to know your interests. In the boxes below, rank each word or topic in the order of your interest:
   1 = high interest    2 = some interest    3 = little interest    0 = no interest
   Place a number on each line, in each box. Use 1, 2, or 3 only once in each box.
   You may use a 0 any time you have no interest in the topic.

   For example - ‘ilio, my dog, would mark her survey like this:

   1. bones  (‘ilio likes to chew bones best)  3. barks  (‘ilio hardly barks at cats)
   2. play  (‘ilio also likes to play)  1. cars  (‘ilio likes to chase cars best)
   0. television  (‘ilio doesn’t watch TV)  2. guards  (‘ilio likes to guard our house)

2. What can you do really well? Circle five things from the items listed below that you can do really well.

   Use material wisely  Have an eye for art  Care for the land /environment
   Telling stories  Love for the land  Achieving group goals
   Sharing ideas  Making Crafts  Observant of the environment
   Researching things  Notice patterns  Managing resources
   Taking charge  Expressing oneself  Diving or swimming
   Making decisions  Discover things  Sensitive of feelings
   Land restoration  Creating graphics  Work with hand tools
   Keeping records  Raise (or catch) fish  Raising or growing plants
   Designing things  Sailing or navigating  Respecting the ocean
   Capturing images  Make people laugh  Hiking or camping
   Listen effectively  Maintaining an aquarium  Get to the essence of things
   Paddling canoe  Locate constellations  Surfing or boogie boarding

3. Name other things, if not listed above, that you can do really well.
4. Describe yourself as if you were writing to a pen pal who wants to know you. Tell your pen pal what you like to do at home and in school. Write about such things as who you are, where you live, the things that interests you, and the activities you are involved with in your school, family, or community.
5. Tell us about the values (such as and not limited to: malama (caring) or kuleana (responsibility) you and your family practice or what you may have learned in a Hawaiian class. 

*Feel free to express yourself through: writing, listing, drawing, art, story telling, pictures, or short video. (This information will be used to help us plan for the residential program.)*

6. Imagine that you are receiving an award from your school or ‘ohana, what would it be for? And why?
7. Why do you want to participate in this class? *Tell us as much as you can, that will convince us to choose you.*

8. Tell us about any experiences that you may have had living away from home without your parents or guardian. For example, another program like Kūlia, or a weekend at grandma’s on another island. *(This information will be used to help us plan for the residential program.)*
9. There is no one correct answer. We just want to know how you might feel about this situation. Use more paper if necessary.

You have been hired as a consultant to make an invention that will be used to help fix an issue (could be environmental, social, economic/business educational or scientific) in Hawai‘i. You have a budget of one million dollars to make your invention. What is your invention, how does it work and what does it address?

List, draw, discuss, and/or describe the issue you would like to fix and the materials you would use to make your invention and your method of construction.
This student, _________________________________________________________ has applied for participation in:

Last Name   First Name

Nā Pua No‘eau’s
SUMMER INSTITUTE 2011 – O‘AHU

This is a 2-week residential, educational enrichment program held on the University of Hawai‘i at Mānoa campus on the island of O‘ahu. These classes are for students currently in grades 9th - 12th that reside on the island of O‘ahu (No interisland travel will be provided). On some of the days, events may be conducted in a pavilion or camping facility that requires living in a cooperative ‘ohana environment.

A native Hawaiian content is integrated into the class to provide students with Hawaiian role models, culture, values, history, protocol, and language. In addition to the enrichment in academic areas, this class will expose students to a “living classroom” conducive to hands-on experiences in science, cultural activities and personal development.

Please completed the recommendation form and return to the student so that he or she can return their completed application before the March 31, 2011 deadline. Your comments will help the staff of Nā Pua No‘eau to better know and serve the student applicant. Mahalo!

If you do not know this student well enough to complete all sections of this form, please tell this student to seek another individual to complete the recommendation.

NOTE: The student should select one adult from columns below to complete a recommendation. Please check your relation to applicant.

PROFESSIONALS
❑ Counselor
❑ Coach
❑ Teacher
❑ Extracurricular Instructor
❑ Kumu Hula
❑ Minister
❑ Mentor
❑ Other__________________

FAMILY
❑ Mother
❑ Father
❑ Guardian
❑ Aunt
❑ Uncle
❑ Grandmother
❑ Grandfather
❑ Other__________________

Mahalo to the Office of Hawaiian Affairs, The Native Hawaiian Science and Engineering Mentorship Program and Gear-Up for funding this Nā Pua No‘eau programs.
PART III: RECOMMENDATION FORM (complete all sections)

A. Compared with other children of this student’s age, how does she/he rank in the following areas? Please circle the appropriate number and enter same in the boxes to the left of each item. If you do not have enough information regarding a student in a specific item, write “NI” (Not enough Information) in the box - this area will then be discounted during the student’s assessment.

**INTEREST, ABILITY or POTENTIAL**

<table>
<thead>
<tr>
<th></th>
<th>Seldom demonstrates</th>
<th>Sometimes demonstrates</th>
<th>Often demonstrates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aware of own interest(s) and natural abilities</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Given a variety of things to do, the student will select science activity</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is curious about Hawai‘i’s environment</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keen observer, learns by observing and doing</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative problem solver; flexible, open to new ideas</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very aware of physical and social environments</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. What are other qualities about this student that makes you feel she/he will succeed in this program? (Please describes specific qualities you notice.)

C. Relationship to student: __________________________ How long have you known this student? __________

If a teacher or instructor, please tell us what subject you teach:

PRINT NAME OF PERSON COMPLETING FORM: ____________________________________________

ADDRESS: __________________________ PHONE: __________________________

SIGNATURE: __________________________ DATE: __________________________