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.

University of Hawai‘i at Hilo - June 1-14, 2014

**Reef Walkers (Marine Science)**
Kumu Lois Sanekane  
Grades 6 - 8
Learn about the unique underwater habitats here on Hawai‘i Island. You will explore what lives under the water just out of sight, while you walk the tide pools, snorkel among the coral reefs, identify new organisms, collect population data and learn the human impact on this fragile environment. Our kūpuna were stewards of the ocean. How can YOU be the new stewards who will protect Hawai‘i coastlines? (This class involves sunshine and swimming!)

**Ulu Laʻau (Forestry)**
Kumu Kainana Francisco  
Grades 6 - 8
Did you ever think of how important our native Hawaiian forest is and why? - How it provides us with water and air, plants that we can use for all sorts of things, as well as being a habitat for native Hawaiian fauna? In this class we’ll explore different types of forests on Hawai‘i Island by visiting various wahipana and connecting with those places to gain a better understanding and deeper appreciation of our relationship to our island’s natural resources.  (This class involves hiking and getting dirty!)

Learning Opportunities in Medicine Institute
Grades 7 - 12
Do you enjoy helping people, like to analyze things or have an interest in anatomy and biology? Do you want to learn what your kupuna did to heal their health issues and know what you can do for yourself, your ‘ohana and your community? Then, this is the class for you! Examine exciting opportunities in the traditional Hawaiian and Western health care. Engage in “hands on” activities that will demonstrate, explore and discuss how you can make a difference in today’s and tomorrow’s health systems. Learn from experts in the fields of medicine and health care from University of Hawai‘i at Hilo Daniel K. Inouye College of Pharmacy.

University of Hawai‘i Mānoa - June 15-28, 2014

**Nā Mamo a Kalākaua – (S.T.E.M.)**
Grades 9 - 12
Our ancestors were some of the most technologically advanced people of their time, such as making loko i’a and establishing the Ahupua’a system. We will learn about the various fields of Science, Technology, Engineering and Math through multiple hands-on activities. Come join Nā Mamo a Kalākaua as we investigate the honua in which we live via the eyes of “Hawaiian-tists”!

Mahalo to the Native Hawaiian Science & Engineering Mentorship Program-Ka‘iaulu STEM Scholars, the US DOE Ke Ola Mau Grant and the Office of Hawaiian Affairs for funding these summer programs.

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for more information contact Nā Pua No‘eau:

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2600 Campus Road QLCS #406  
Honolulu, Hawai‘i 96822-2205  
Ph. (808) 956-9410  
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Lāna‘i  
Lāna‘i High & Elem. School  
P.O. Box 630757  
Lāna‘i City, Hawai‘i 96763  
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Fax. (808) 565-9300

Hawai‘i  
University of Hawai‘i at Hilo  
200 W. Kāwili Street  
Hilo, Hawai‘i 96720-4091  
Ph. (808) 974-7678  
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Maui  
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310 Ka‘ahumanu Avenue  
Kahului, Hawai‘i 96732-1617  
Ph. (808) 984-3364  
Fax. (808) 242-6153

**Learning Activities**

- **Reef Walkers (Marine Science)**  
  - Kumu Lois Sanekane  
  - Grades 6 - 8
- **Ulu Laʻau (Forestry)**  
  - Kumu Kainana Francisco  
  - Grades 6 - 8
- **Learning Opportunities in Medicine Institute**  
  - Grades 7 - 12
- **Nā Mamo a Kalākaua – (S.T.E.M.)**  
  - Grades 9 - 12

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Mahalo to the Native Hawaiian Science & Engineering Mentorship Program-Ka‘iaulu STEM Scholars, the US DOE Ke Ola Mau Grant and the Office of Hawaiian Affairs for funding these summer programs.
Aloha haumäna,

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 20, 2014 to:

Nā Pua No‘eau - University of Hawai‘i at Hilo
200 W. Kāwili Street,
Hilo, Hawai‘i 96720-4091

Phone: (808) 974-7678     Fax: (808) 974-7681
Web: http://npn.uhh.hawaii.edu
E-Mail: npn@hawaii.edu

Nā Pua No‘eau is a program of the University of Hawai‘i and is an equal opportunity/affirmative action institution.

In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, annual campus crime statistics for the University of Hawai‘i may be viewed on campus websites, or a paper copy may be obtained upon request from the respective UH Campus Security or Administrative Services Office.

For disability accommodation and/or request alternate format, contact Toni Mallow at 974-7678 (v), 956-7511 (tty) for assistance.
SUMMER INSTITUTE 2014

Application Form

Part I: Student Information

(To be completed by student in own handwriting, printed in blue or black ink)

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 can camp without modern facilities.
❑ I am of Hawaiian ancestry.
❑ I have _____ years of hula or oli experience.
❑ I have _____ years of Hawaiian language.
❑ I want to learn about different places.
❑ I want to learn what the kumu have to offer.

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

Reef Walkers – Marine Science
Kumu Lois Sanekane
Grades 6 - 8

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Kumu Kainana Francisco
Grades 6 - 8

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Learning Opportunities in Medicine Institute
Grades 7 - 12

Do you have an interest in anatomy and biology? Want to learn what your kupuna did to heal their health issues? Then, this is the class for you! Examine exciting opportunities in the traditional Hawaiian and Western health care. Engage in “hands on” activities that will demonstrate, explore and discuss how you can make a difference in today’s and tomorrow’s health systems. Learn from experts in the fields of medicine and health care from University of Hawai‘i at Hilo Daniel K. Inouye College of Pharmacy.

University of Hawai‘i Mānoa - June 15-28, 2014

I am aware of my child’s intent to attend Nä Pua No’eau’s Summer Institute and support his/her decision.

Parent or Guardian Signature: ____________________________ Date: __________

Mail, fax, send or deliver your completed application form to Hilo’s Nä Pua No’eau Office by March 20, 2014.
PART II: STUDENT QUESTIONNAIRE

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 from 0-3 on each line, 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:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>bones ('ilio likes to chew bones best)</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>play ('ilio also likes to play)</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>television ('ilio doesn’t watch TV)</td>
<td>2</td>
</tr>
</tbody>
</table>

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Conservation</td>
<td>Native forests</td>
<td>History</td>
<td>Aquaculture</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>Drawing</td>
<td>Stream life</td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td>Computers</td>
<td>Sea life</td>
<td>Geography</td>
<td>Earthquakes</td>
</tr>
<tr>
<td></td>
<td>Fishponds</td>
<td>Mathematics</td>
<td>Poetry</td>
<td>Exploring</td>
</tr>
<tr>
<td></td>
<td>Medicine</td>
<td>Volcanoes</td>
<td>Meteorology</td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td>Painting</td>
<td>Water rights</td>
<td>Chemistry</td>
<td>Geology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oceanography</td>
<td>Art</td>
<td>Ocean currents</td>
</tr>
</tbody>
</table>

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

   - Use material wisely
   - Telling stories
   - Sharing ideas
   - Researching things
   - Taking charge
   - Making decisions
   - Land restoration
   - Keeping records
   - Designing things
   - Helping others
   - Listen effectively
   - Paddling canoe
   - Knows Medicinal Plants
   - Love for the land
   - Making Crafts
   - Notice patterns
   - Expressing oneself
   - Remember things
   - Creating graphics
   - Remembering things
   - Raise (or catch) fish
   - Sailing or navigating
   - Raising or growing plants
   - Make people laugh
   - Emulate sounds
   - Caring for others
   - Maintaining an aquarium
   - Caring for others
   - 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: mālama (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 in relative to the class you are applying for. Use more paper if necessary.

It’s a beautiful day, so you and your friends decided to take a ride to the other side of the island. Along the way you start to notice things that have changed since your last visit. Your friends and you share what you remember about the way it was and how these changes affects you and your ‘ohana.

List, draw, discuss, and/or describe some of the things that have changed. Offer your opinions about whether these things are good or bad for us in the future.
This student, _________________________________________________________has applied for participation in:

Nā Pua Noʻeau’s
Summer Institute 2014

This is a 2-week residential, educational enrichment program held on a University of Hawaiʻi campus. 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 complete the recommendation form and return to the student so that he or she can return their completed application before the March 20, 2014 deadline. Your comments will help the staff of Nā Pua Noʻeau 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 ____________________

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PART III: RECOMMENDATION FORM

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**

- Aware of own interest(s) and natural abilities
  - Sometimes demonstrates
  - Often demonstrates
- Given a variety of things to do, the student will select a science activity
  - Sometimes demonstrates
  - Often demonstrates
- Is curious about Hawai‘i’s environment
  - Sometimes demonstrates
  - Often demonstrates
- Keen observer, learns by observing and doing
  - Sometimes demonstrates
  - Often demonstrates
- Creative problem solver; flexible, open to new ideas
  - Sometimes demonstrates
  - Often demonstrates
- Very aware of physical and social environments
  - Sometimes demonstrates
  - Often demonstrates

B. What are other qualities about this student that makes you feel she/he will succeed in this program? (Please describe 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 Recommendation Form: ________________________________________________

Address: ____________________________________________ Phone: ______________________

Signature:________________________________________ Date: ______________________