

SENSE OF PLACE

An Interactive Workbook
for Hawai'i's Keiki



Kamehameha
Schools®



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DEVELOPING SENSE OF PLACE: KILO

‘O Hawai‘i ku‘u ‘āina kilohana*

Hawai‘i is my prized place

I ka nānā no a ‘ike*

By observing, one learns

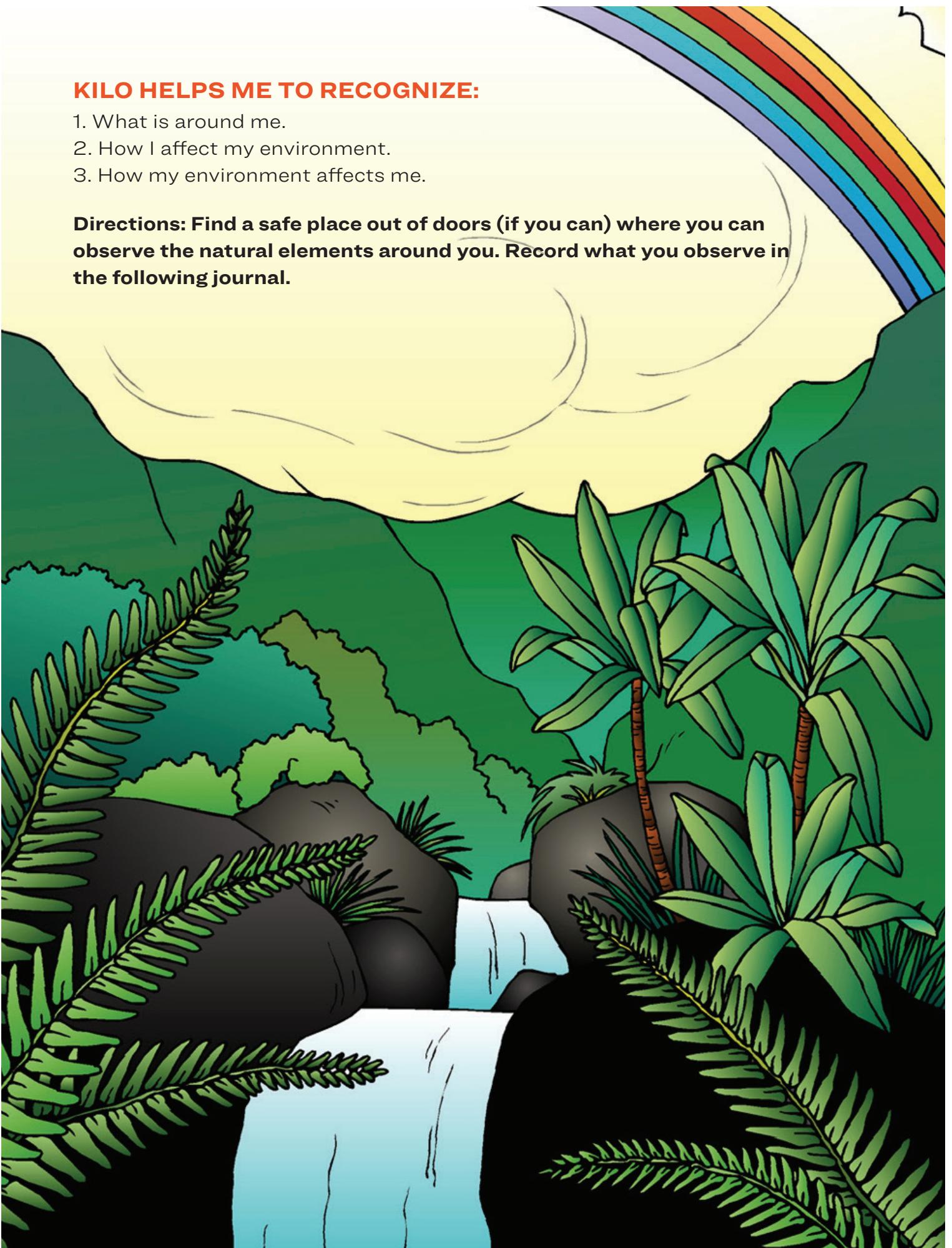
Kilo means to watch closely, observe, examine or forecast. When I kilo, I use my senses of sight, touch, smell, taste, hearing, and na‘au. Kilo is a skill that allows me to build an understanding of my surroundings. Kilo is a practice that can help me build a relationship with a place. Kilo can give me insight into how I should behave in a place.

* Source: Pūku‘i, M. K., & Varez, D. (1983). ‘Olelo No‘eau: Hawaiian Proverbs & Poetical Sayings. Honolulu, Hawai‘i: Bishop Museum Press.

KILO HELPS ME TO RECOGNIZE:

1. What is around me.
2. How I affect my environment.
3. How my environment affects me.

Directions: Find a safe place out of doors (if you can) where you can observe the natural elements around you. Record what you observe in the following journal.



KILO JOURNAL

KA LĀ (DATE)

KE KAU (SEASON)

KA HOLA (TIME)

PUKANA LĀ (SUNRISE TIME)

NAPO‘O ‘ANA O KA LĀ (SUNSET TIME)

KAHI (LOCATION)



KA MAHINA MOON

Our kūpuna intentionally observed the moon. Through consistent observation over time, they noticed correlations between moon phases and other phenomena in their environment. As a result of this kilo knowledge, our kūpuna created a moon calendar system that guided planting, fishing, navigation, healing, and many other practices.

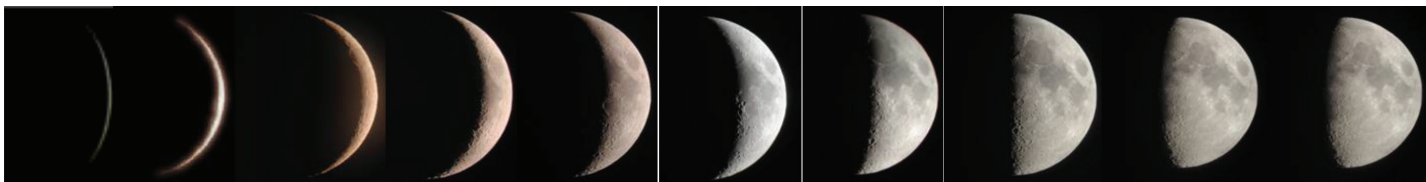
The Hawaiian moon calendar is divided into approximately 30 pō (24-hour periods) that are organized into three anahulu (10-day weeks). Each anahulu is named according to the waxing (growing bigger) or waning (diminishing size) of the moon. Traditionally, moon phases were learned at an early age. Observing the phases of the moon today helps us to establish our own relationships to our environment and connect with ‘ike kūpuna (ancestral wisdom). The Nā Pō chant on the next page, based on an ‘ōlelo no‘eau, can help you remember the names and the order of the phases.

NĀ PŌ MOON CHANT*

Kamali'i 'ike 'ole i ka helu pō
Muku nei, Muku ka malama
Hilo nei, kau ka Hoaka
'Ehā Kū, 'ehā 'Ole
Huna, Mōhalu, Hua, Akua
Hoku, Māhealani, Kulu
'Ekolu Lā'au, 'ekolu 'Ole, 'ekolu Kāloa
Kāne, Lono, Maui, Pau

Little children who cannot count the nights
 Muku is here, Muku the dark moon
 Hilo, followed by Hoaka
 Four Kū, four 'Ole
 Huna, Mōhala, Hua, Akua
 Hoku ("star"- full moon), Māhealani, Kulu
 Three Lā'au, three 'Ole, three Kāloa
 Kāne, Lono, Maui, Done

HO'ONUI** (TO GROW BIGGER)



Hilo Hoaka Kūkahi Kūlua Kūkolu Kūpau 'Olekūkahi 'Olekūlua 'Olekūkolu 'Olepau

POEPOE** (ROUNDING)



Huna Mohalu Hua Akua Hoku



Māhealani Kulu Lā'aukūkahi Lā'aukūlua Lā'aupau

EMI** (TO DIMINISH)



'Olekūkahi 'Olekūlua 'Olepau Kāloakūkahi Kāloakūlua Kāloapau Kāne Lono Maui Muku

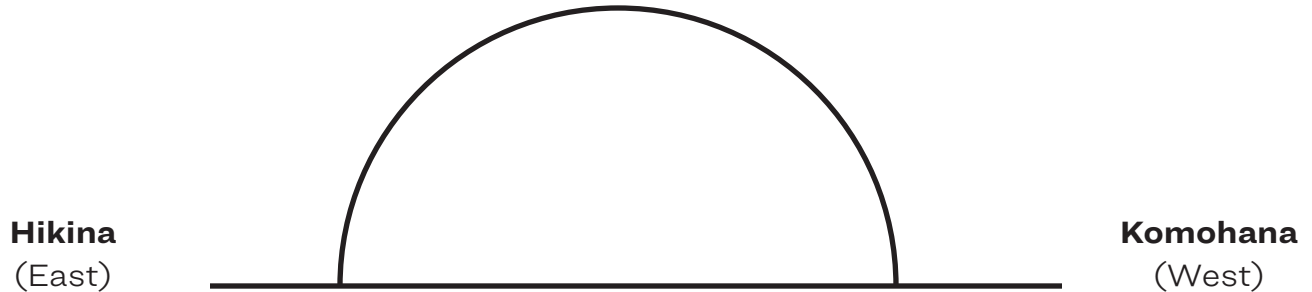
* Source: http://archive.hokulea.com/ike/hookele/hawaiian_lunar_month.html

** Source: www.aimalama.org

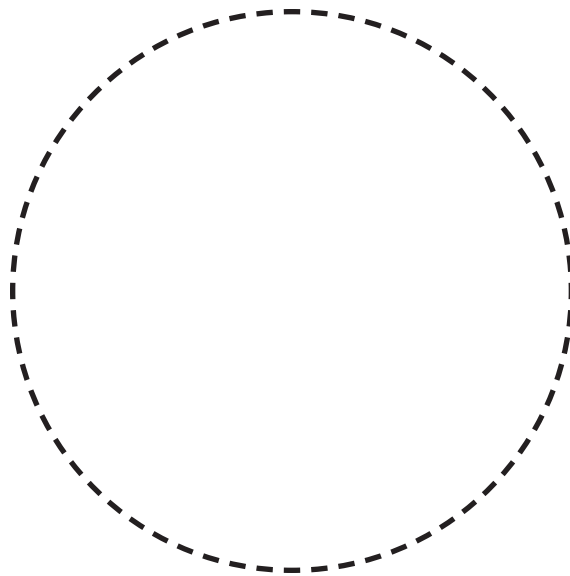
KAHI O KA MAHINA MOON LOCATION

Please complete the drawing portions on a piece of paper.

Can you observe the moon in the sky? If so, is the moon rising and near the eastern horizon, is it directly above you in the sky, or is it setting near the western horizon? Place a mark along the arc where you observe the moon in the sky.



Use the circle below to sketch the moon as you see it in the sky. Include as much color and texture as possible.



Based on your detailed observation of the moon, determine the lunar phase and identify the lunar week the phase belongs within.

Ke Kinona Lunar Phase _____

Ke Anahulu Lunar Week _____

Predict the next three moon phases.

NĀ AO CLOUDS

Ao (clouds) are named according to their location, shape, color, and behavior. By observing ka-luna-o-ke-ao or the space above our heads where the clouds float we can predict the weather. Different types of clouds mean different types of weather. The following ‘ōlelo no‘eau (wise sayings) describe kilo ao (cloud observation). Use the writing space below to identify and explain the ‘ike kūpuna about ao found in the following ‘ōlelo no‘eau.

Nā maka o ka makani

Eyes of the wind.
Clouds, which show the
direction of the wind.

Ola i ka wai a ka ‘ōpua

There is life in the water from
the clouds. Rain gives life.

Kūkulu ka ‘ike i ka ‘ōpua

Knowledge is set up in the clouds.
Clouds are observed for
signs and omens.

NĀ AO CLOUDS

**Use the space below to draw the clouds as you see them in the sky today.
Try to include as much color and texture as possible.**

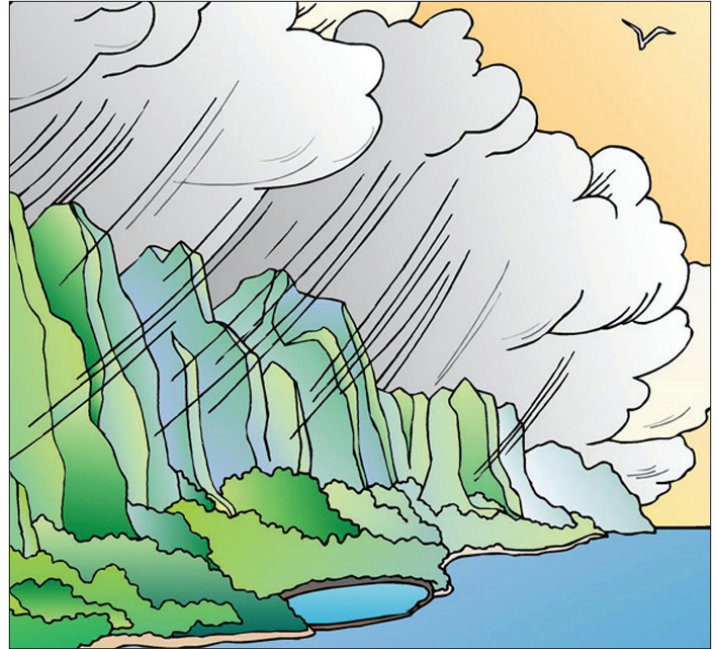
Please complete the drawing portions on a piece of paper.

**Describe the locations, shapes, colors, and behaviors of the clouds
you observe in the sky. What percentage of the sky is covered in clouds?
In which areas of the sky do you observe clouds? How are the clouds shaped?
What colors do you observe in the clouds? In what direction are the clouds moving?**

NĀ MAKANI ME NĀ UA WINDS AND RAINS

In Hawai'i, we have hundreds of names for winds and rains that are special and unique to different places. These names often refer to characteristics like strength, color, sound, scent, direction, intensity, or a particular effect that winds and rains have on plants, animals, or people.

Our kūpuna paid very careful attention when they observed their places, and these names are evidence of their kilo.



KILO MAKANI

Observe the wind

KILO UA

Observe the rain

List 5 adjectives that describe what you see, hear, feel, taste, or smell.

1. _____

2. _____

3. _____

4. _____

5. _____

1. _____

2. _____

3. _____

4. _____

5. _____

NĀ MEA KANU ME NĀ HOLOHOLONA

PLANTS AND ANIMALS



There are plants and animals all around us. Some species arrived in Hawai'i without the help of people and these species are categorized as native. Native plants and animals arrived to Hawai'i on the wind, the waves, and the wings of flying creatures. Within the category of native are two sub-categories: indigenous and endemic. Indigenous species arrived without the help of people and can be found in other places around the world. Over time, some plants and animals that arrived without people changed and adapted into new species—these unique species are categorized as endemic. In large part because of our geographic isolation, Hawai'i has more endemic species than any other place in the world.

Non-native species arrived with the assistance of people. There are three main categories of non-native species: wa'a, introduced, and invasive. When our Polynesian ancestors arrived on the shores of Hawai'i, they brought the plants and animals they would need to create a thriving and sustainable society. They brought plants and animals for things like food, medicine, and clothing. These Polynesian-introduced species are categorized as wa'a or canoe species (see the picture of a typical wa'a to the left). In more recent times, other plants and animals were introduced to Hawai'i for a multitude of reasons and even by accident. These plants and animals are categorized as introduced. Some of these species have become invasive, meaning that they spread uncontrollably, are undesirable, and outcompete native species for resources.

NĀ MEA KANU ME NĀ HOLOHOLONA

PLANTS AND ANIMALS

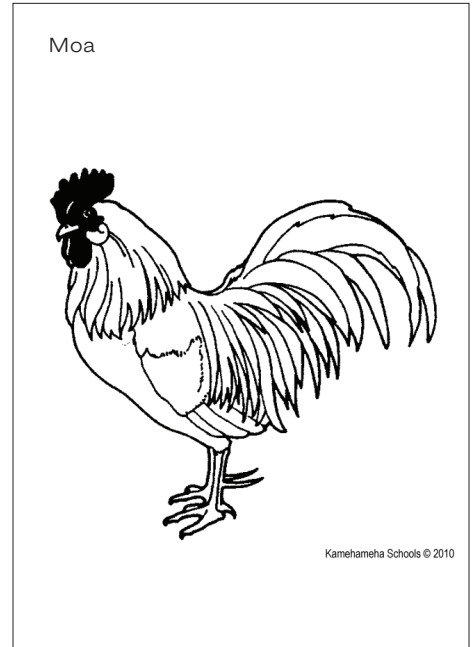
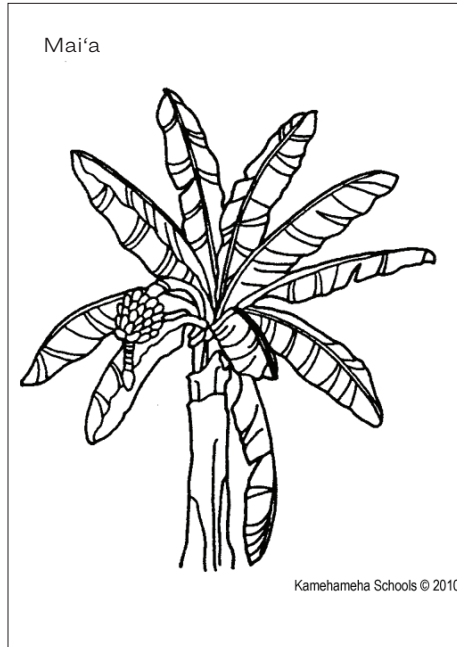
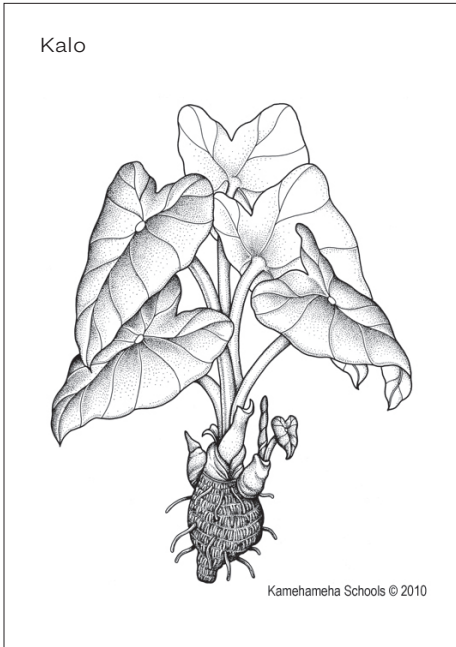


Now that you've read about one way to categorize plants and animals in Hawai'i, use the table below to classify **NATIVE** species. Define **INDIGENOUS** and **ENDEMIC** and try to list at least 3 species of mea kanu (plant) or holoholona (animal) under each category.

NATIVE SPECIES	
<p>INDIGENOUS SPECIES</p> <p>Definition:</p> <p>List 3 indigenous species:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p>ENDEMIC SPECIES</p> <p>Definition:</p> <p>List 3 endemic species:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>

NĀ MEA KANU ME NĀ HOLOHOLONA

PLANTS AND ANIMALS



Now that you've read about one way to categorize plants and animals in Hawai'i, use the table below to classify **NON-NATIVE** species. Define **INTRODUCED**, **WA'Ā** (introduced from Polynesia by canoe) and **INVASIVE** and at least 3 species of mea kanu (plant) or holoholona (animal) under each category.

NON-NATIVE SPECIES		
<p>INTRODUCED SPECIES</p> <p>Definition:</p> <p>List 3 introduced species:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p>WA'Ā SPECIES</p> <p>Definition:</p> <p>List 3 wa'a species:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p>INVASIVE SPECIES</p> <p>Definition:</p> <p>List 3 invasive species:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>

NĀ MEA KANU ME NĀ HOLOHOLONA

PLANTS AND ANIMALS

As you kilo the mea kanu (plants) and nā holoholona (animals) around you, use these questions to focus your attention:

List the names of plants that are growing or animals you discover inside or in the immediate areas around your home.

List the names of plants or animals you observe around your neighborhood. Which animals do you see flying, swimming, crawling, walking, or running?

EXTENSION

Take a picture of five mea kanu and five holoholona. Determine the names of these species and whether they are native (endemic or indigenous) or non-native (wa'a, introduced, or invasive). Ask your 'ohana for help. Find out if there are any resources available in your home that might contain this information. There are many resources available on the internet that provide information about the plants and animals of Hawai'i. There is a list of additional online resources at the end of this section.

The following 'ōlelo no'ēau, or wise sayings, highlight the correlations that our kūpuna made as a result of kilo mea kanu (plant observation) and kilo holoholona (animal observation). In 3-5 sentences, reflect on what these 'ōlelo no'ēau mean to you.

Pala ka hala. Momona ka hā'uke'uke

When the hala is ripe, the hā'uke'uke
are fat and ready to eat

Pua ke kō! Kū mai ka he'e!

When the sugar cane tassle,
the he'e are present

NĀ MEA KANU ME NĀ HOLOHOLONA

PLANTS AND ANIMALS

Now you will focus your kilo on one particular mea kanu (plant). Use the space below to draw this particular plant. Spend time closely examining the leaves, stems, flowers, and seeds of the plant. Try to include as much detail as possible.

Please complete the drawing portions on a piece of paper.

REFLECTION: KILO

<p>3 THINGS I LEARNED</p>			
<p>2 THINGS I FOUND INTERESTING</p>			
<p>1 QUESTION I STILL HAVE</p>			
<p>How has completing this section of the workbook helped me deepen my sense of place?</p>			

ADDITIONAL ONLINE RESOURCES

Ka Mahina (Moon)

<https://www.napea.info/hawaiian-moon-names>

<https://kohalacenter.org/spawning-guide/culture-and-history/hawaiian-moon-phases>

Nā Ao (Clouds)

<https://www.sciencelearn.org.nz/resources/628-observing-clouds-and-weather>

<http://www.aimalama.org/resources/>

<https://observer.globe.gov/documents/19589576/d9980b41-b059-45ff-b29f-2360b4981cfa>

Nā Makani me nā ua (Winds and Rains)

<https://blogs.ksbe.edu/kekuiapoiwa/files/2013/09/Na-Makani-o-ka-Mokupuni.pdf>

<http://www.aimalama.org/resources/>

Nā mea kanu me nā holoholona (Plants and animals)

https://www.fws.gov/refuge/Hawaiian_Islands/wildlife_and_habitat/

<https://dlnr.hawaii.gov/dsp/wildlife/>

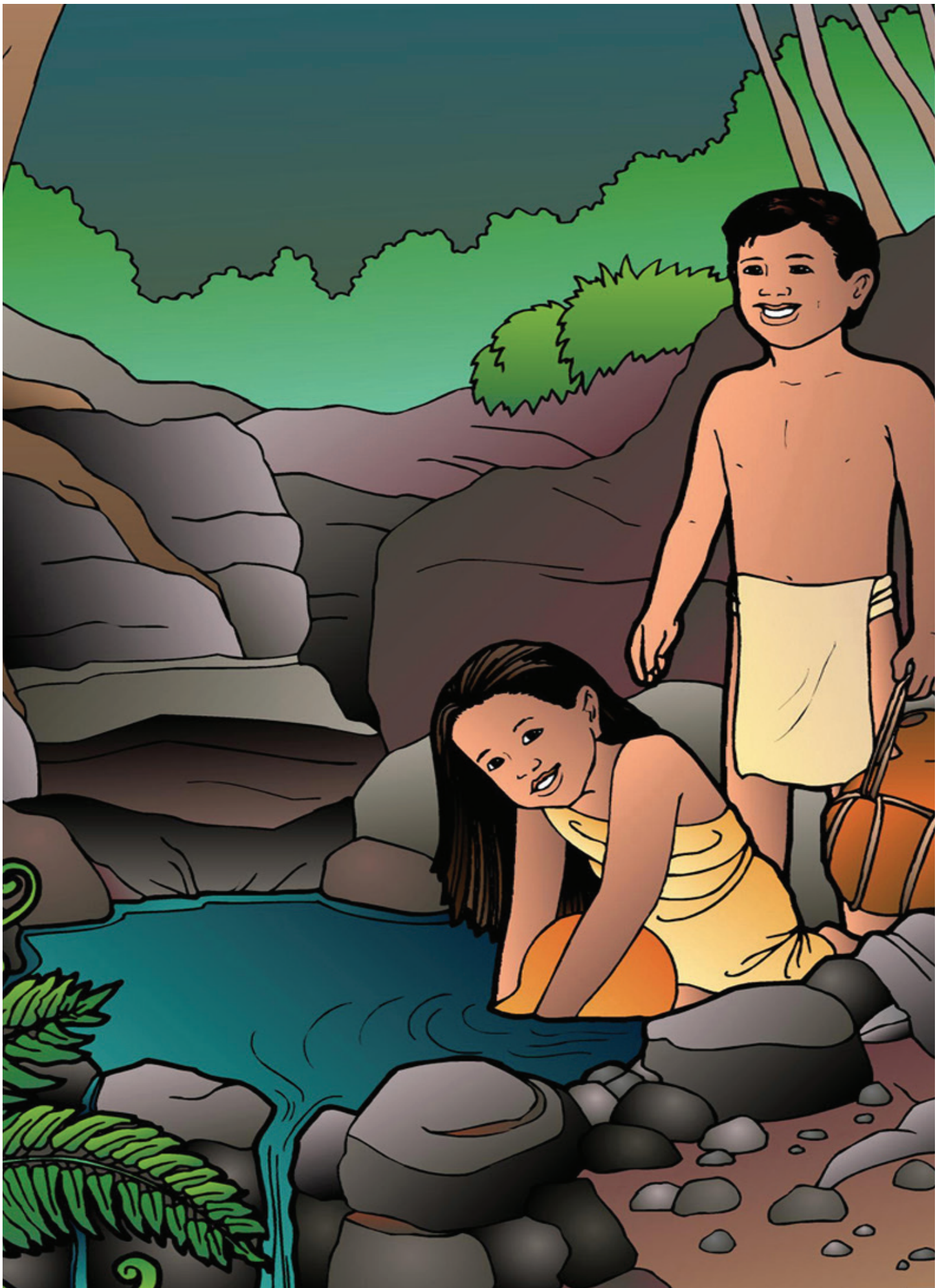


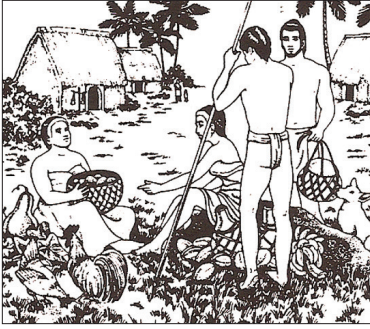
DEVELOPING SENSE OF PLACE: MO'OLELO

Mo'olelo refers to a story, tale, myth, history, tradition, literature, legend, journal, log, yarn, fable, essay, chronicle, record, article; minutes, as of a meeting.

Mo'olelo builds and strengthens our connections to a sense of place, or belonging towards a place or a city they are familiar with.

A personal mo'olelo is a story relating to a childhood memory, family tradition, or any other personal experience that is told in the first person.





SENSE OF PLACE: MO'OLELO

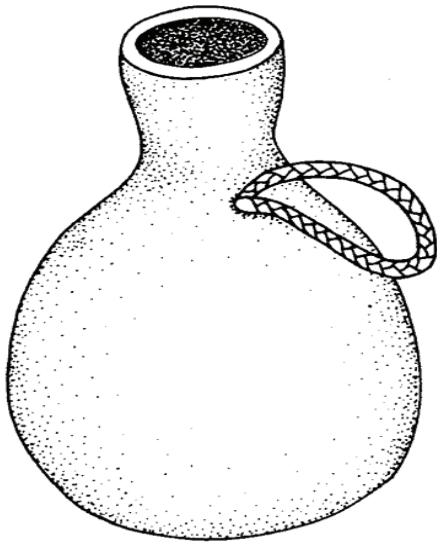
Directions: In the space below, draw a picture of the personal mo'olelo that you just wrote.

Please complete the drawing portions on a piece of paper.

SENSE OF PLACE: MO'OLELO

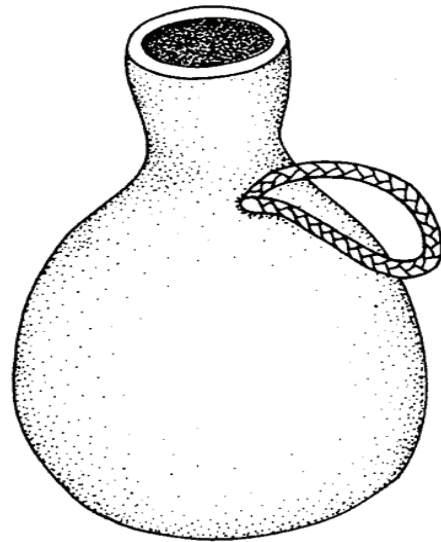
Directions: Throughout your life, you will continue to create more personal mo'olelo at many different places whether it be at home, school, etc. Answer the following questions in each of the ipu below. Please write your answers in "hashtag" form. (e.g.: #retellingthestory, #familytraditions, #askmeanything, etc.)

What are some personal mo'olelo that you would like to create in the future?



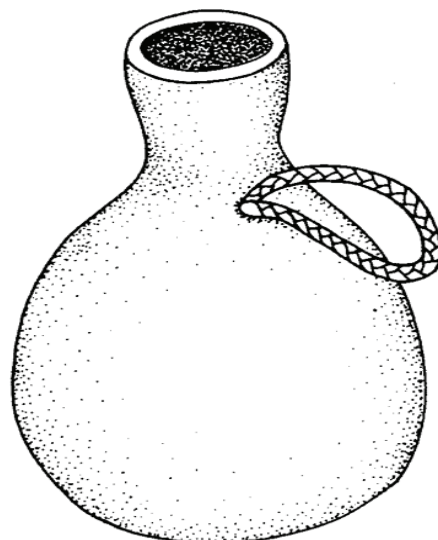
Kamehameha Schools © 2010

What kind of memories would you like to make in a particular place when you grow up?

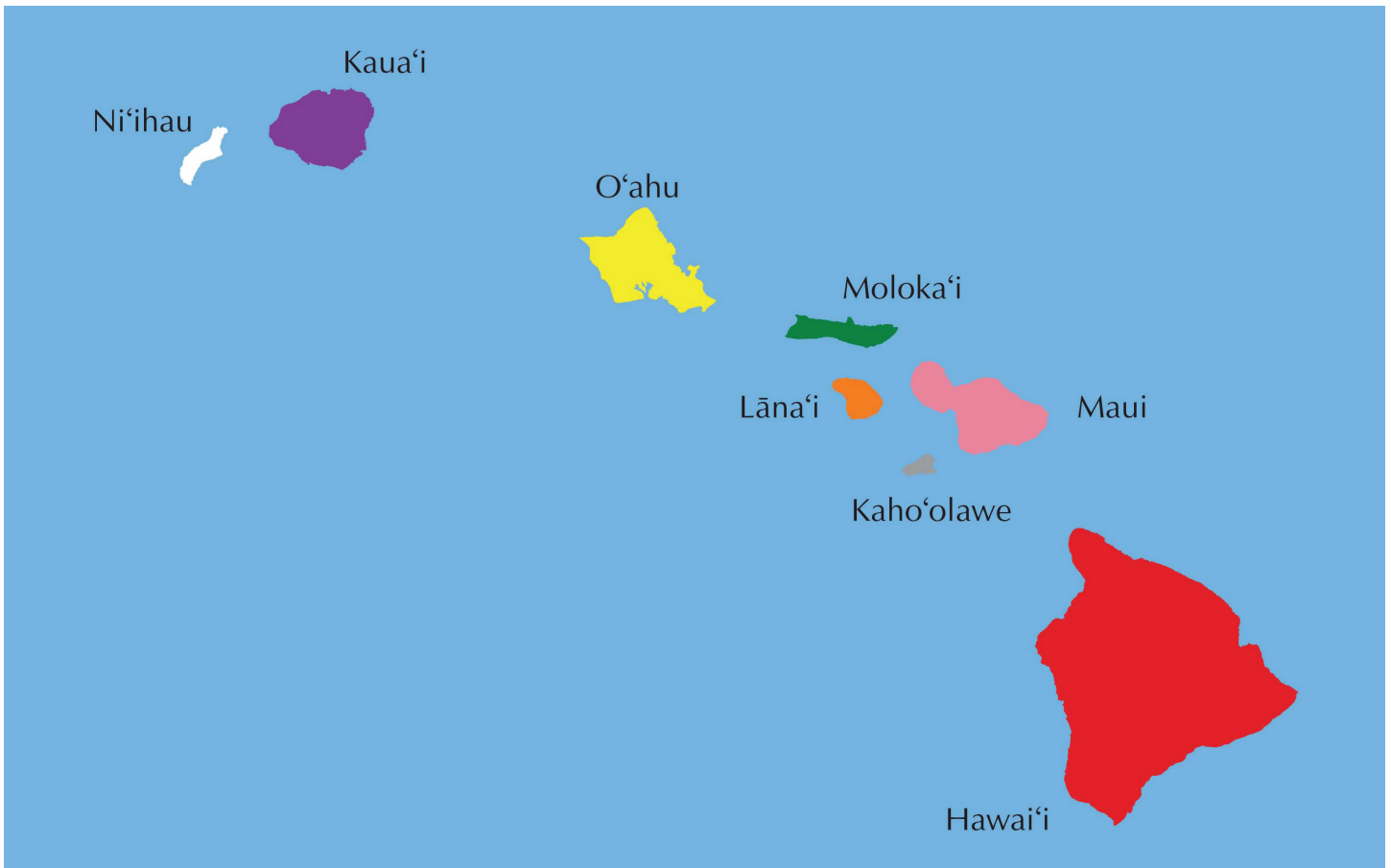


Kamehameha Schools © 2010

What kind of kupuna would you like to be when you grow up?



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SENSE OF PLACE: MO'OLELO

If mo'olelo build connections to our sense of place, what are some places that we connect to in our own lives?

Directions: “Circle” your mokupuni (island) on the map above and fill in the blank below with the name of your island.

‘O _____ ko‘u mokupuni. (_____ is my island.)

Put an “arrow” where you believe your kula (school) is located above and fill in the blank below with the name of your school.

‘O _____ ko‘u kula. (_____ is my school.)

Put a “star” next to a wahi pana (sacred place) that holds special meaning to you above and fill in the blank below with the name of this special place. (The place can be on any island.)

‘O _____ ko‘u wahi pana. (_____ is my wahi pana.)

SENSE OF PLACE: MO'OLELO

As mentioned before, mo'olelo builds and strengthens our connections to a sense of place. School is a place where we spend most of our day. Let's use mo'olelo to reflect on our connections with school.

Who is your favorite teacher?
Why?

What is your favorite subject / class in school? What are some "specific" things that you are learning in that class?

What are some hobbies, sports, or clubs you are interested in?

SENSE OF PLACE: MO'OLELO

Directions: An acronym is an abbreviation formed from the initial letters of other words and pronounced as a word (e.g. A.S.A.P. stands for As Soon As Possible). Write a word or short phrase for each letter of the word mo'olelo to show your understanding of what a mo'olelo is. An example has been provided below for the use of the 'okina.

M _____

O _____

'
Ōlelo mai nā kūpuna mai (traditions passed down from our ancestors)

O _____

L _____

E _____

L _____

O _____

WORD SEARCH: TYPES OF MO'OLELO

Use the highlight text tool to complete.

Directions: According to Pūku'i (refer to glossary), mo'olelo can be defined as many different things. A word search will introduce you to basic vocabulary of different types of mo'olelo. Search for the words in the word bank within the grid at the bottom. (Answers on Page 32)

WORD BANK

LITERATURE	CHRONICLE	MINUTES	TRADITION
HISTORY	JOURNAL	LEGEND	ARTICLE
RECORD	FABLE	STORY	CHANT
MYTH	ESSAY	TALE	SONG
YARN	LOG		



SENSE OF PLACE: MO'OLELO



Mo'olelo has the ability to transport people to different places without visiting the place. Read the mo'olelo below about the "Battle of Nu'uaniu" that took place on the island of O'ahu.

BATTLE OF NU'UANU

Many battles took place in Nu'uaniu valley throughout the centuries, but perhaps the most famous battle today is the Battle of Nu'uaniu. The Pali Lookout now sits on the site of that battle, a place that was once called "Ka Nuku," or "the entrance or gap."

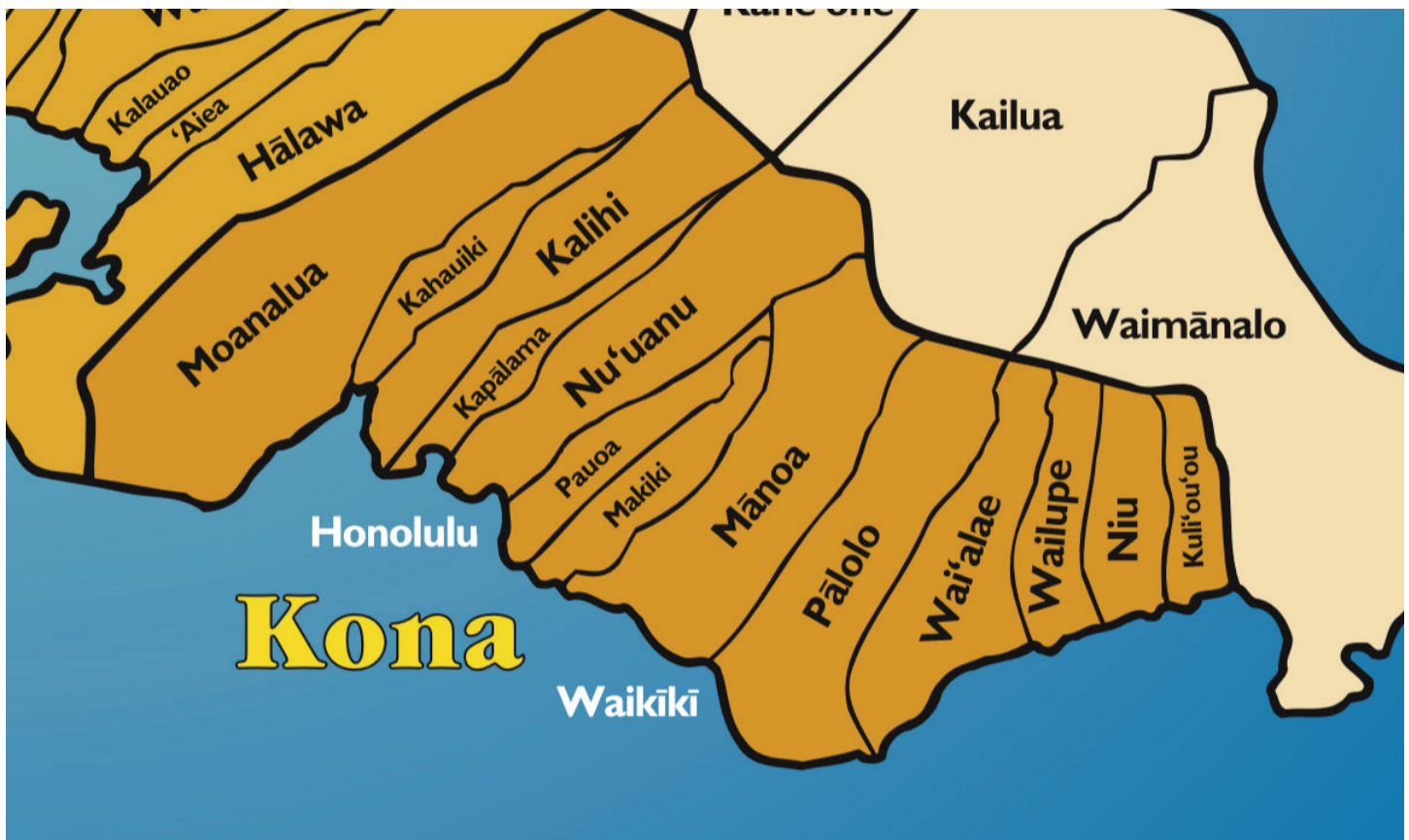
In 1795, Kamehameha I came to O'ahu to take over the island. He landed his great fleet of canoes along the shore, there were so many of them that they stretched all the way from Waikiki to Wai'alaie. His men marched up towards Nu'uaniu, participating in smaller battles around Pūowaina and in Nu'uaniu valley at Pū'iwa. As he marched

his way to Ka Nuku, another unit of his warriors was stealthily making their way over the mountain trails, from the Mānoa side into Nu'uaniu. The O'ahu troops were ambushed; cornered between Kamehameha's fierce army and the cliff face at Ka Nuku. Many of the defeated warriors fell or jumped to their deaths. Because of this, the battle was named Kaleleaka'anae, or "the leaping of the mullet."

It was the last great battle in the Hawaiian Islands and confirmed Kamehameha's rule as the Mō'i over all islands except Kaua'i and Ni'ihau. In 1810, the king of the last two islands pledged his allegiance to Kamehameha, recognizing him as monarch over the entire pae 'āina.

SENSE OF PLACE: MO'OLELO

Please print out this section to complete.



Directions: After reading the mo'olelo in the previous page, follow the directions for this mapping activity to locate various places where the story takes place.

In 1795, Kamehameha landed his fleet of canoes along the south shore of the island of O'ahu from Wai'alāe to Waikīkī. Draw a line — where you believe Kamehameha landed his canoes.

Upon arrival at Nu'uānu, Kamehameha's men participated in smaller battles at Pūowaina, also known as Punchbowl Crater. Circle ○ where you believe Pūowaina (Punchbowl Crater) is located (between Pauoa and Makiki).

As Kamehameha marched his way to Ka Nuku, another unit of his warriors was stealthily making their way over the mountain trails, from the Mānoa side into Nu'uānu. Put a square □ where Mānoa and Nu'uānu meet up ma uka.

The Battle of Nu'uānu also known as "Kaleleaka'anae" ends up ma uka in the ahupua'a of Nu'uānu. On the map above, put a star ★ where you believe the Battle of Nu'uānu ended (Pali Lookout).

SENSE OF PLACE: MO'OLELO



EXTENSION

Directions: Mo'olelo is passed down from generation to generation. This is a perfect time to “talk story” with your kupuna (grandparents, ancestors, etc.). Ask them the following questions and write your answers in the corresponding banner:

What are some mele (songs) that make you think of “home”?

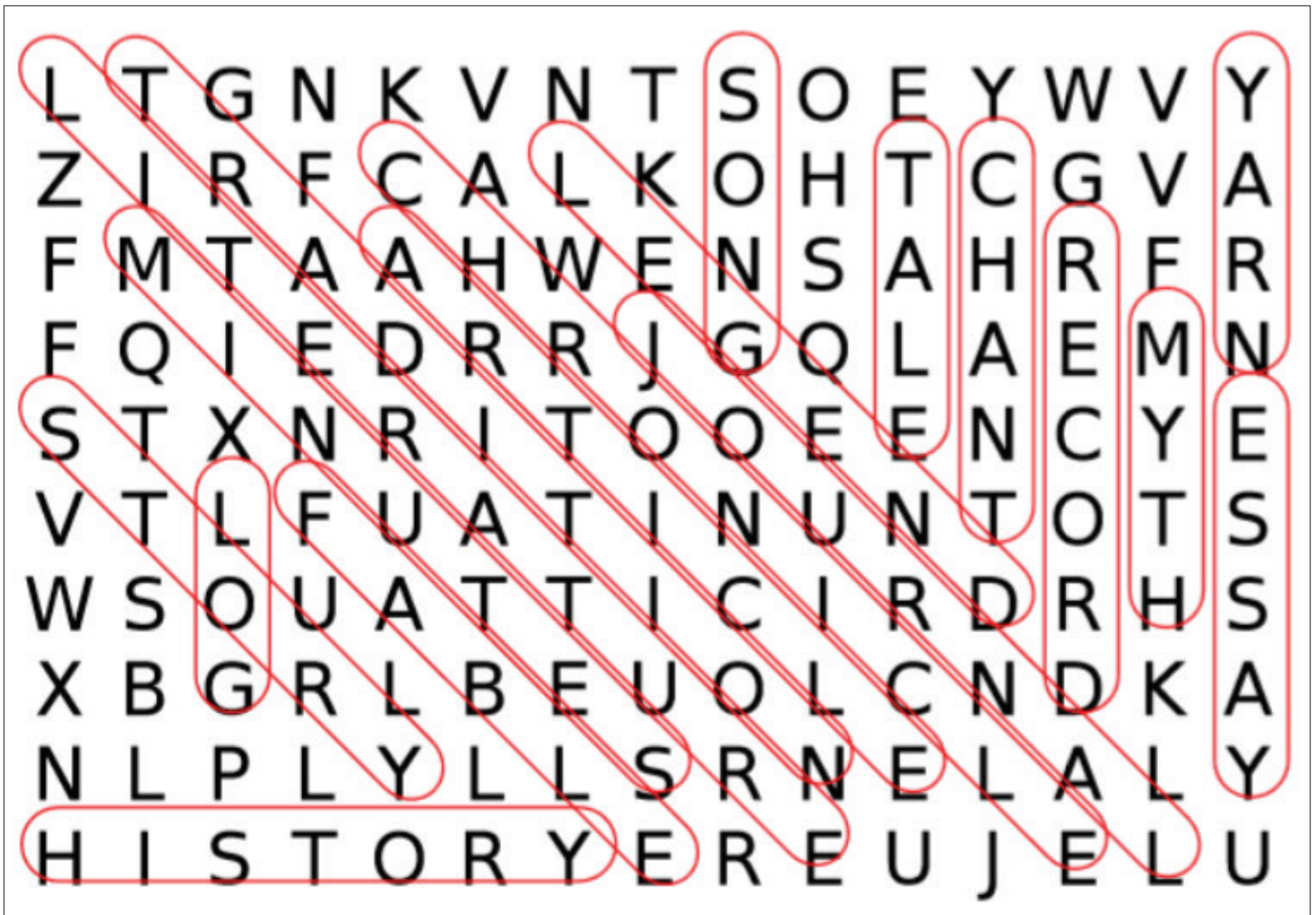
What are some memories that you can recall from those mele (songs)?

REFLECTION: MO'OLELO

<p>3 THINGS I LEARNED</p>			
<p>2 THINGS I FOUND INTERESTING</p>			
<p>1 QUESTION I STILL HAVE</p>			
<p>How has completing this section of the workbook helped me deepen my sense of place?</p>			

WORD SEARCH: TYPES OF MO'OLELO

ANSWERS





SENSE OF PLACE: AHUPUA‘A

‘O Hawai‘i ku‘u kulāiwi*

Hawai‘i my home

I mau o Hawai‘i he ‘āina aloha*

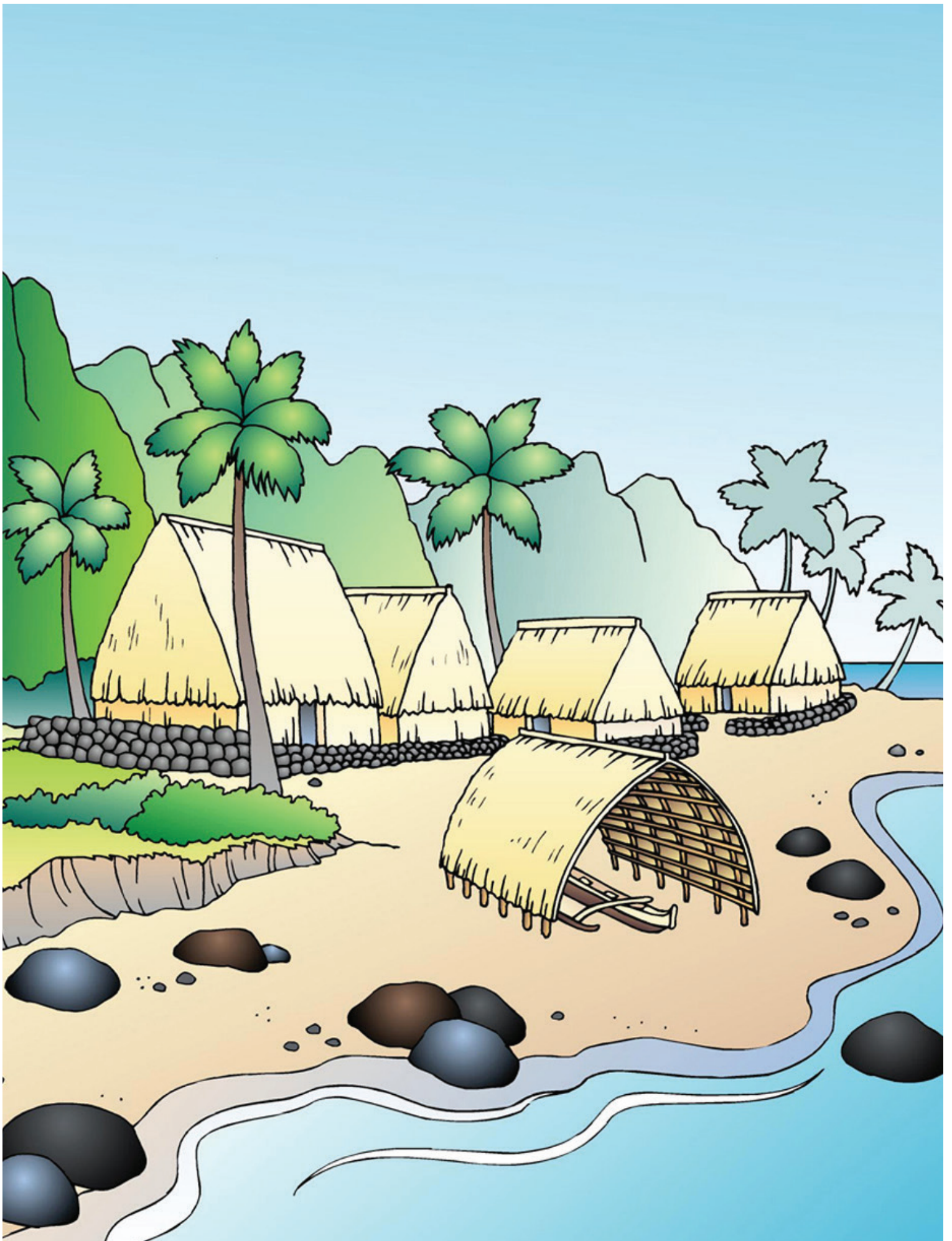
Hawai‘i our beloved home
may you continue on

An ahupua‘a is a section of land that runs most often from the mountains down to the sea.

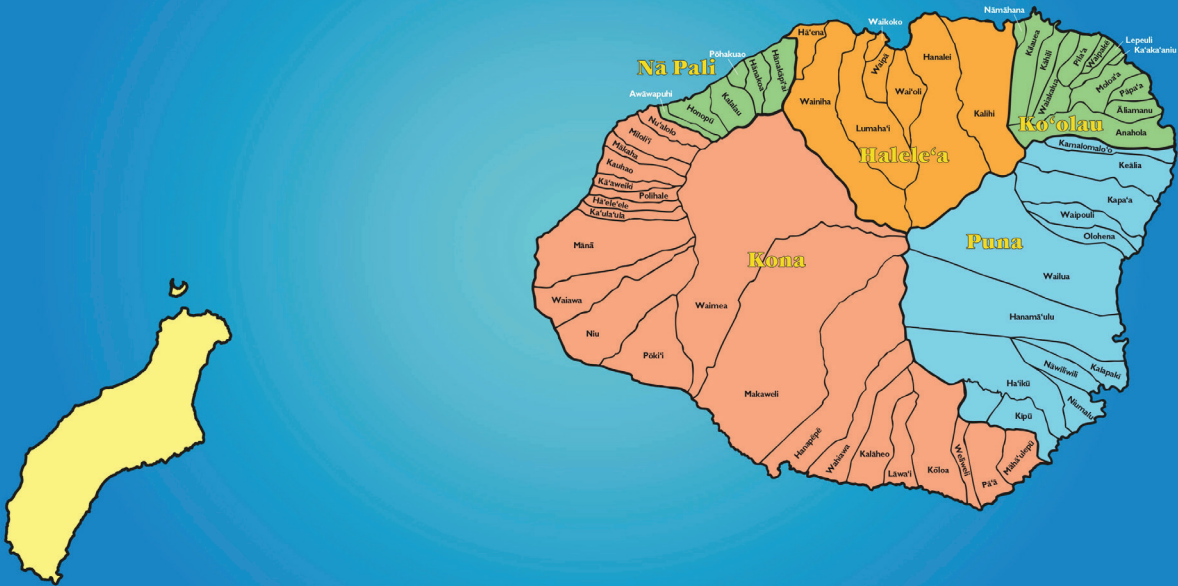
Within most ahupua‘a are three areas: uka (upland), kula (plains and fields), and kai (sea and nearby land).

Within these three areas lie many types of resources that are used to take care of the whole community of that ahupua‘a.

* Source: Pūku‘i, M. K., & Varez, D. (1983). ‘Olelo No‘eau: Hawaiian proverbs & poetical sayings. Honolulu, Hawai‘i: Bishop Museum Press

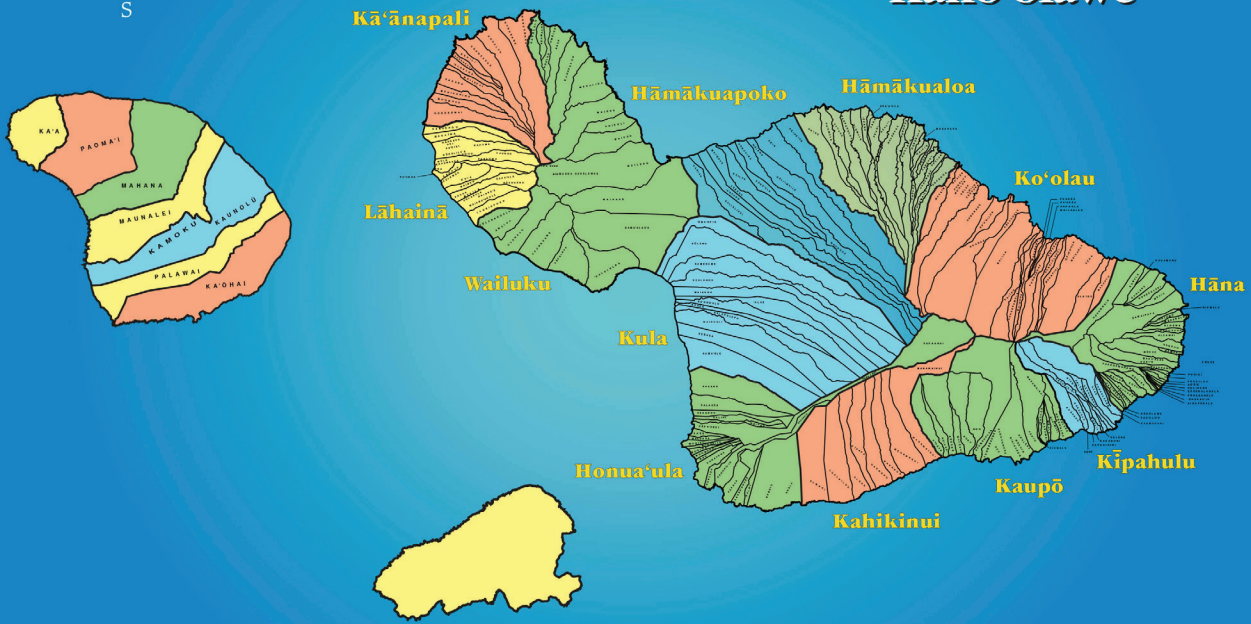


Nā Ahupua'a a Moku o Kaua'i me Ni'ihau



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Nā Ahupua'a a Moku o Maui, Lāna'i, a me Kaho'olawe



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DIVIDING THE LAND



Ke Ali'i Kamehameha

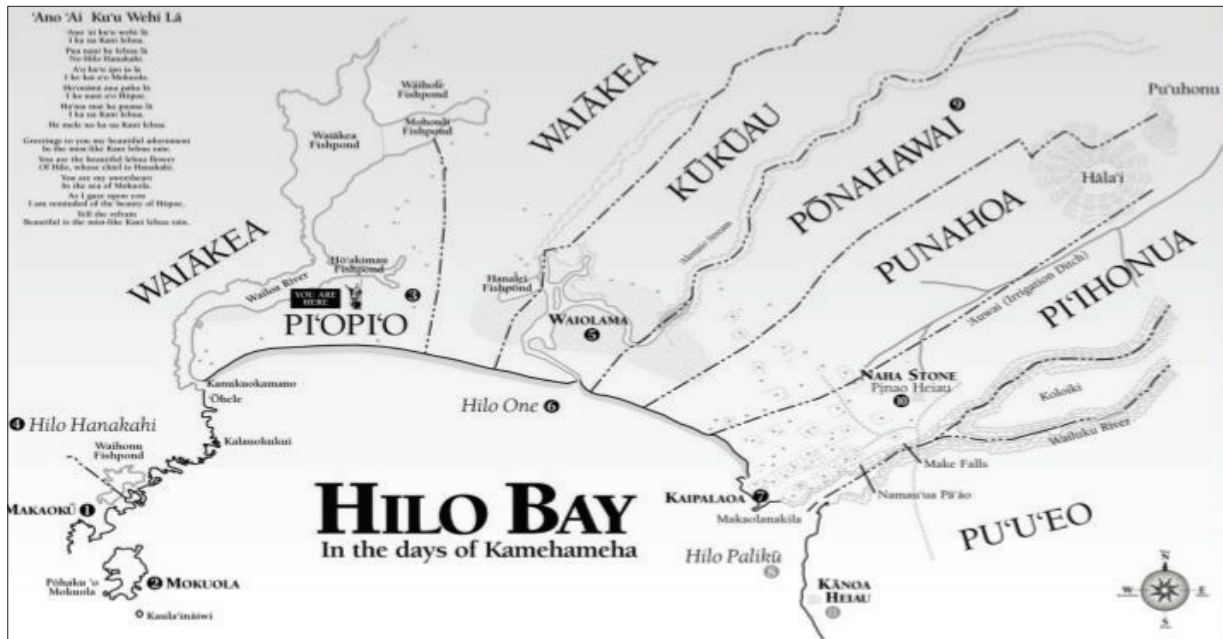
In ancient Hawai'i, the ali'i (chiefs) divided the land so that natural resources could be spread among the people. Imagine if all the fishermen wanted to fish in the same spot because it was known for good fishing. What would happen? The area would become overcrowded and over-fished. Soon, there would be no fish left in that area. Imagine if the farmers just wanted to plant their crops in places on the island with the best soil or the most abundant water. What would happen? They would begin to fight over the best land. Instead, each island was divided into pieces so that the resources would be divided peacefully among the people.

Each main island was called a moku. The chief who ruled the moku was called the ali'i nui (high chief). The moku were divided into large districts called moku. The moku were ruled by ali'i 'ai moku (lesser chiefs)

Directions: Identify the names of your moku, moku, and ahupua'a that you live in and fill in the following boxes.

MOKUPUNI	MOKU	AHUPUA'A

DIVIDING THE LAND



Map showing part of the Moku of Hilo divided into Ahupua'a

Directions: In the space below, draw a map of your ahupua'a and identify the boundaries (Look up Google maps, avakonohiki.org, and ahamoku.org for information).

- Think about what lies between you and the next ahupua'a.
- What resources are in your ahupua'a today? Think about things like fresh water, land for growing food, fishponds, and locate them on your map.

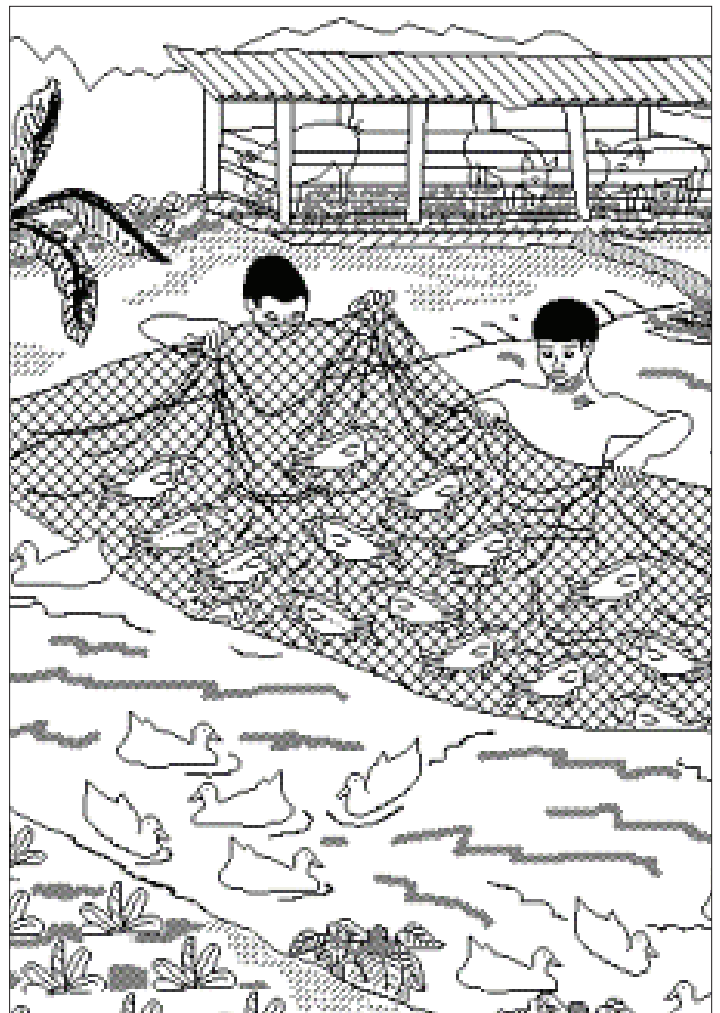
Please complete the drawing portions on a piece of paper.

NA KUMUWAIWAI AHUPUA‘A RESOURCES

There are many resources in an ahupua‘a including fresh water, ocean, forests, and animals that support people, community, and culture. Remember that there are usually three areas in an ahupua‘a: uka (upland), kula (plains and fields), and kai (sea and near-by land).



Rivers and streams run from uka to kai

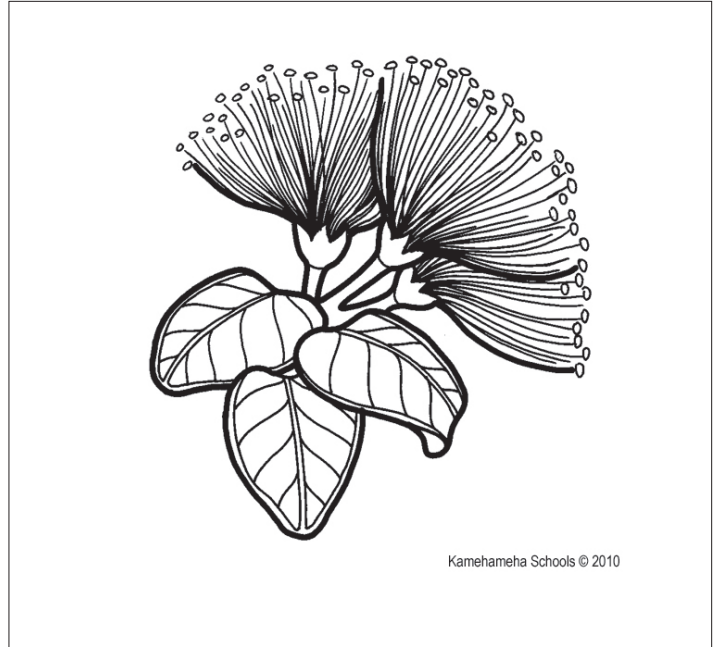


Hukilau – Net setting

NA KUMUWAIWAI AHUPUA‘A RESOURCES



Kalo (taro) cultivation in a lo'i (irrigated taro terrace)

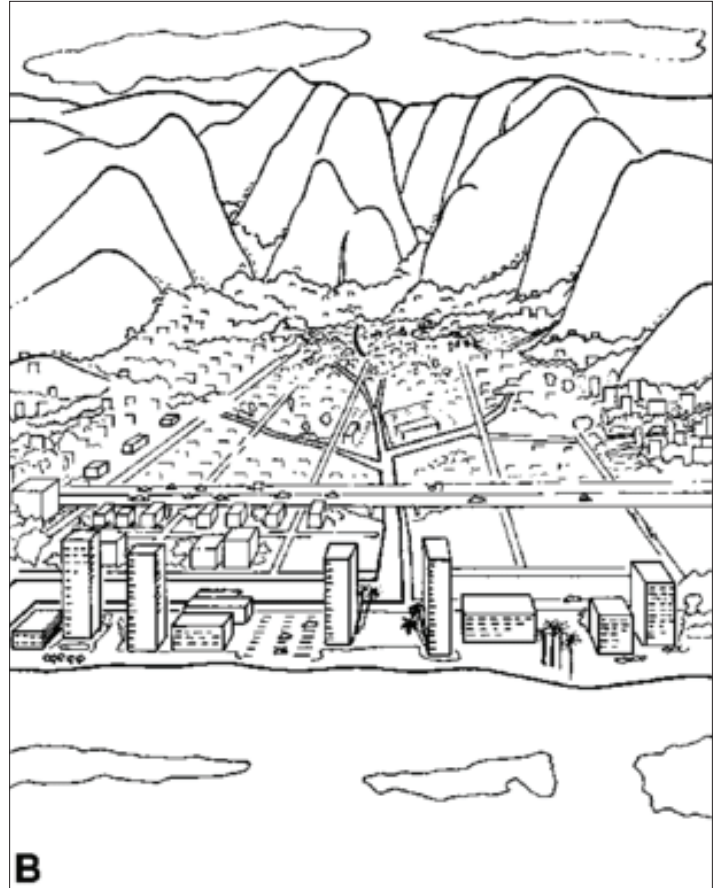


Native plants like lehua had many uses such as lei, protocol, and ceremonial purposes

What was your ahupua‘a known for traditionally and how were these resources managed?

Do as much research on your ahupua‘a as you can. Are there any mo‘olelo (stories, myths, legends, traditions, etc.), mele (songs, chants, and poetry), or oli (chants) related to your ahupua‘a that you can find? You may want to ask a kupuna or other family member or friend or check the internet if you can.

NA KUMUWAIWAI AHUPUA‘A RESOURCES



Drawings of a typical traditional and contemporary ahupua'a courtesy of UH Mānoa

Directions: List three resources in your ahupua'a that have changed over time and identify what you think caused the changes.

1. _____
2. _____
3. _____

REFLECTION: AHUPUA'A

<p>3 THINGS I LEARNED</p>			
<p>2 THINGS I FOUND INTERESTING</p>			
<p>1 QUESTION I STILL HAVE</p>			
<p>How has completing this section of the workbook helped me deepen my sense of place?</p>			

GLOSSARY

Here are some of the ‘ōlelo Hawai‘i terms you may have seen in this workbook.

ae‘o	Hawaiian stilt
ahupua‘a	land division usually extending from the uplands to the sea, so called because the boundary was marked by a heap (ahu) of stones surmounted by an image of a pig (pua‘a), or because a pig or other tribute was laid on the altar as tax to the chief
‘āina	land, earth
ali‘i	chiefs
ao	clouds
emi	waning (moon growing smaller)
holoholona	animal
ho‘onui	waxing (moon growing bigger)
‘ilima papa	low growing vine with golden flowers
‘ike	knowledge or learnings
ipu	general name for vessel or container, as dish, mug, calabash, pot, cup, utensil, urn, bowl, basin, pipe
kai	sea
kāhuli	Hawaiian tree snail
kalo	taro
kilo	to watch closely, observe, examine, or forecast
kula	1. Plains 2. School, academy; to teach school, go to school; to hold school or class sessions
kupuna	1. Grandparent, ancestor, relative or close friend of the grandparent’s generation, grandaunt, granduncle 2. Starting point, source; growing
kūpuna	plural form of kupuna

GLOSSARY

ma uka	inland, upland, towards the mountain, shoreward (if at sea); shore, uplands
mai'a	banana
mea kanu	plant
mele	song, anthem, or chant of any kind; poem, poetry; to sing, chant
moa	chicken
moku	large land district
mokupuni	island
mo'olelo	story, tale, myth, history, tradition, literature, legend, journal, log, yarn, fable, essay, chronicle, record, article; minutes, as of a meeting
na'au	intestines, bowels, guts; mind, heart, affections; of the heart or mind; mood, temper, feelings
'okina	glottal stop (consonant in Hawaiian language)
'ōlelo no'eau	wise saying
pā'ū o Hi'iaka	native morning glory species
poepoe	rounding (of moon)
Pūku'i	used to reference Mary Kawena Pūku'i, renowned scholar, dancer, educator, and composer.
uka	upland
wa'a	canoe
wahi pana	legendary place

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